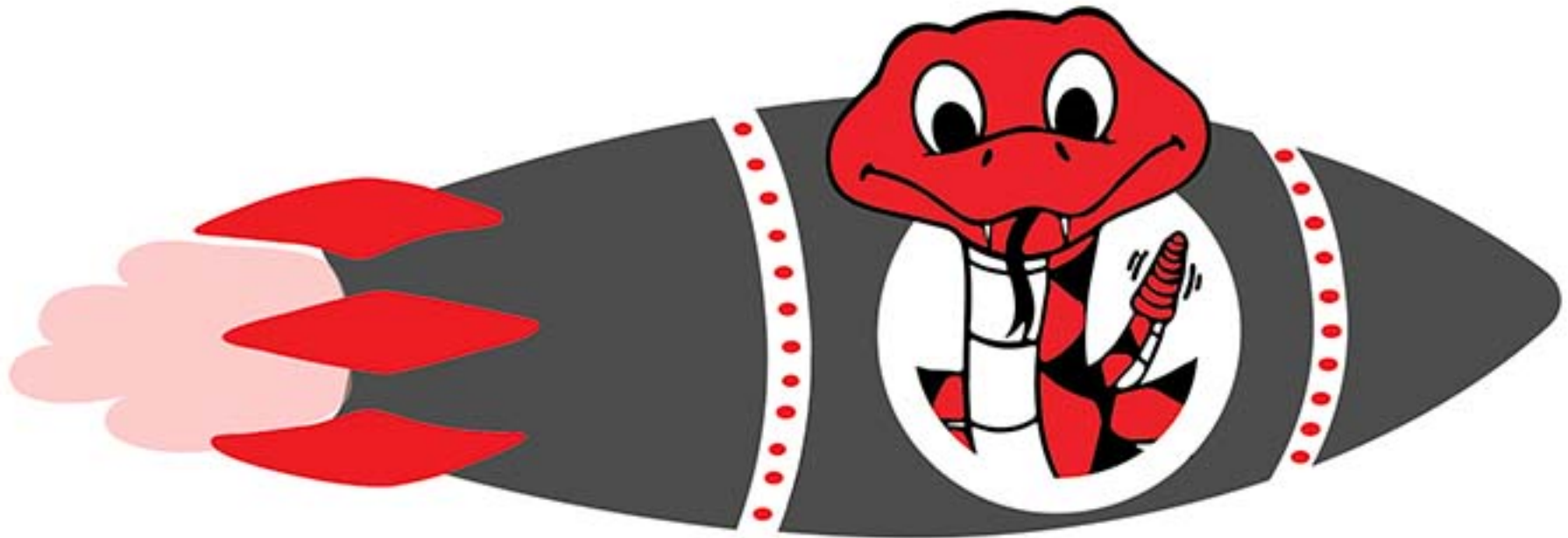


**RIDGETOP EL**  
**Escuela Ridgetop Elementary School**  
**2021/2022**

*Fuera de este Mundo-We are OUT of this WORLD*



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Date Reviewed:

DMAC Solutions ®

Date Approved:

## **Campus Mission**

All Ridgetop students are bilingual learners from day one. Our mission is to welcome these developing bilingual learners and their diverse language backgrounds into an academic and social culture that fosters the development of bilingual, biliterate, multi-culturally aware members of society by providing a holistic teaching approach that nurtures empathy through experiential learning.

## **Campus Values**

Rattlers are responsible for their own learning and their own behavior.

## **Texas Public Education Mission Statement**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

## **Austin Independent School District Mission**

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

# RIDGETOP EL

**Goal 1.** (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

**Objective 1.** (CSH Implementation) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a Whole Child, Every Child committee that meets monthly to monitor campus goals. (Target Group: All)	Administrators, CATCH Team	school year		Criteria: Meeting Agenda Meeting Minutes Meeting Attendance  10/18/21 - On Track
2. Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. (Target Group: All)	Administrators	school year		Criteria: Meeting Agendas Meeting Minutes Meeting Attendance  10/18/21 - Significant Progress
3. Invite parents/families to Whole Child, Every Child night and focus on all areas supporting Whole Child by providing activities/information. (Target Group: All)	Administrators, PTA, Teachers	Fall		Criteria: Flyers Sign In Sheets Class Dojo/SMORE Invites  10/18/21 - Significant Progress

# RIDGETOP EL

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**Objective 2.** (Social and Emotional School Climate) By the end of the SY 21-22, the campus will participate in the implementation of 3 Signature SEL Practices that include addressing students' need for a sense of belonging, empowerment, connection and identity safety.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Engage campus community in No Place for Hate activities needed to become a No Place for Hate Campus. (Target Group: All)	Administrators, Counselor, Teachers	school year		Criteria: No Place for Hate Application No Place for Hate Calendar  10/18/21 - Significant Progress
2. Implement "Peace Areas" throughout the campus and construct a model in a parent room/office to share what is being used in the classroom and can be used at home. (Target Group: All) (ESF: 3,3.2)	Administrators, Counselor	school year		Criteria: Photos of peace areas Agenda for sharing  10/18/21 - Significant Progress
3. Promote SEL and CP&I via all methods of communication: newsletters, bulletin boards, announcements, phone calls, calendar, emails, social media and the marquee. (Target Group: All) (ESF: 3.4)	Administrators, Counselor, PTA, SEL Campus Coordinator, Teachers	school year		Criteria: Social Media posts Flyers Class Dojo School Messenger Marquee Emails  10/18/21 - Some Progress
4. Ensure staff have access to at least three hours of professional learning in SEL and CP&I that address students' need for a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities. (SC #1,#3, #4 & #6) (Target Group: All)	Administrators, Counselor, SEL Campus Coordinator	school year		Criteria: Professional Development Calendar Sign in Sheets  10/18/21 - Some Progress
5. Regular campus climate surveys assess and measure progress on student and staff experiences. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1,3.3)	Administrators, SEL Campus Coordinator	school year		Criteria: Surveys Results  10/18/21 - Some Progress
6. Teachers will implement SEL/Conscious Discipline strategies that include morning meeting, wish you well, safe keeper to address students' need for positive relationships with teachers and peers. (SC #4 & #5) (Target Group: All) (Strategic Priorities: 1) (ESF:	Administrators, Counselor, SEL Campus Coordinator, Students, Teachers	school year		Criteria: Morning Meeting Lessons Wish You Well Board Safe Keeper Box  10/18/21 - On Track

# RIDGETOP EL

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**Objective 2.** (Social and Emotional School Climate) By the end of the SY 21-22, the campus will participate in the implementation of 3 Signature SEL Practices that include addressing students' need for a sense of belonging, empowerment, connection and identity safety.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2.1,3.3)				

# RIDGETOP EL

**Goal 1.** (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

**Objective 3.** (Family Engagement) In the SY 21-22, the campus will engage families in the SEL and Academic progress of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Communicate to 100% of parents on the importance of high academic and educational aspirations, showing the steps that need to be taken to actualize these aspirations (Target Group: All) (ESF: 3.4)	Administrators, Counselor, PTA, Teachers	school year		Criteria: School Messenger Agendas Flyers Emails Class Dojo  10/18/21 - Some Progress
2. Invite parents/families to Whole Child, Every Child night and focus on all areas supporting Whole Child by providing activities/ information. (Target Group: All) (ESF: 3.4)	Administrators, Counselor, SEL Campus Coordinator, Teachers	school year		Criteria: Flyers Sign in Sheets  10/18/21 - Some Progress
3. Plan and implement family meetings that support families in their and their student's SEL and academic progress. (Target Group: All) (ESF: 3.4)	Administrators, Counselor, PTA, SEL Campus Coordinator	school year		Criteria: Flyers Agendas Sign in Sheets  10/18/21 - Significant Progress
4. CAC meeting agenda will include a standing agenda item on Campus Improvement to address the students' need for a well-maintained facilities that support state of the art instruction and support cultural identities. (SC #7) (Target Group: All)	Administrators, CAC Members	school year		10/18/21 - Significant Progress

# RIDGETOP EL

**Goal 2.** (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

**Objective 1.** (ESF Essential Action 2.1) In the SY 21-22, campus administrators will implement targeted and personalized strategies to support and retain staff through observation and feedback cycles based on teacher and student needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus instructional leaders use normed tools and processes to conduct observations, capture trends, and track progress over time. (Target Group: All) (Strategic Priorities: 1,2) (ESF: 2.1,5.2)	Administrators	school year		Criteria: PPfT Informal Walkthrough Forms Calendar Feedback  10/18/21 - Some Progress
2. Observation feedback forms are delivered within 48 hours of observation and include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities to practice. (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1,5,5.2)	Administrators	school year		Criteria: Feedback PPfT Informal Walkthrough Forms Calendar  10/18/21 - Significant Progress
3. Campus instructional leaders conduct follow up observations after coaching sessions to monitor implementation of feedback within agreed-upon time frames. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1,5.2)	Administrators	school year		Criteria: PPfT Informal Walkthrough forms Calendar Feedback  10/18/21 - Some Progress

# RIDGETOP EL

**Goal 3.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

**Objective 1.** (Data-driven instruction (ESF Essential Action 5.3)) In SY 21-22, 100% of teachers of STAAR-tested grades and subjects will review results of Short Cycle Assessment data, disaggregated by student groups and Student Expectations, within 72 hours of the assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus instructional leaders review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups, and provide evidence-based feedback to teachers. (Target Group: 3rd,4th,5th) (Strategic Priorities: 2) (ESF: 5,5.3)	Administrators, Teachers	School year		Criteria: Agendas Data Intervention Plans  10/18/21 - Some Progress
2. Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. (SC #3) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2) (ESF: 5,5.3)	Administrators, Teachers, Team Leaders	School year		Criteria: Data Master Schedule Meeting Schedule Meeting Agenda Meeting Notes  10/18/21 - Some Progress
3. Teachers track progress of individual students (SEs/skills/TEKS) in order to identify students that would benefit from intervention and enrichment. (SC #3) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2) (ESF: 5,5.3)	Administrators, Teachers	school year		Criteria: Data binders  10/18/21 - Some Progress
4. Interpret relevant data to inform a collaborative plan for intervention and enrichment with progress monitoring and adjustments as needed. (SC #3) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2) (ESF: 5,5.3)	Administrators, Teachers	School year		10/18/21 - Some Progress
5. Lead lesson/unit planning activities that are connected to the trends that the data show and address students' need for recognition and cultivation of gifts, talents and interests of all students. (SC #2 & #6) (Target Group: All)	Administrators, Teachers	school year		Criteria: Lesson plans Data review GT Data  10/18/21 - No Progress



# RIDGETOP EL

**Goal 3.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

**Objective 1.** (Data-driven instruction (ESF Essential Action 5.3)) In SY 21-22, 100% of teachers of STAAR-tested grades and subjects will review results of Short Cycle Assessment data, disaggregated by student groups and Student Expectations, within 72 hours of the assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Strategic Priorities: 1) (ESF: 3.3,5.3)				

# RIDGETOP EL

**Goal 4.** (Increased Enrollment) Insert SMART enrollment goal here

**Objective 1.** (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 338 to 360 by December 15, 2021 (refer to 21-22 projection). SMART Goal Semester 2: 95% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor enrollment numbers by week and by student group. (Target Group: All)	Principal	school year		Criteria: Enrollment On Campus Learning Summary Counts  10/18/21 - Significant Progress
2. Provide Dual Language Orientations to bring in community and highlight successes and strengths of the Dual Language Program. (Target Group: All,LEP,PRE K,K) (ESF: 3.4)	Administrators	school year		Criteria: Dual Language Program Orientation Sign Ups Dual Language Program Orientation Sign In Sheets Registration Packets  10/18/21 - Significant Progress
3. Update website weekly to provide regular communication to campus communities (dynamic information like calendar, announcements, kudos, etc.). (Target Group: All) (ESF: 3.4)	Administrators	school year		Criteria: Website Social Media  10/18/21 - Some Progress

# RIDGETOP EL

**Goal 5.** (Exemplary Customer Service) Insert description of CARES here

**Objective 1.** (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the campus will move from Developing to Meets Expectations on the Customer Service Prioritization section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collect data from staff, families, and students to identify where additional customer service support is needed and use that information to determine what additional customer service professional learning and resources are needed. (Target Group: All)	Administrators, Bookkeeper, Registrar	school year		Criteria: CARES survey CARES rubric  10/18/21 - No Progress
2. Ensure that phone/voicemail/email practices are systematically reviewed and actively maintained. (Target Group: All)	Administrators, Bookkeeper, Registrar	school year		Criteria: CARES survey CARES rubric  10/18/21 - Some Progress
3. Ensure campus culture of respect practices and goals are systematically prioritized and actively maintained to ensure an identity-safe, welcoming, and inclusive school community that supports all students, families, and staff. (Target Group: All) (ESF: 3.4)	Administrators, Bookkeeper, Counselor, Registrar, Teachers	school year		Criteria: CARES rubric CARES survey TELL survey Student survey Family survey  10/18/21 - Some Progress

## 1st 9 weeks report - due October 22

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 1st 9 weeks Actual Results from SCA 1.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

**Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?**

**Yes. We are currently on track and plan on meeting all of our SMARTIE goals.**

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 1st 9 weeks Report.

*For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.*

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## 2nd 9 weeks report - due January 7

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 2nd 9 weeks Actual Results from SCA 2.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

**Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?**

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 2nd 9 weeks Report.

*For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.*

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## 3rd 9 weeks report - due March 25

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 3rd 9 weeks Actual Results from SCA 3.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.  
Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.  
Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.  
**Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?**

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 3rd 9 weeks Report.

*For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.*

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### **4th 9 weeks report - due June 3**

Step 1.) Review data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) document.  
Step 2.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.).  
**Step 3.) For each section of your plan, did you meet your desired annual SMARTIE goals? Why or why not?**

Step 4.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 4th 9 weeks Report.

*For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.*

# RIDGETOP EL Site Base

Name	Position
Schultz, Kara	Principal
Salazar-Salas, Jose	Assistant Principal
Lopez, Christina	Counselor
Knapp, Steven	CAC Co-Chair
Patrin, Christina	PTA President
Edwards, Juanita	Teacher

## SY 21-22 Campus and Targeted Improvement Plan Development Timeline

### Important Monitoring & Due Dates

August 9 and 10: CIP/TIP Overview and Workshop - Required for all Principals

Aug 9-Sept 3: CIP/TIP Development

Aug 24-26: Group TIP Development Workshop

Aug 31-Sept 1: TEA Training

Aug 17-Sept 17: Public Meeting/ CAC feedback

**Sept 3: CIPs/TIPs first drafts due in BLEND**

Sept 7-10: DCSI/EDs review of first drafts

Sept 13-17: Revise plan based on DCSI/EDs feedback

**Sept 13-24: (SEP) Recommended monitoring visit window**

**Sept 17: CIP/TIP final drafts due in BLEND**

Sept 20-24: DCSI/EDs review of final drafts

Sept 27: CIP/TIPs to Supe

Sept 27-30: TIL Lesson Alignment

Oct 4-6: TIL Observation and Feedback

**Oct 4-8: (OCT) Recommended monitoring visit window**

Oct 18-Nov 20: ESF Diagnostic Survey Window

Oct 18-22: SCA 1 data analysis and Cycle 1 reports

**Oct 22: 1st 9 Weeks CIP/TIP Report Submitted to BLEND**

Oct 25-29: DCSI/EDs review of Cycle 1 submissions

Oct 25-27: TIL DDI

**Nov 8-12: (NOV) Recommended monitoring visit window**

Nov 16-19: TIL Formative Assessment

Nov 30: TIL Cohort: Lesson Alignment

**Dec 6-10: (DEC) Recommended monitoring visit window**

Dec 18: Schedule ESF Diagnostic for Spring

Jan 4-7: SCA 2 data analysis and Cycle 2 reports

**Jan 7: 2nd 9 Weeks CIP/TIP Report Submitted to BLEND**

Jan 10-14: DCSI/EDs review of Cycle 2 submissions

Jan 12: TIL DDI

Jan 18: TIL Observation and Feedback

**Jan 24-28: (JAN) Recommended monitoring visit window**

Feb 1-April 29: ESF pre-work (including analysis of ESF diagnostic surveys), ESF pre-visit, ESF full-day visit, and ESF

**Feb 7-11: (FEB) Recommended monitoring visit window**

Feb 22: TIL Lesson Alignment and Formative Assessment

**Feb 28- March 4: (MAR) Recommended monitoring visit window**

March 21-25: SCA 3 data analysis and Cycle 3 reports

March 22: TIL Observation and Feedback

**March 25: 3rd 9 Weeks CIP/TIP Report Submitted to BLEND**

March 28-April 1: DCSI/EDs review of Cycle 3 submissions

March 30: TIL DDI

**April 25-29: (APR) Recommended monitoring visit window**

May 31-June 3: MAP Growth data analysis and EOY reports

**June 3: EOY reports submitted to BLEND**

June 6-9: DCSI/EDs review of EOY submissions

## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Ridgetop Elementary

### Instructions for the Austin ISD ESF Campus Self-Assessment:

1. Review the [Essential Actions, Key Practices, and Success Criteria for the Effective Schools Framework](#).
2. Determine your campus's level of implementation based on a scale of 1 - Not Yet Started to 5 - Fully Implemented.

<i>Effective Schools Framework</i>	<i>Lever 1: Strong School Leadership and Planning</i>	<i>Lever 2: Strategic Staffing</i>	<i>Lever 3: Positive School Culture</i>	<i>Lever 4: High-Quality Instructional Materials and Assessments</i>	<i>Lever 5 (5.1): Effective Instruction</i>	<i>Lever 5 (5.3): Data-Driven Instruction</i>
Essential Action	Developing campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities.	Recruit, select, assign, induct, and retain a full staff of highly qualified educators.	Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.	Effective classroom routines and instructional strategies	Data-driven instruction
Essential Action Reflection Rating	<b>4</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>3</b>

### 3. Read the following guiding questions for each essential action:

1. Are the necessary underlying systems and structures in place to support the development of an essential action?	2. Does the essential action align with a significant district-led priority and/or will there be district-level support around high quality implementation of an essential action?	3. Will engaging in the work associated with the essential action provide the highest leverage towards overall school improvement?
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### 4. Identify the specific 2 Essential Actions the campus will address in the CIP/TIP as the focus areas of improvement. Include the rationale for the selection of your essential actions.

<b>Focus Area for Improvement</b>	<b>Rationale</b>
EA 1.1, 2.1, 3.1, 4.1, 5.1, or 5.3	5.3 Data Driven Instruction: Using data-driven instruction will allow for all students to have the opportunity to meet the state standard on the STAAR exam and prepare all non-testing students for the assessment in future years.
EA 1.1, 2.1, 3.1, 4.1, 5.1, or 5.3	2.1 Recruit, select, assign, induct, and retain a full staff of highly qualified educators: Administrators will use observation and feedback to support and retain staff.



## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Ridgetop Elementary

### Instructions for the Comprehensive Needs Assessment (CNA):

1. Locate the data source for each section and fill in the data. All CNA sections are required.
2. Answer reflection questions associated with each section.
3. Follow steps 3 and 4 at the end of the CNA.

**Open Qualtrics using your portal tile, and click on the “Coordinated School Health Reporting, 2021” dashboard. Add your implementation subscale scores to the table below.**

	Overall Average	*CSH Implementation	*Health Education	*Physical Education/Physical Activity	*Food Services	Employee Wellness	SEL	Physical Environment	*Family Engagement	Community Engagement	Counseling/Mental Health/Social Services	Health Services
SY 20-21	65%	38%	20%	73%	100%	54%	100%	68%	67%	38%	75%	81%
SY 21-22 Goal	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%

\*A score of <70% is considered Unacceptable. An Unacceptable score in any of the state required components (Coordinated School Health Implementation, Health Education, Physical Education/Physical Activity, Food Services, or Family Engagement) will result in the overall score also being Unacceptable.

**Coordinated School Health reflection question:** Some of your campus implementation scores will go up by returning to both in-person instruction and “business as usual.” In which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? (Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

CSH Implementation

Community Engagement

Health Education

**SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Ridgetop Elementary**

**Longitudinal Discipline Data Report**

Number of Disciplinary Actions by Student Group																					
		African American					Hispanic					White					Female				
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP
2017-2018	373	11					216					116					198				
2018-2019	370	5					206					127		2			194				
**2019-2020	364	*					197					133					187				
		Male					Economically Disadvantaged					Special Education									
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAEP					
2017-2018	373	175					118					23									
2018-2019	370	176		2			92		2			32		2							
**2019-2020	177						84					41									

\*Remote instruction March 13-May 28, 2020, due to COVID 19

**Discipline Data Reflection Questions:** What trends do you observe in discipline dispositions for your students from [historically underserved student groups](#)?

We don't have any issues with discipline.

What are the top 3 reasons students get referrals?

The student that received the 2 home suspensions was undergoing an evaluation for special education. He was determined to be a student that was emotionally disturbed.

## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Ridgetop Elementary

### SY 20-21 MAP Growth BOY to EOY

		English								Spanish								
		BOY			EOY			Change	BOY				EOY			Change		
Grd	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	Above Average BOY-EOY	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	Above Average BOY-EOY
1	52	12%	12%	77%	52	23%	25%	52%	-25	51	20%	12%	69%	50	50%	18%	32%	-37
2	52	19%	17%	63%	51	39%	4%	57%	-6	0				0				
3	56	7%	9%	84%	56	20%	13%	68%	-16	1	*	*	*	1	*	*	*	
4	55	13%	11%	76%	0					50	44%	24%	32%	0				
5	39	13%	15%	72%	0					40	48%	23%	30%	0				
All									-16									-12

**MAP Growth Reflection Question:** What trends do you observe in mastery for your students across grade levels and languages?  
 Students are developing their reading skills in both languages. There may not be the same level of growth for our students because in the early grades, the students are receiving their reading instruction in Spanish.

### SY 20-21 TELPAS Progress

		Composite Progress for 2020 Cohort				Listening Progress	Speaking Progress	Reading Progress	Writing Progress
		2020	2021		2021				
Grade	# Matched Stdts	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	2020 to 2021 Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	
K									
1					25%	38%	13%	13%	
2					71%	29%	29%	33%	
3					43%	29%	29%	33%	
4					40%	0%	70%	0%	
5					50%	13%	75%	20%	
All					45%	20%	55%	23%	

**TELPAS Reflection Question:** What trends do you observe in progress for your students across grade levels and TELPAS components?  
 Students are in the Dual Language program and therefore the majority of the instruction is in Spanish and not in English. Speaking and writing are usually the hardest for students to master especially due to the difficulty with the English language.

# SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Ridgetop Elementary

## SY 20-21 STAAR Results ([Reading](#), [Math](#), [Writing](#), and [Science](#)).

	Test Grade	All Students					African American					Hispanic					White					
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	
2021 STAAR																						
Math	03	45	79	80	40	24	0					25	93	68	28	12	17	68	94	53	35	
Math	04	41	77	83	44	22	0					26	81	73	23	4	12	71	99	83	58	
Math	05	27	64	67	44	26	0					15	75	53	33	7	10	63	80	50	40	
Math	All	113	74	78	42	24	0					66	84	67	27	8	39	67	92	62	44	
Reading	03	45	79	89	60	36	0					25	93	80	44	24	17	68	99	76	47	
Reading	04	42	79	83	67	43	0					27	84	74	56	30	12	71	99	83	67	
Reading	05	27	64	85	70	56	0					15	75	80	53	40	10	63	90	90	80	
Reading	All	114	75	86	65	43	0					67	85	78	51	30	39	67	97	82	62	
Writing	04	40	77	70	45	10	0					25	81	52	32	4	12	71	99	75	25	
Science	05	27	64	74	52	30	0					14	74	57	36	14	11	65	91	64	45	

	Test Grade	Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services					
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	
2021 STAAR																						
Math	03	8	80	63	13	10	7	100	57	43	14	7	88	71	29	14	9	82	44	<1	<1	
Math	04	10	91	50	20	10	8	80	50	13	<1	5	63	40	<1	<1	4	44	*	*	*	
Math	05	7	50	29	14	<1	7	70	29	14	<1	4	80	*	*	*	2	29	*	*	*	
Math	All	25	71	48	16	8	22	81	45	23	5	16	76	56	19	6	15	56	33	<1	<1	
Reading	03	8	80	63	13	13	7	100	71	57	29	7	88	86	29	14	9	82	78	11	<1	
Reading	04	10	91	50	40	20	8	80	63	38	13	5	63	60	60	<1	5	56	60	40	20	
Reading	05	7	50	57	29	29	7	70	57	14	14	4	80	*	*	*	2	29	*	*	*	
Reading	All	25	71	56	28	20	22	81	64	36	18	16	76	69	44	19	16	59	69	19	6	
Writing	04	9	90	22	11	1	10	100	30	<1	<1	4	57	*	*	*	4	50	*	*	*	
Science	05	6	46	33	17	17	7	70	29	14	14	4	80	*	*	*	2	29	*	*	*	

**STAAR/EOC reflection question:** What trends do you observe in mastery for your students from [historically underserved student groups](#)?

Trends show that our students that overlap into more than one group are the ones that are in need of additional interventions. Math and writing are the subjects that need the most in consistent instruction.

## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Ridgetop Elementary

### Advanced Academics

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs <sup>2</sup>	Forecast 5	0.00%	0.00%	0.00%
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	15.64%	13.74%	16.56%

**Advanced Academics reflection questions:**

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping)?  
Cluster grouping assigned by teachers

How are you communicating with all families about GT and/or advanced learning opportunities?  
We will be communicating through the campus SMORE

How do you support a culture that provides advanced learning opportunities to all students?  
**Students will be given opportunities to extend their learning each week through BLEND, etc.**

<sup>2</sup> Includes African American students who are within the “Two or more races” category.

### GT Campus Accountability Monitoring Plan

	STUDENT ASSESSMENT				SERVICE DESIGN				CURRICULUM & INSTRUCTION				PROFESSIONAL LEARNING				FAMILY & COMMUNITY			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
<b>CAMPUS</b>	E	E	E		E	E	R		E	E	R		C	E	E		R	E	R	

**KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance**

If any of the 5 areas are Compliance or Out of Compliance, the campus is required to add at least 3 strategies to the Advanced Academics section (Under Effective, Culturally Relevant and Sustaining Instruction).

### Supporting Special Populations-NO DATA AT THIS TIME

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% of campus enrollment identified as 504	504 Dept.			
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.			
% of African American SpEd students	SEEDS			
% of Initial, Transfer, and Annual ARDs held on time	CRTE			
% parent participation for ARD meetings	CRTE			
% of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student’s grade level	CRTE			

## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Ridgetop Elementary

Special Populations reflection:

### Domain 3 Campus Reports

Growth 50%	All Students	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
<b>College, Career, and Military Readiness Performance (High Schools and K-12)</b>																	
Reading #PM Tests	24	0	12	10	0	0	0	2	5	4	4	<25	24	0			
Growth Score	79%																
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	Y																
-----																	
Math #PM Tests	26	0	14	10	0	0	0	2	6	6	4	<25	26	0			
Growth Score	44%												44%				
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	N												N				
<b>Total</b>															<b>1</b>	<b>3</b>	<b>33%</b>

\*EL Current and Former

**Student Progress reflection question:** What trends do you observe in growth for your students from [historically underserved student groups](#)?

We did not have enough students in groups to allow for us to make progress in many of the areas. We need to increase our participation to increase the number of students making progress. All student groups need to make progress to ensure that we are able to reach our targets.

## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Ridgetop Elementary

\*EL Current and Former

### Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	367	372	361	354
	Students in enrollment area	51	31	45	71
Transfers	Transfers to other AISD schools	0	0	0	0
TELL Survey	General School Climate	96	87	88%	95%
	Managing Student Conduct	88	92	89%	96%
	Principal Leadership	88	78	92%	100%

**Reflection Questions:** Why do you think families are transferring to other AISD schools?

Students are transferring to Ridgetop. We only have students transfer if they want to opt out of the Dual Language Program. What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases?

**The pandemic has caused a decline in our enrollment. Usually we are at capacity.**

Self-assess your current level of customer service using the [AISD CARES Customer Service Rubric](#). Place an X to indicate the campus's current level.

	<i>1-Support Needed</i>	<i>2-Developing</i>	<i>3- Meets Expectations</i>	<i>4-Exceeds Expectations</i>
<b>Campus Communication Goals &amp; Practices</b>				
Campus Communication Strategies			<b>X</b>	
Campus Website			<b>X</b>	
Phone/Voicemail/Email Practices			<b>X</b>	
Language Line for Preferred Language			<b>X</b>	
<b>Campus Culture of Respect Goals</b>				
Campus culture of respect practices and goals				<b>X</b>
Customer service prioritization			<b>X</b>	
<b>Facility &amp; Operations</b>				

**SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Ridgetop Elementary**

<b>Grounds</b>			<b>X</b>	
<b>Safety Protocols</b>			<b>X</b>	
<b>Signage</b>				<b>X</b>
<p><b>Reflection Questions:</b> Which area/s will you focus on strengthening this school year? Why did you select this/these area/s?                  Customer Service-Sometimes the dynamics in the front office are not at their best.</p>				

3. All campuses will be required to address certain framework components (see below). Based on the results of the Comprehensive Needs Assessment, identify the additional framework components the campus will address in the CIP/TIP as focus areas of improvement.

**REQUIRED Framework Components:**

Coordinated School Health

- CSH Implementation
- Social and Emotional School Climate
- Either Family Engagement or Community Engagement

Essential Schools Framework: Two ESF Levers for TIPs and One ESF Lever for CIPs

Increased Enrollment

Exemplary Customer Service



## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Ridgetop Elementary

### ADDITIONAL Framework Components:

#### Coordinated School Health

- Health Education
- Physical Education and Physical Activity
- Food Services
- Employee Wellness
- Physical Environment/Sustainability
- Counseling, Mental Health, & Social Services
- Health Services

#### Positive School Culture

- Disproportionate Discipline Practices

#### Effective, Culturally Relevant and Sustaining Instruction

- BLENDED Learning
- Support for Emergent Bilingual Students
- Support for Students with Special Needs (Academics)
- Early Childhood
- Advanced Academics
- Creative Learning

#### Support for Special Populations

- Students with 504 Services
- Disproportionate Discipline Practices
- ARDs
- STAAR Alt2

#### PreK-12+ College, Career, and Life Readiness

- Attendance and Dropout Prevention
- CTE
- GEAR-Up
- Support for Students with Special Needs (Graduation)
- AVID

4. Ensure that all components the campus is not working on are deleted out of the plan template in PlanWorks. The Framework, Objectives, and Strategies page should only show framework components the campus is actually working on.

Austin ISD Data Tracker - SY 21-22

Campus Name:

	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022 STAAR/EOC	
						Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Summative Goal
TEA Data Tracker Elements	All	All	Reading	App.	85%	SCA 1	80%	83%	SCA 2	85%		SCA 3	90%		STAAR	90%
	All	All	Reading	Meets	60%	SCA 1	50%	60%	SCA 2	55%		SCA 3	60%		STAAR	60%
	All	All	Reading	Masters	34%	SCA 1	20%	47%	SCA 2	25%		SCA 3	30%		STAAR	34%
	All	All	Math	App.	81%	SCA 1	80%	87%	SCA 2	85%		SCA 3	90%		STAAR	90%
	All	All	Math	Meets	49%	SCA 1	50%	59%	SCA 2	55%		SCA 3	60%		STAAR	60%
	All	All	Math	Masters	29%	SCA 1	20%	42%	SCA 2	25%		SCA 3	30%		STAAR	30%
	All	All	Science	App.	85%	SCA 1	80%	78%	SCA 2	85%		SCA 3	90%		STAAR	90%
	All	All	Science	Meets	62%	SCA 1	50%	47%	SCA 2	55%		SCA 3	60%		STAAR	62%
	All	All	Science	Masters	32%	SCA 1	20%	24%	SCA 2	25%		SCA 3	30%		STAAR	32%
	All	Emer. Bilingual	Reading	Meets	20%	SCA 1	50%	30%	SCA 2	55%		SCA 3	60%		TELPAS	60%
Strategic Plan Scorecard Elements	All	African American	All	Meets	*	SCA 1	50%	*	SCA 2	55%		SCA 3	60%		STAAR	60%
	All	Hispanic	All	Meets	44%	SCA 1	50%	46%	SCA 2	55%		SCA 3	60%		STAAR	60%
	All	Emer. Bilingual	All	Meets	20%	SCA 1	50%	40%	SCA 2	55%		SCA 3	60%		STAAR	60%
	All	Special Education	All	Meets	7%	SCA 1	50%	32%	SCA 2	55%		SCA 3	60%		STAAR	60%
	3rd	All	Reading	Meets	52%	SCA 1	50%	38%	SCA 2	55%		SCA 3	60%		STAAR	60%
	3rd	All	Math	Meets	50%	SCA 1	50%	57%	SCA 2	55%		SCA 3	60%		STAAR	60%

Based on the 2022 Summative Goals selected, the campus is aiming for a Domain 1 scaled score and rating of:			The Raw, Scaled, and Grades shown to the left will automatically populate on the A-F Estimator Worksheet, Student Achievement Domain (column I).
Raw	Scaled	Grade	
61	90	A	