

# **Richardson Independent School District**

## **Forestridge Elementary**

### **2025-2026 Campus Improvement Plan**



# Mission Statement

To inspire and develop successful, lifelong learners.

# Vision

**Every child, every leader, every teacher, every day.**

# Value Statement

At Forestridge, we believe that all students can learn and grow with support from adults who work to build positive relationships, are reflective about their practice and are committed to continue to learn.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Student Demographics	Count	Percent
<b>Gender</b>		
Female	229	46.08%
Male	268	53.92%
<b>Ethnicity</b>		
Hispanic-Latino	157	31.59%
<b>Race</b>		
American Indian - Alaskan Native	0	0.00%
Asian	132	26.56%
Black - African American	159	31.99%
Native Hawaiian - Pacific Islander	0	0.00%
White	34	6.84%
Two-or-More	15	3.02%
Staff Information	Count	Percent
Administrative Support	11	18.03%
Teacher	42	68.85%
Educational Aide	8	13.11%

# School Processes & Programs

## School Processes & Programs Summary

Forestridge Elementary offers a variety of student programs and services to support student learning, well rounded education, and a safe and healthy learning environment.

Those programs include but are not limited to:

Dyslexia Services

Family Engagement

Fine Arts

Gifted and Talented Services

Multilingual Services

Pre-K services

Response to Intervention

Special Education Services

Student Services

MTSS

## School Processes & Programs Strengths

Our staff is highly committed to the success of each student. Our schedule provides intentional, structured time for collaborative planning, progress monitoring, and interventions. FRE has a variety of afterschool clubs and programs for our students.

# Perceptions

## Perceptions Summary

Forestridge Elementary is committed to providing a supportive, collaborative, and invested culture among students, staff, families, and the community. We encourage stakeholder involvement and feedback and offer arious ways for families and the community to be a part of FRE (volunteer, site-based campus committee, PTA).

## Perceptions Strengths

Staff understands their role and takes ownership in implementing key campus actions to ensure academic growth for FRE students.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Not all students are meeting yearly growth goals.

**Root Cause:** Lack of processes and protocols for monitoring progress regularly.


# Priority Problem Statements

# Goals



**Goal 1:** We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth.



**Performance Objective 1:** Develop and implement a system to house goals and evidence towards goals and tools for progress monitoring.




**Evaluation Data Sources:** STAAR current and longitudinal, Schoology, MAP, mCLASS, CIAs








Strategy 1 Details	Reviews			
<b>Strategy 1:</b> As a Title 1 Campus, all funding sources will be used to support the school-wide instructional program. <b>Strategy's Expected Result/Impact:</b> Title 1 Evaluation, Review of documentation and budget line items spent to implement program activities <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, campus reading and math specialists, culture coach  <b>Title I:</b> 2.51, 2.52, 2.53 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			



Strategy 2 Details		Reviews			
<p><b>Strategy 2:</b> Every student will have a data portfolio to track their progress toward their individual, class, grade level, and campus goals and provide supports needed to achieve these goals through tutoring and daily intervention time. We will use aligned tools to ensure that students receiving tutoring are progressing.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students will have an attainable growth goal in Math and Reading, that they will meet by the end of 2026.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers (for students and classroom) Interventionists (for Special Programs case-load) Instructional Coaches (for Subject Areas &amp; Grade Levels) Campus Admin (For School-wide and sub-group reporting)</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Targeted Support Strategy</b></p>		Formative			Summative
		Nov	Jan	Mar	June
		 <p>Some Progress</p>			
Strategy 3 Details		Reviews			
<p><b>Strategy 3:</b> We will create a testing plan and schedule to administer MAP Growth diagnostics to 95% of all eligible students in Reading and Mathematics at BoY, MoY, and EoY.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 97% of students will have a timely administration of the MAP Growth diagnostics by the creation of an effective plan that is well communicated to teachers, parents, and students, and reduces or eliminates teacher stress.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Coaches (Planning and Scheduling) Campus Administrators (Approving and supervising the Plan and Schedule)</p> <p><b>Title I:</b> 2.51, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments - <b>Targeted Support Strategy</b></p>		Formative			Summative
		Nov	Jan	Mar	June
		 <p>Moderate Progress</p>			

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> The percent of students in third grade who score at the meets level or above will increase from 49% to 60% in STAAR Reading and from 42% to 55% in STAAR Math by June 2027. <b>Strategy's Expected Result/Impact:</b> 3rd grade students will be at the level of Meets or higher in reading and math STAAR. <b>Staff Responsible for Monitoring:</b> Teachers, ICs, Specialists, Administrators  <b>Title I:</b> 2.51, 2.52 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b>		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Address student groups for Targeted Support or Additional Targeted Support based on TEA accountability ratings. <b>Strategy's Expected Result/Impact:</b> 100% of students will meet their STAAR Growth Targets by moving at least one performance band on 4-6 Reading and Math STAAR tests. <b>Staff Responsible for Monitoring:</b> MTSS team classroom Teachers Instructional Coaches Administrators  <b>Title I:</b> 2.51 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy</b>		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> We will monitor student data reports to monitor immunization compliance of the student body. <b>Strategy's Expected Result/Impact:</b> At least 97 percent of our students will be in compliance with immunization. <b>Staff Responsible for Monitoring:</b> school nurse	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> We will monitor and increase our school's attendance rate by at least 0.5 percentage points from the 2024-2025 school year by the Spring of 2025. <b>Strategy's Expected Result/Impact:</b> An increase of at least 0.5 percent in the student attendance rate. <b>Staff Responsible for Monitoring:</b> Assistant Principals  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Utilize Schoology ( 3-6) (K-2)and Seesaw for teachers and students to set and track goals. Four artifacts added to the Schoology Portfolio - one per quarter. (All trainings will be provided by iTeam.) <b>Strategy's Expected Result/Impact:</b> Track student goals to monitor and measure progress which can be utilized by teachers and shared with parents strengthening parent engagement. <b>Staff Responsible for Monitoring:</b> Administration, teachers  <b>Title I:</b> 2.51, 2.53 <b>- TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Campus Emergency Response Team will successfully conduct AED drills to be prepared to respond quickly if a cardiac event should occur on campus. <b>Strategy's Expected Result/Impact:</b> Trained ERT Team to respond to a cardiac emergency <b>Staff Responsible for Monitoring:</b> all staff  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Utilize 7 steps strategies and K-12 Summit intervention resources to increase English language proficiency growth on TELPAS by at least 3% and increase the number of emergent bilingual students meeting exit criteria by 5% <b>Strategy's Expected Result/Impact:</b> The number of students demonstrating growth in TELPAS by at least 3% and the number of emergent bilingual students that meet exit criteria by 5% <b>Staff Responsible for Monitoring:</b> Campus Administration, Campus LAT  <b>Title I:</b> 2.51 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Ensure 100% Compliance of quarterly IEP progress monitoring reports for students receiving services through Special Education. <b>Strategy's Expected Result/Impact:</b> increased progress towards individual student IEP <b>Staff Responsible for Monitoring:</b> district SPED staff, campus SPED teachers, administration  <b>Title I:</b> 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



**Goal 1:** We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth.




**Performance Objective 2:** Implement state required bullying prevention requirements consistent with Board policies and procedures. See Appendix A.





**Evaluation Data Sources:** Focus referrals

ABC Data

Branching Minds Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All teachers will reinforce the TIER 1 behavior expectations (Safe, Responsible and Respectful) in all common areas. Teachers will incorporate CHAMPS as well as emergent Tree Tier 1 behavior supports as a model for classroom management procedures, routines, and expectations. <b>Strategy's Expected Result/Impact:</b> Increase in positive acknowledgements (3:1) Increase in specific corrective feedback increase in student engagement (from 65% to 90%) <b>Staff Responsible for Monitoring:</b> Culture Coach, Emergent Tree Team and administrators  <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Promote campus-wide House Celebrations and implement Student of the Month in alignment with PBIS as a way to build a positive school culture and promote positive behaviors throughout the building. <b>Strategy's Expected Result/Impact:</b> Increase in student's ability to self-monitor Increase in positive acknowledgements (3:1) Increase in specific corrective feedback increase in student engagement (from 65% to 90%) <b>Staff Responsible for Monitoring:</b> Emergent Tree Team, Counselors, Administrators  <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Every "Too Good For Drug" lesson will be taught in every classroom across grade levels. <b>Strategy's Expected Result/Impact:</b> We will have 100% compliance and participation from our teachers. <b>Staff Responsible for Monitoring:</b> School Counselor  <b>Title I:</b> 2.53 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> We will create a communication plan to inform parents of bullying incidents. <b>Strategy's Expected Result/Impact:</b> 100% of bullying incidents and investigations will be communicated to parents in a timely manner. <b>Staff Responsible for Monitoring:</b> Assistant Principals  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> We will hire a Campus Culture Coach that will support teachers to identify and progress monitor elementary students in need of targeted, and/or accelerated behavioral interventions utilizing Emergent Tree Tier 1 and Tier 2 Behavior supports, as well as interventions for behavior using Branching Minds. <b>Strategy's Expected Result/Impact:</b> 100% of students needing TIER 2 supports will be identified and monitored through ABC data and Branching Monds <b>Staff Responsible for Monitoring:</b> Culture Coach Classroom Teachers Assistant Principals  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> We will form a Campus Threat Assessment Team and complete training as specified in Texas Education Code 37.115 <b>Strategy's Expected Result/Impact:</b> 100% of Team Members complete the training as specified in Texas Education Code 37.115 <b>Staff Responsible for Monitoring:</b> Counselors  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> We will create, establish, and/or follow a plan for internet safety and digital citizenship. <b>Strategy's Expected Result/Impact:</b> Reduction on online bullying reports <b>Staff Responsible for Monitoring:</b> counselors  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> We will ensure all students have a school/home connection (club, extra curricular, activity, an adult at school). <b>Strategy's Expected Result/Impact:</b> Decrease in office referrals, increase in student engagement. <b>Staff Responsible for Monitoring:</b> counselors, culture coach, admin  <b>Title I:</b> 2.52 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Create transition strategies/plans for elementary school to junior high school. <b>Strategy's Expected Result/Impact:</b> Smooth transitions for our 6th graders <b>Staff Responsible for Monitoring:</b> counselor  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			



No Progress



Accomplished



Continue/Modify



Discontinue









**Goal 1:** We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth.

**Performance Objective 3:** We will increase the percentage of students meeting or exceeding individual growth measures on MAP Growth diagnostics from BOY to EOY in Reading and Mathematics by 5 - 10% (from DIP).

**High Priority**  
**Evaluation Data Sources:** MAP Growth reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Teachers will utilize RIT scores, class breakdown reports and the learning continuum to determine instructional focus for small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase % of students meeting or exceeding individual growth goal.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, administration</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	<div><div></div></div> <div>Some Progress</div>			




Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus implemented a strategic intervention plan ("iTIME") to ensure that intervention and enrichment groups take place each day. Students are grouped according to MAP (K-3) and STAAR previous data & MAP (4-6) to increase student achievement. High Quality Instructional Materials (Bluebonnet, Amplify and iREADY) are the dedicated resources for iTIME. <b>Strategy's Expected Result/Impact:</b> Increased STAAR achievement and gain points in Domain 3 - Closing the gaps <b>Staff Responsible for Monitoring:</b> teachers, instructional coaches, administration  <b>Title I:</b> 2.51, 2.53 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Campus implemented campus-wide tutorials twice per week for targeted students in need of additional supports/interventions. Students are grouped according to MAP (K-3) and STAAR previous data & MAP (4-6) to increase student achievement. High Quality Instructional Materials (Bluebonnet, Amplify and iREADY) are the dedicated resources for tutorials.	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

**Performance Objective 1:** Provide competitive compensation, incentives and benefits that attract and retain high-quality and diverse teachers and staff.

**High Priority**

**Evaluation Data Sources:** Employee retention data, benchmark salary data, documented salary and benefits provided to employees

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The administration team will conduct calibration exercises using the T-TESS rubric. <b>Strategy's Expected Result/Impact:</b> Increased interrater reliability and cohesiveness among appraisers and instructional coaches. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> We will support and retain the best teachers by creating a positive environment that reinforces appreciation for our staff members with events such as teacher appreciation week, luncheons during professional development days, etc. <b>Strategy's Expected Result/Impact:</b> Retention of the best possible teachers for our students. <b>Staff Responsible for Monitoring:</b> principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> We will analyze trends on the Teacher Climate Survey to identify areas that will better support teacher satisfaction, recruitment, and retention. <b>Strategy's Expected Result/Impact:</b> Recruitment and retention of the best possible teachers for our students. <b>Staff Responsible for Monitoring:</b> admin  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			



No Progress



Accomplished



Continue/Modify










Discontinue

**Goal 3:** We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

**Performance Objective 1:** We will implement a learning framework that provides all of our students with experiences to develop competencies aligned with the graduate profile.

**Evaluation Data Sources:** Accountability Data, Climate Surveys, and Board Goals


Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Every teacher at FRE will embed Lead4ward strategies into regular classroom instruction. <b>Strategy's Expected Result/Impact:</b> 100% of our students will meet or exceed their growth targets on all measured areas. <b>Staff Responsible for Monitoring:</b> Instructional Caoches  <b>Title I:</b> 2.51, 2.53 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			







Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Every teacher will embed ELlevation strategies and ESL content-based model into regular classroom instruction to provide content-based language instruction in ESL classrooms. Our school will also utilize Linguistic Acquisition Teachers (LAT) to support ELlevation strategies and ensure all ESL and content teachers progress, monitor and adjust to meet needs of students (and actively utilize intervention resources to address student needs). <b>Strategy's Expected Result/Impact:</b> 100 percent of our teachers with EB students will utilize strategies that will impact TELPAS targets for our EB students. <b>Staff Responsible for Monitoring:</b> Classroom Teachers (Implementation) LAT Teachers (Tracking and Supporting) Assistant Principals (Accountability and Support)  <b>Title I:</b> 2.51, 2.52 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> We will implement district High-Quality curriculum documents and resources, such as Carnegie, Bluebonnet, Amplify, and Savas, with fidelity to ensure a guaranteed and viable curriculum. <b>Strategy's Expected Result/Impact:</b> 100% of our students will meet or exceed their growth targets on all measured areas. <b>Staff Responsible for Monitoring:</b> Instructional Coaches Administrators  <b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments - <b>Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

**Performance Objective 2:** We will create a professional learning system that promotes continuous growth and equips all employees with the knowledge and skills they need to reach their individual growth goals.

**Evaluation Data Sources:** Accountability Data, Climate Survey, Board Goal

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Our leadership team will plan and lead professional learning opportunities including Focused PD on understanding and using learner experiences in daily instruction throughout the year and during district wide professional development and early release days to support and train teachers on the Learner Growth Experience, promotes continuous growth, and equips all employees and students with the knowledge and skills they need to reach their individual growth goals.  <b>Strategy's Expected Result/Impact:</b> 100% of our students will meet or exceed their growth targets on all measured areas. <b>Staff Responsible for Monitoring:</b> campus leadership team  <b>Title I:</b> 2.51, 2.53 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Identify instructional opportunities in teacher created classroom experiences for the defined priority goal strands for staff and students. <b>Strategy's Expected Result/Impact:</b> 100% of our students will meet or exceed their growth targets on all measured areas. <b>Staff Responsible for Monitoring:</b> Campus Leadership Team  <b>Title I:</b> 2.51, 2.53 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy</b>		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Our campus leadership team will plan for at least three days of iTeam support and professional learning with technology in support of the Learning Framework , based on Bright Bytes survey, to provide content-based opportunities for student engagement and growth. <b>Strategy's Expected Result/Impact:</b> 100% of our students will meet or exceed their growth targets on all measured areas. <b>Staff Responsible for Monitoring:</b> campus leadership team  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					



**Goal 3:** We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

**Performance Objective 3:** Ensure all students graduate college and career ready as measured by CCMR indicators.



**Evaluation Data Sources:** Increase students meeting the CCMR indicator from 56% to 70% by 2027 (Board Goal)






Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide career inspiration, exploration, and discovery in Pre-K - 6th grades (CTE/CCMR alignment). <b>Strategy's Expected Result/Impact:</b> Students will have a basic exposure to different career pathways. <b>Staff Responsible for Monitoring:</b> counselors  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

**Goal 4:** We will create opportunities to ensure engagement with community members in RISD.

**Performance Objective 1:** Create reciprocal pathways for families to increase and deepen engagement.

**Evaluation Data Sources:** Family Engagement, Volunteer Engagement including Voly data, Community Engagement including increase in partner outreach efforts and programs.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We commit to increase parental engagement by organizing parental engagement activities such as Coffee with the Principal, Meet the Teacher Night, Open House, Academic Nights, Family Nights, Promotion Ceremonies, Talent Shows, etc. <b>Strategy's Expected Result/Impact:</b> an increase in parental involvement <b>Staff Responsible for Monitoring:</b> School Leadership  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> We will create and maintain strategies for supporting increased engagement with our school community and parents, including using available district communication tools such as Finalsite Notification, Talking Points, Campus Website, Campus and grade-level newsletters, and Social Media. <b>Strategy's Expected Result/Impact:</b> Increase in parental engagement. <b>Staff Responsible for Monitoring:</b> school leadership team  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> We will create new partnerships and maintain our current community stakeholders to involve them on our Decision Making and improving school outcomes. <b>Strategy's Expected Result/Impact:</b> Increase in school partnerships <b>Staff Responsible for Monitoring:</b> School Leadership Team  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 5:** We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.

**Performance Objective 1:** Ensure operations are conducted in a financially efficient and effective manner.

**Evaluation Data Sources:** Audits reveal no inconsistencies in every budget code line.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The principal will meet daily with the school's executive assistant to ensure that all work orders, staff travel, and all purchase orders follow financial protocols and line code budgets for local, state, and federal funds. <b>Strategy's Expected Result/Impact:</b> Audits reveal no inconsistencies in every budget code line. <b>Staff Responsible for Monitoring:</b> campus principal  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Moderate Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

**Goal 5:** We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.

**Performance Objective 2:** Provide a safe, comfortable, and well-maintained environment at all campuses.

**Evaluation Data Sources:** Expect a positive response rate of 95% or higher from internal and external stakeholders in focus group and/or survey responses

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Principal will conduct building walks with the custodial lead member at regular intervals to ensure that the school is well maintained and in the best shape possible for our students and staff <b>Strategy's Expected Result/Impact:</b> Positive feedback on Climate Survey <b>Staff Responsible for Monitoring:</b> campus principal  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

**Goal 5:** We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.

**Performance Objective 3:** Provide a safe, secure, and reliable technology infrastructure to support teaching, learning, and operations.

**Evaluation Data Sources:** Expect a 95% or better positive response on the district climate survey. Move from Advanced to Exemplary in the area of Technology Support (Environment) on the BrightBytes Survey.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Our instructional coaches will become familiar with instructional technology platforms to better support our teachers in modeling the use, implementation, and reporting tools of our technology applications in the classroom. <b>Strategy's Expected Result/Impact:</b> At least a 95% positive response on our district climate survey, <b>Staff Responsible for Monitoring:</b> instructional coaches	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

# State Compensatory

## Budget for Forestridge Elementary

**Total SCE Funds:** \$330,330.00

**Total FTEs Funded by SCE:** 3

**Brief Description of SCE Services and/or Programs**

Additional instructional support through staffing of Instructional Coach, Culture Coach, Campus Math and Reading Specialist positions. Professional learning opportunities for teachers, planning support, contracted services for PLC programs, extended planning opportunities, tutoring services.

## Personnel for Forestridge Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Dinwiddie	Campus Reading Specialists	1
Brittnie Tippitt	Culture Coach	1
Constance Hershey	Instructional Coach	1