Keller Independent School District

Ridgeview Elementary

2025-2026 Campus Improvement Plan

Mission Statement

The community of Keller ISD will educate our students to achieve their highest standards of performance by engaging them in exceptional opportunities.

Vision

KISD -- an exceptional district in which to learn, work and live.

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Comprehensive Needs Assessment

Demographics

Summary

Ridgeview Elementary, opened in 2011, is the only school in Keller ISD where the student population enters into two separate feeder patterns in the 5th grade. We are a pre-k through 4th-grade campus with a total enrollment of 506 students.

Student Demographics:

Our demographic breakdown is as follows: 41.4% White, 19.9% Hispanic, 12.8% African American, 15.8% Asian, 0% Pacific Islander, and 10.1% Two or More Races.

Our Economically Disadvantaged population is 25.6% with 0.4% homeless.

At Risk: 15%

Emergent Bilingual: 13.9%

Military Connected: 9.5%

Our mobility rate is 6.7%, confirming that the majority of students start and finish their K-4 school years at Ridgeview Elementary.

Support Services Provided:

12.6% of students are served through ESL

20.7% of our students receive services through Special Education

3.4% of our students are served through 504

5.1% of our students are served through GT programming

4.9% of our students are served through Dyslexia services

16% of our students are served through Speech Therapy

112 of our students are served through Hybrid mathematics in grades 1-4

Total staff members: 65

Support Staff Demographics: 1 campus secretary, 2 office aides, 1 campus data clerk, 1 nurse, 1 SRO, 4 cafeteria staff, 4 custodial staff.

Instructional Staff Demographics: RES employs 23 full time general education, 4 co-curricular teachers, 6 special education teachers, 1 librarian, 1 dyslexia specialist, 1 counselor, 1 assistant principal, 1 principal, 2 part time speech therpaists, 1 part time IST/ESL teacher, 1 part time GT teacher, 2 part time diagnosticians, as well as 8 special education and instructional aides.

Teacher Demographics:

Teacher Average years in education:

Average years in KISD:

Advanced degrees:

Special Education Certified: 10

ESL Certified: 25

Attendance:

24-25 School Year: 96%

25-26 First 6 weeks: 97%

Strengths

- Strong Attendance Rates
- High rate of retention and years of experience
- High level of both ESL and GT certification
- Low percentages of mobility, homelessness
- XX of students are supported in thier uniquely identified needs (ESL, SPED, 504, Hybrid Math, GT)

Problem Statements Identifying Demographics Needs

	Problem Statement	**Root Cause**
1	Ridgeview Elementary faces challenges in ensuring adequate staffing, access to specialized resources, and the implementation of inclusive instructional practices needed to effectively meet the diverse academic and behavioral needs of all students.	Ridgeview special education student population has increased by 9.7% since 2019

★ **= Priority**

Student Learning

Summary

Ridgeview Elementary is committed to continuously reflecting on instructional practices to ensure we are meeting the needs of all students. Student achievement is monitored regularly through a variety of measures. NWEA MAP assessments are administered three times a year to track academic growth, while teachers also use classroom observations, unit assessments, and STAAR testing to evaluate progress. Student learning is reviewed throughout each instructional unit, and data from all assessments are used to guide decisions for targeted remediation and enrichment opportunities, ensuring every student is supported and challenged to reach their full potential.

STAAR Data:

On the Math STAAR Test, 60% of third graders and 45% of our fourth grade students met expectations. Our Hybrid Math students in 4th grade took the 5th grade math STAAR and 97% met expectations. On the Reading STAAR Test, 58% of third graders and 62% of fourth grade students met expectations.

Strengths

Students at Ridgeview Elementary were performing at or above district averages in the meets category.

Dedicated daily Intervention/Enrichment time

Hybrid math-acceleration in all grades

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Masters percentages have stagnated in RLA since the 22-23 school year	Introduction of a new RLA curriculum left gaps in the area of writing.
2	Meets percentages have dropped significantly in 4th grade Math.	Hybrid students taking the 5th grade STAAR has shifted our averages. Working towards strengthening our Tier 1 instruction.
3	Students are struggling in the area of mathematical problem solving.	Changes in demographics and population have led to students having less pre-existing knowledge and in need of a stronger focus on numerical fluency and problem solving strategies.

★ **= Priority**

School Processes & Programs

Summary

Ridgeview Elementary implements district curriculum with fidelity through collaborative grade-level and content planning. Math and Reading coaches provide ongoing support and modeling to strengthen instruction. NWEA MAP, pre- and post-assessments, and classroom data guide targeted interventions and enrichment within the MTSS framework. Teachers meet monthly in PLCs to review progress and refine instructional practices, while SIT meetings ensure support for students with additional needs.

Ridgeview fosters belonging through its House System, student leadership opportunities, and clubs such as Sewing, Pokemon, Rockin Rattlers Choir, Gardening and Kindness Club. The PTA and campus events promote strong family and community engagement. Safety remains a top priority, supported by a dedicated Security Officer, regular drills, and the Raptor system for visitor management.

Campus priorities include closing achievement gaps in mathematics and strengthening writing in Reading Language Arts through data-driven instruction and continuous PLC collaboration.

Strengths

- Use of District planning documents--KISD scope and sequence
- Uniform assessments integrated into district planning documents
- Analysis of multiple measures of student data: Running Records, MAP, Unit Assessments, STAAR, Observations
- Hybrid Math
- Regular PLC meetings to discuss curriculum and data/collaborative planning
- Use of district coaches
- Safety and security
- Staff communication and information channels

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	**Root Cause**
1	There are an abundance of resources, data tools, assessments and curriculum available which are not fully understood and implemented	New/changing curriculum New Resources Limited Time Need for more professional development/ training

⭐ **= Priority**

Perceptions

Summary

Ridgeview Elementary maintains a strong culture of parent and community engagement. Family partnerships are strengthened through high volunteer participation, strong attendance at school events, and an active WATCH D.O.G.S. program. The House System promotes a sense of belonging and inclusivity across the campus, while the PTA provides consistent support for student enrichment, staff appreciation, and community-building activities. These partnerships contribute to a positive school climate and increased stakeholder involvement in student success.

Strengths

- House System
- Watch Dog Dads
- Many opportunities for parents to be involved
- Large PTA and Parent involvement
- High expectations for achievement and behavior
- APEX fun run
- Multiple methods of communication
- Low discipline rate

Problem Statements Identifying Perceptions Needs

	Problem Statement	**Root Cause**
1	While Ridgeview maintains a positive and welcoming culture, there are parents and students who may not yet feel fully included or connected to the school community.	More parents have working schedules that preclude them from participating in traditional school events.

⭐ **= Priority**

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **District goals**
- ☑ **Campus goals**
- ☑ **HB3 Reading and math goals for PreK-3**
- ☑ **Performance Objectives with summative review (prior year)**
- ☑ **Campus/District improvement plans (current and prior years)**
- ☑ **Planning and decision making committee(s) meeting data**

Accountability Data

- ☑ **Texas Academic Performance Report (TAPR) data**
- ☑ **Student Achievement Domain**
- ☑ **Student Progress Domain**
- ☑ **Closing the Gaps Domain**
- ☑ **Effective Schools Framework data**
- ☑ **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- ☑ **Accountability Distinction Designations**
- ☑ **Local Accountability Systems (LAS) data**
- ☑ **Community Based Accountability System (CBAS)**

Student Data: Assessments

- ☑ **State and federally required assessment information**
- ☑ **STAAR current and longitudinal results, including all versions**
- ☑ **STAAR released test questions**
- ☑ **STAAR Emergent Bilingual (EB) progress measure data**
- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

- ☑ **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**

- ☑ **Student failure and/or retention rates**

- ☑ **Local diagnostic reading assessment data**

- ☑ **Local benchmark or common assessments data**

- ☑ **Running Records results**

- ☑ **Observation Survey results**

- ☑ **Texas approved PreK - 2nd grade assessment data**

Student Data: Student Groups

- ☑ **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**

- ☑ **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**

- ☑ **Economically disadvantaged / Non-economically disadvantaged performance and participation data**

- ☑ **Special education/non-special education population including discipline, progress and participation data**

- ☑ **Section 504 data**

- ☑ **Homeless data**

- ☑ **Gifted and talented data**

- ☑ **Dyslexia data**

- ☑ **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- ☑ **Attendance data**

- ☑ **Discipline records**

- ☑ **Student surveys and/or other feedback**

- ☑ **Class size averages by grade and subject**

- ☑ **School safety data**

- ☑ **Enrollment trends**

Employee Data

☑ **Professional learning communities (PLC) data**

☑ **Staff surveys and/or other feedback**

☑ **Teacher/Student Ratio**

☑ **State certified and high quality staff data**

☑ **Campus leadership data**

☑ **Campus department and/or faculty meeting discussions and data**

☑ **Evaluation(s) of professional development implementation and impact**

☑ **T-TESS data**

☑ **T-PESS data**

Parent/Community Data

☑ **Parent surveys and/or other feedback**

☑ **Parent engagement rate**

☑ **Community surveys and/or other feedback**

Support Systems and Other Data

☑ **Communications data**

Goals

Goal 1 Increase Student Achievement

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

By May of 2026, 60% of students in 3rd grade will meet or exceed expectations on state testing in the area of reading and mathematics as measured by the 2025 STAAR Test.

Action Step 1

Implement the district's RLA curriculum with fidelity, ensuring focus upon priority standards in planning, instruction, and assessment.

Measures: Planning documents, summative assessment results, STAAR results

Staff Responsible for Monitoring: Teachers, Administration

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 2

Implement student goal setting, data tracking, and progress conferences for MAP testing at the middle and end of the year, during which students, teachers, and parents will review results and establish growth goals.

Measures: NWEA Map Growth

Staff Responsible for Monitoring: Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 3

Utilize district formative, summative, and standardized assessment tools to monitor student learning in math and reading, and provide targeted or intensive instruction as needed through small groups, MTSS, or other support services aligned to student needs.

Measures: Small group monitoring, MTSS data

Staff Responsible for Monitoring: Administration, Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 4

Through PLC time, 3rd- and 4th-grade teachers will analyze STAAR interim results to identify universal, targeted, and intensive intervention needs. Using this data, teachers will plan instruction that provides both intervention and enrichment aligned to student needs.

Through PLC time, K-2 teachers will analyze priority assessment results to determine universal, targeted, and intensive intervention needs. Teachers will then use this data to design enrichment and intervention plans that address the specific needs of their students.

Measures: PLC agendas, student data, lesson plans

Staff Responsible for Monitoring: Teachers, administration

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Considerable Progress			
December	**April**	**July**	**August**

Performance Objective 2

By May of 2026, we will increase the percentage of 3rd and 4th-grade students achieving mastery on the Math and Reading STAAR by at least 5 percentage points through targeted instructional support, data-driven enrichment, and consistent monitoring of progress.

Action Step 1

Teachers will implement strategies such as number talks, enrichment activities, critical thinking practices, and flexible grouping to provide students with meaningful opportunities to engage deeply with learning standards and objectives.

Measures: Student growth is measured on MAP and STAAR projections, as well as performance on summative assessments.

Staff Responsible for Monitoring: Teachers, Administration

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 2

Thirty hours of accelerated instruction will be provided for students who qualify based on House Bill 1416 for support in mathematics and reading.

Measures: HB1416 attendance, tutorial plans, student performance

Staff Responsible for Monitoring: Teachers, IST, Administration

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 3

Provide targeted extension activities for students who are approaching or have mastered a TEK to deepen understanding and promote advanced application of skills.

Measures: Lesson plans, PLC meeting agendas, campus and district assessment data, teacher walk-through data, student work samples

Staff Responsible for Monitoring: Teachers, Administration

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Performance Objective 3

By May 2026, 4th grade students identified as Tier 2 or Tier 3 will demonstrate improved performance in both reading and mathematics as measured by STAAR results. This will include at least a 5% increase in the percentage of these students meeting grade-level standards, as well as growth in their average raw scores compared to the 2024-2025 school year. Targeted interventions and support will be provided to close instructional gaps and strengthen core content knowledge.

Action Step 1

Implement targeted small-group instruction in reading and math during intervention time, with lesson plans tailored to address specific gaps for Tier 2 and Tier 3 students.

Measures: Lesson plans

Staff Responsible for Monitoring: Administration, Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 2

Utilize progress monitoring tools (e.g., district formative assessments, MAP, and classroom data) at least every three weeks to evaluate student growth and adjust interventions as needed.

Measures: Assessment Data

Staff Responsible for Monitoring: Administration, Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

| December | April | July | August |

Action Step 3

Provide Tier 2 and Tier 3 students with additional support services such as MTSS, tutoring, or targeted pull-outs, ensuring interventions align with identified skill deficits.

Measures: Tutoring Logs, MTSS Data

Staff Responsible for Monitoring: Administration, Teachers, IST

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

| December | April | July | August |

Action Step 4

Facilitate regular data meetings in PLCs where teachers analyze student performance, set short-term growth goals, and plan instructional adjustments for identified students.

Measures: PLC Agenda and Meeting Notes, Student Goal Data

Staff Responsible for Monitoring: Administration, Teachers, IST

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

| December | April | July | August |

Goal 2 Overall Excellence in Student, Parent, and Community Relations

Performance Objective 1

During the 2025-2026 school year, Ridgeview Elementary will strengthen family and community partnerships by implementing clear and consistent communication strategies, expanding meaningful opportunities for participation, and establishing transparent channels for stakeholder input.

Action Step 1

Positive Communication: Establish consistent processes to highlight student and staff successes, as well as positive campus events, and share them regularly through weekly newsletters.

Measures: Staff shout outs, instructional highlights, photograph student spotlights

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 2

Design, administer, and analyze stakeholder surveys at least twice per year to collect meaningful input on school processes, campus culture, and student learning.

Measures: Survey Results

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 3

Continue to strengthen Ridgeview's tradition of service by implementing and engaging all students and staff in The Big Event, a campus-wide day of service.

Measures: Big Event Artifacts

Staff Responsible for Monitoring: Administration, Teachers, Community Members

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 4

At Ridgeview, 4th grade students will expand their role as House mentors by leading daily announcements and House meetings. They will model House qualities and the Ridgeview Guidelines for Success while fostering mentorship, promoting leadership, and strengthening the sense of community across all grade levels.

Measures: Daily Announcements, PBIS, Discipline Data

Staff Responsible for Monitoring: Administration, Staff House Leaders

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Performance Objective 2

By the end of the 2025-2026 school year, RES will strengthen student leadership and voice by providing a variety of opportunities, such as flag leader, office runner, meal delivery team, counselor helper, library assistant, and House leader. At least 75% of fourth-grade students will participate in one or more leadership roles during the year.

Action Step 1

Create a list of campus-wide leadership opportunities through Ridgeview Regents (flag leader, office runner, counselor helper, library assistant, House leaders, etc.) by October 2025, ensuring roles are accessible and age-appropriate.

Measures: Student interest surveys, student participation tracker

Staff Responsible for Monitoring: Administration

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 2

Design and share a simple, equitable application or rotation system for fourth-grade students by September 2025 to ensure all students have access to at least one leadership opportunity during the year.

Measures: student survey

Staff Responsible for Monitoring: Administration

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 3

Provide training to student leaders: offer short orientation sessions for student leaders each semester to outline responsibilities, expectations, and character skills (e.g., responsibility, teamwork, service).

Measures: Student feedback, student participation tracker

Staff Responsible for Monitoring: Administration

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Some Progress			
December	**April**	**July**	**August**

Performance Objective 3

During the 2025-2026 school year, Ridgeview will enhance family and community partnerships by

providing regular and accessible communication through monthly newsletters, digital updates via ParentSquare, and teacher-led classroom highlights. Success will be measured by at least 90% of families accessing school communication in one or more formats, as indicated by platform engagement reports and parent survey feedback.

Action Step 1

Distribute a campus-wide digital newsletter twice monthly through ParentSquare, highlighting upcoming events, celebrating student achievements, and sharing parent resources.

Measures: Parent Engagement via ParentSquare and parent feedback surveys

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 2

Track engagement metrics from ParentSquare (e.g., open rates, clicks) and distribute at least one mid-year and one end-of-year parent survey to evaluate communication effectiveness and identify areas for improvement.

Measures: Parent Square Data, parent engagement, parent surveys

Staff Responsible for Monitoring: Administration

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Some Progress			
December	**April**	**July**	**August**

Action Step 3

Provide communication in multiple formats, such as translated newsletters, printed copies in the front office, and short video messages, to ensure families of all backgrounds and language needs can access school information effectively.

Measures: Parent engagement, parent square data, parent surveys

Staff Responsible for Monitoring: Administration

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Moderate Progress

December   **April**   **July**   **August**

Performance Objective 1

Establish systems and processes that recognize and support effective instruction, collaboration, professional growth, leadership, and fosters excellence among teacher, administrators and staff.

Action Step 1

Implementation of Staff Shout Outs, recognition of teachers in newsletters and social media.

Measures: Newsletters, social media posts

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 2

Campus administration will hold feedback meetings three times per year to gather input, feedback, and ideas from staff, ensuring leadership decisions are informed by teacher and staff needs and focused on improving support across the campus.

Measures: Feedback notes from meetings

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 3

Campus administration will attend weekly team planning meetings with each grade level in order to provide support, resources, coaching, and collaborate in problem-solving as needed.

Measures: Meeting agendas and notes

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 4

Administer a staff climate and culture survey to assess staff satisfaction, identify needs, and gather input on preferences.

Measures: Staff feeback survey

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Performance Objective 2

During the 2025-2026 school year, Ridgeview will support teachers in maintaining a 5:1 ratio of positive to negative redirections to student behavior. By implementing training, coaching, and ongoing monitoring, the campus will foster more positive classroom environments, resulting in improved student behavior and a measurable decrease in discipline referrals by at least 10% compared to the 2024-2025 school year.

Action Step 1

Provide professional development and coaching on effective classroom management strategies, emphasizing the use of a 5:1 positive-to-negative redirection ratio, with follow-up support through walkthroughs and feedback cycles.

Measures: Professional development agendas, notes from walkthroughs and feedback cycles

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Some Progress			
December	**April**	**July**	**August**

Action Step 2

Conduct regular classroom walkthroughs to document and monitor the ratio of positive to negative redirections, using the data to guide teacher feedback and identify areas for support.

Measures: Walkthrough data

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Some Progress			
December	**April**	**July**	**August**

Action Step 3

Monitor and analyze discipline referral data monthly to track improvements, recognize successes, and provide targeted interventions for teachers or grade levels as needed.

Measures: Referral ata

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Performance Objective 3

During the 2025-2026 school year, Ridgeview administrators will increase the number of classroom walkthroughs and provide timely, meaningful feedback to teachers. Each teacher will receive a minimum of two documented feedback touchpoints per semester, with follow-up coaching conversations as needed. Walkthrough and feedback logs will be reviewed quarterly to ensure consistency, support instructional growth, and strengthen a culture of continuous improvement.

Measure of Success:
100% of teachers will receive at least two documented feedback touchpoints per semester, and walkthrough/feedback logs will show evidence of timely follow-up and growth in instructional practices.

Action Step 1

Create and share a monthly walkthrough tracker in September 2025 to ensure administrators consistently visit all classrooms across grade levels and content areas.

Measures: Monthly Walkthrough Tracker

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

✅ Accomplished	✅ Accomplished	✅ Accomplished	
December	**April**	**July**	**August**

Action Step 2

Provide teachers with written feedback within 48 hours of each walkthrough, highlighting observed strengths and including at least one clear, actionable next step for improvement.

Measures: Written feedback artifacts

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 3

Schedule at least one coaching conversation per semester with each teacher to review walkthrough patterns, celebrate growth, and address instructional needs, ensuring targeted support for continued improvement.

Measures: Coaching Coversation Agenda and Notes

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Some Progress			
December	**April**	**July**	**August**