

**Fort Bend CBAS**

**Thornton Middle School**

**2023-2024 Campus Improvement Plan**

**Accountability Rating: B**



# Mission Statement

RTMS will provide meaningful learning experiences in a safe, collaborative community where everyone grows through passion, practice, and perseverance.

## Vision

The RTMS community aims to inspire and empower all students to take pride and ownership in their academic, social, and emotional learning.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	7
School Processes & Programs	11
Perceptions	13
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	16
Goals	18
Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students	18
Goal 2: FBISD will provide a safe and supportive environment for learning and working	23
Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff	29
Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community	34
Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement	38
State Compensatory	41
Budget for Thornton Middle School	41
Campus Funding Summary	42
Addendums	43

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Ronald Thornton Middle School has an extremely diverse student population and is comprised of a variety of learners. This diversity allows for students to learn and interact with students from other cultures and backgrounds. The demographic data based on enrollment over the past four years is listed below.

	2019-2020	2020-2021	2021-2022	2022-2023
<b>Race</b>				
American Indian/Alaskan Native	0.3%	0.5%	0.5%	0.4%
Asian	6.8%	6.9%	6.9%	8.7%
Black/African American	24.1%	28.1%	31.4%	33.8%
Native Hawaiian/Pacific Islander	0.0%	0.1%	0.1%	0.3%
Hispanic	26.8%	26.6%	26.4%	26.5%
White	37.9%	33.1%	29.6%	24.8%
Two-or-More	4.1%	4.7%	5.1%	5.6%
<b>Programs</b>				
ESL	6.5%	8.4%	10.7%	8.7%
Special Education (SpEd)	9.5%	9.9%	10.2%	12.4%
Economically Disadvantaged	27.1%	30.1%	37.0%	40.6%
EB	7.0%	8.7%	11.2%	11.4%
<b>School Population</b>				
6 <sup>th</sup>	34.59%	32.46%	31.76%	34.79%
7 <sup>th</sup>	35.24%	33.81%	33.20%	32.37%
8 <sup>th</sup>	30.17%	33.73%	35.04%	32.83%
Total Enrollment	1223	1340	1464	1529

Overall, the total enrollment at RTMS has steadily increased by around 100 students per year. This trend is predicted to continue for the next two school year. The percent of students serviced through special education, categorized as economically disadvantaged, and identified as emergent bilingual (EB) have steadily increased each year over the past four years.

Thornton Middle School's overall attendance rate of 95.2% is below the district goal of 96.5%. The student groups with the lowest attendance rates are foster care, homeless, and special education. The campus mobility rate for the 2022-23 school year was 10.6%. The Thornton student attendance rate in the years after COVID-19 are significantly less than prior to the pandemic despite increases in enrollment.

	Cumulative				
	2018-2019	2019-2020	2020-2021 (F2F & Remote)	2021-2022	2022-2023
All Students	96.9%	96.8%	97.0%	94.8%	95.2%
Ethnicity					
Hispanic/Latino	96.3%	96.6%	95.6%	93.5%	94.1%
American Indian or Alaska Native	94.7%	95.9%	97.4%	96.8%	94.3%
Asian	98.4%	98.0%	99.2%	96.5%	96.6%
Black or African American	97.4%	97.1%	97.5%	95.4%	95.8%
Native Hawaiian or Other Pacific Islander	99.4%	-	92.8%	92.2%	96.4%
White	96.5%	96.5%	97.2%	94.9%	95.2%
Two or More Races	97.6%	97.1%	96.9%	94.3%	95.1%
Gender					
Male	96.9%	96.7%	97.1%	95.1%	95.4%
Female	96.8%	96.9%	96.8%	94.4%	95.0%
Grade					
6th	97.1%	96.9%	96.7%	94.2%	95.2%
7th	96.7%	97.0%	96.8%	95.5%	95.3%
8th	96.7%	96.5%	97.4%	94.6%	95.2%
Special Population					
At Risk	96.8%	96.5%	95.4%	93.6%	93.9%
Economic Disadvantage	96.5%	96.2%	95.4%	93.3%	94.0%
Emergent Bilingual	96.9%	97.1%	94.4%	92.5%	93.7%
Foster Care	94.8%	95.7%	95.7%	98.9%	89.5%
Gifted and Talented	97.5%	97.4%	98.2%	95.9%	96.1%
Homeless Status	97.3%	93.1%	90.1%	88.1%	91.3%
Migrant	-	-	-	-	-
Military Connected	98.6%	97.2%	97.2%	95.1%	94.6%
RDSPD	-	100.0%	-	80.9%	-
Section 504	96.6%	96.6%	96.3%	93.1%	94.6%
Special Education	96.0%	95.8%	96.0%	93.4%	93.5%
Unaccompanied Youth	100.0%	-	100.0%	90.7%	97.2%

Unaccompanied Youth	100.0%	-	100.0%	50.0%	51.2%
---------------------	--------	---	--------	-------	-------

Demographics Strengths

Ronald Thornton Middle School serves a thriving community as evidenced by the ready increase in enrollment over the past five years. Our school diversity allows students to experience unique perspectives that teaches them inclusion and acceptance of others.

Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** The RTMS attendance rate is below the district goal of 96.5%. **Root Cause:** The lowest attendance rates are evident in student groups with high needs - foster care, homeless, and special education. Additionally, extended absences for travel or vacations have been noted by the Attendance Committee to negatively impact student attendance.

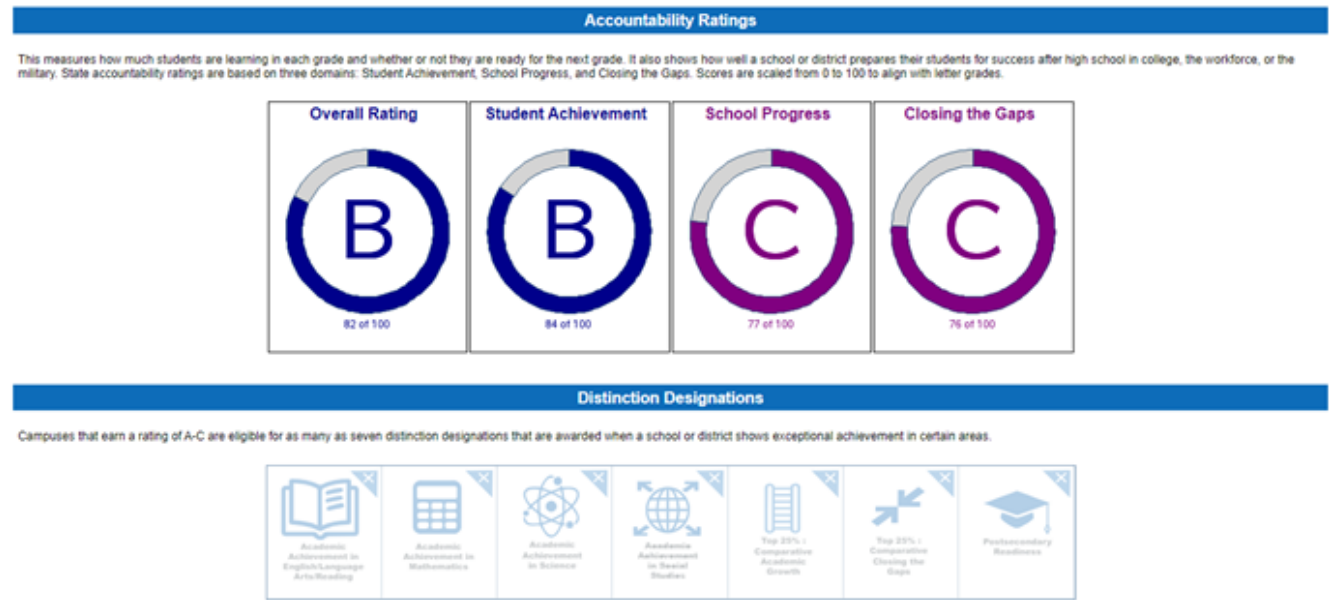
# Student Learning

## Student Learning Summary

Overall, Ronald Thornton Middle School students demonstrate adequate achievement levels in reading and math. Most students are at or above grade level. Additional systems of support are needed to increase student growth in academic areas.

### 2022 School Report Card:

RTMS earned a letter grade of B earning 82/100 points and no distinction designations. 2023 School Report Card will be available in the fall of 2023.



6 <sup>th</sup> Reading	74%	81%	83%	45%	55%	56%	20%	34%	21%
7 <sup>th</sup> Reading	81%	89%	86%	62%	67%	66%	39%	50%	33%
8 <sup>th</sup> Reading	83%	86%	87%	52%	64%	59%	27%	44%	30%
Campus Level--Math	74%	74%	81%	41%	45%	49%	18%	23%	19%
6 <sup>th</sup> Math	78%	79%	81%	43%	46%	43%	17%	19%	14%
7 <sup>th</sup> Math	68%	76%	81%	40%	49%	52%	20%	24%	16%
8 <sup>th</sup> Math	52%	45%	68%	20%	9%	29%	5%	2%	5%
Algebra	96%	99%	99%	59%	80%	24%	28%	58%	67%
8 <sup>th</sup> Science	72%	77%	76%	43%	47%	54%	19%	27%	23%
8 <sup>th</sup> Social Studies	64%	64%	65%	30%	37%	39%	11%	25%	23%

### 2022 TELPAS Results:

The Texas English Language Proficiency Assessment System (TELPAS) measures the English proficiency of each student identified as LEP. The RTMS TELPAS results from spring 2022 show higher ratings in the areas of listening, reading, and writing than the area of speaking. 2023 TELPAS results will be available in August 2023.

	Listening				Speaking				Reading				Writing			
	BEG	INT	ADV	AH	BEG	INT	ADV	AH	BEG	INT	ADV	AH	BEG	INT	ADV	AH
6 <sup>th</sup>	2%	23%	32%	43%	22%	48%	29%	2%	12%	26%	28%	34%	3%	8%	48%	42%
7 <sup>th</sup>	0%	23%	35%	42%	21%	38%	42%	0%	6%	21%	42%	31%	2%	13%	54%	31%
8 <sup>th</sup>	6%	23%	31%	40%	23%	35%	38%	4%	8%	38%	33%	21%	0%	28%	50%	22%

### 2022-2023 Ren360:

The 2023 EOY Ren360 demonstrate a high percentage of students performing at or above benchmark in reading and math, with math scores being the highest of all tests taken. Despite the largest percentage of students in the at/above grade level category, the percentage of student in the urgent intervention category increased in both subject areas and all grade levels.

6 <sup>th</sup>	Reading			Math		
	BOY	MOY	EOY	BOY	MOY	EOY
At/Above Level	52%	48%	44%	69%	70%	64%
On Watch	16%	15%	16%	11%	10%	11%
Intervention	16%	17%	17%	10%	12%	12%
Urgent Intervention	16%	19%	24%	10%	9%	13%



7 <sup>th</sup>	Reading			Math		
	BOY	MOY	EOY	BOY	MOY	EOY
At/Above Level	52%	50%	50%	64%	65%	66%
On Watch	19%	18%	15%	11%	13%	12%
Intervention	17%	16%	19%	16%	14%	10%
Urgent Intervention	12%	17%	16%	9%	9%	11%

8 <sup>th</sup>	Reading			Math		
	BOY	MOY	EOY	BOY	MOY	EOY
At/Above Level	48%	44%	42%	64%	58%	47%
On Watch	19%	17%	15%	13%	13%	20%
Intervention	19%	14%	21%	14%	17%	19%
Urgent Intervention	14%	24%	21%	8%	12%	14%

### Student Learning Strengths

As reflected in the data above, Ronald Thornton Middle School provides academic programs for many students to achieve state standards. RTMS supports EB student growth as evident by the low percentage of students being rated as beginners in listening, reading, and writing. On average, math performance is a strength – 2/3 students scored at the masters level in the Algebra EOC and more students were at/above level in math than reading on the Ren360.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Students demonstrate limited student growth through the school year as evidenced by Ren360 intervention data and school progress accountability measures. **Root Cause:** School-wide systems for intervention, foundational skill development, and progress tracking are inconsistent across the student population.

**Problem Statement 2 (Prioritized):** Students struggle to articulate academically sound verbal and written responses due to limited vocabulary development impacting all subject areas as evidenced by TELPAS, Science CERs, and reading scores. **Root Cause:** Teachers have observed changes to students post-pandemic that include a decrease in student exposure to real-life experiences, an increase in screen time outside of school, and a shift in communication style to mirror brief text messaging, abbreviations to words, and the use of

emojis in place of words.

# **School Processes & Programs**

## **School Processes & Programs Summary**

### **Personnel:**

Ronald Thornton Middle School provides all instructional programs required by the district. The campus implements the district's curriculum located in Schoology. Differentiated instruction regularly occurs to reach all learners. Grade level teams meet regularly to discuss and plan instructional activities as well as determine the formative and summative assessments used to gauge student understanding and growth.

Ronald Thornton Middle School works diligently to recruit, support, and retain highly qualified staff. We recruit staff through the FBISD Job Fair, Taleo, and professional recommendations. A Teachers Advancing Professional Practice (TAPP) mentor is assigned to all teachers with zero years of teaching experience to help ensure they have a structured support system. Our campus has one department head per content area and one team leader per grade level. There is one principal, one associate principal, three assistant principals, one campus assessment coordinator (CAC), and three counselors to comprise the administrative team.

### **Professional Practices:**

Grade level PLC meetings are held weekly to ensure the district's curriculum is implemented with fidelity as well as to analyze data to determine next steps and needed student interventions. Teachers implement the appropriate instructional model for each content area and understand how to use formative assessment to guide their instructional decisions and next steps. Teachers and instructional leaders collaborate during PLC meetings to identify areas of needed improvement and to celebrate strengths and accomplishments. Walk-throughs are done regularly, and data are analyzed to ensure teachers are on track with the curriculum as well as the level of rigor for each subject area. Regular feedback concerning instruction is provided to teachers via walk-throughs, conferences, T-TESS, and PLC meetings to identify strengths and areas of improvement.

### **Organizational and Administrative:**

Ronald Thornton Middle School administrators understand the importance of structured systems to support teachers and staff in providing a quality educational program to all students. Therefore, administrators regularly provide feedback and communicate expectations and/or pertinent information via email, department head meetings, faculty meetings, PLC meetings, T-TESS observations, walk-throughs, and individual meetings. Based on this, teachers and staff provide instructional opportunities for students that are differentiated, research-based, and aligned to the curriculum. Student Support Team meetings are held to collaborate on ways to support student learning.

### **Gifted and Talented Program**

RTMS serves 72 students identified as GT. Opportunities for enrichment are available to all GT students through AAC classes, clubs, and

competitions. All GT students engage in goal setting to accelerate their learning.

### **RTMS Clubs & Extracurricular Organizations**

Students can further explore their interests and develop leadership skills through before and after school clubs. Students can create their own club at RTMS if a sponsor is secured to supervise the club. RTMS campus and student-created clubs include: Cheering, Fellowship of Christian Athletes, AVID, Dance/Majorette Club, Harry Potter Club, Broadcasting Club, Robotics Club, Anime Club, EBE Book Club, Puzzle Club, Chess Club, Lego Club, Piano Club, Cubing Club, Comic Book Club, Fiction Book Club, Houston Humane Society Club, Origami Club, Soccer Club, Debate Club, and Orchestra Club.

In addition to the four core subject areas classes, all students select three electives courses each year. Electives range from required classes, such as a PE credit, or high school credit courses, such as Spanish. Elective offerings vary annually based on district guidelines, staffing allocation, and interest.

### **School Processes & Programs Strengths**

RTMS has a variety of opportunities for students to get involved in the school community, serve as student leaders, and explore topics of interest. RTMS Faculty and Staff are willing to participate in student-created clubs, coaching opportunities, and extra-curricular events. The RTMS community has a strong support system for success in extra-curricular events.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** RTMS serves a disproportionately low number of GT students. **Root Cause:** Many GT students choose to attend the middle school GT academy instead of RTMS and some potential GT eligible students have not been tested.

# Perceptions

## Perceptions Summary

Ronald Thornton Middle School opened in 2018 and has served students for the past five years. In the short period the school has been open, RTMS had two principals, multiple weather closures, an increasing and changing population, and a significant disruption to schooling from 2020-2022 due to the COVID-19 pandemic. A third principal began at RTMS for the start of the 2023-24 school year.

RTMS has grown to be the largest middle school in Fort Bend ISD and will open the 2023-24 school year with close to 1,700 students. With high numbers of students comes increases in need for logistical systems, discipline systems, and proactive communication systems. The increase in total enrollment indicates a thriving community and high levels of trust in the education system. However, RTMS is perceived to have a poor reputation for academic rigor and maintaining high expectations for student behavior by community members.

## Parent Engagement

Parents actively participate in various opportunities including all campus events, UIL competitions, fundraising, Thunder Games, and PTO meetings. The RTMS PTO is a well-established organization run by parent volunteers. The PTO is an essential partner to help RTMS achieve success.

## Positive Behavior Interventions & Supports

RTMS has the mantra, "Thunder PRIDE Never Dies!" PRIDE is an acronym standing for: People and relationships matter, Respect in all we do, Inclusion is a priority, Diversity is our strength, and Effort fuels grow. RTMS reinforces these commitments with students on a regular basis. The PBIS Committee meets monthly to discuss student behavior, school processes, behavior interventions, and attendance trends. This is a voluntary committee for teachers to take part in.

Student behavior is a concern. RTMS experienced a significant increase in student discipline offenses in the 2021-22 school year upon the return of students from pandemic-related, at-home learning. Many initiatives were put in place through the 2022-23 school year, which reduced the number of discipline offenses by one third. Initiatives included creating a fourth lunch, staggering passing periods by grade level, creating school zones for bathroom use during class, and controlling traffic flow by closing specific hallways or stairwells during passing periods. The RTMS administrative team will continue to collaborate with stakeholders to ensure systems are in place to support appropriate student behavior.

## Perceptions Strengths

RTMS has an active and supportive parent population. Due to the large enrollment size, there is a large network of support from the

community including community partnerships with businesses, parent participation in PTO, and community support for events.

Due to the efforts of the PBIS Committee, administrative team, and RTMS faculty and staff, there has been a decrease in discipline offenses in the 2022-23 school year.

#### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Student misbehavior continues to disrupt learning at a higher frequency and intensity than desired. **Root Cause:** Increase in social-emotional student needs post-pandemic coupled with the perception of inconsistent behavior expectations resulted in disciplinary concerns.

**Problem Statement 2 (Prioritized):** RTMS has a negative reputation in the community. **Root Cause:** Stakeholders have communicated school critiques, concerns, and challenges publicly with district leaders and on social media at a higher frequency than compliments, successes, and achievements.

# Priority Problem Statements

**Problem Statement 1:** Students demonstrate limited student growth through the school year as evidenced by Ren360 intervention data and school progress accountability measures.

**Root Cause 1:** School-wide systems for intervention, foundational skill development, and progress tracking are inconsistent across the student population.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Student misbehavior continues to disrupt learning at a higher frequency and intensity than desired.

**Root Cause 2:** Increase in social-emotional student needs post-pandemic coupled with the perception of inconsistent behavior expectations resulted in disciplinary concerns.

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** RTMS has a negative reputation in the community.

**Root Cause 3:** Stakeholders have communicated school critiques, concerns, and challenges publicly with district leaders and on social media at a higher frequency than compliments, successes, and achievements.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** The RTMS attendance rate is below the district goal of 96.5%.

**Root Cause 4:** The lowest attendance rates are evident in student groups with high needs - foster care, homeless, and special education. Additionally, extended absences for travel or vacations have been noted by the Attendance Committee to negatively impact student attendance.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** Students struggle to articulate academically sound verbal and written responses due to limited vocabulary development impacting all subject areas as evidenced by TELPAS, Science CERs, and reading scores.

**Root Cause 5:** Teachers have observed changes to students post-pandemic that include a decrease in student exposure to real-life experiences, an increase in screen time outside of school, and a shift in communication style to mirror brief text messaging, abbreviations to words, and the use of emojis in place of words.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** RTMS serves a disproportionately low number of GT students.

**Root Cause 6:** Many GT students choose to attend the middle school GT academy instead of RTMS and some potential GT eligible students have not been tested.

**Problem Statement 6 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- 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
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data

#### **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

# Goals

**Goal 1:** FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

**Key Question 1:** 1.1 To what degree do students take responsibility for and ownership of their learning and behavior?

1.2 To what degree do schools ensure students experience success in learning?

1.3 To what degree do our students develop student smartness profiles that refine deficits and build upon strengths?

1.4 To what degree do educators provide learning experiences appropriate to student needs?

1.5 To what degree are educators equipped to support all students through learning progressions from a content, pedagogical, and sociological perspective?

1.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of EFFECTIVE COMMUNICATOR (Profile of a Graduate)?

1.7 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of CRITICAL THINKER (Profile of a Graduate)?

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> By June 2024, RTMS will improve the effectiveness of Tier I classroom instruction through the implementation of effective PLC planning, aligned curriculum, and targeted interventions as evidence through the indicators of success.</p> <p><b>Indicators of Success:</b> Formative</p> <ul style="list-style-type: none"> <li>* By September 2023, all students who failed to demonstrate proficiency on the 2023 STAAR test will be placed in a lab class, HB 4545 advisory, or have an accelerated instruction plan in place.</li> <li>* By October 2023, all teachers will engage in grade mapping for Terms 1 and 2.</li> <li>* By December 2023, we will observe the development of aligned, teacher-created formative assessments and data analysis during PLC meetings at least once per term.</li> <li>* By February 2024, we will increase the percentage of students showing growth in literacy and math on Ren360 to 50%.</li> <li>* By April 2024, 90% of literacy, math, and science teachers will demonstrate a proficient or above rating in 2.2 Content Knowledge and Expertise as evidenced in T-TESS walkthroughs and observations.</li> </ul> <p>Summative</p> <ul style="list-style-type: none"> <li>* By June 2024, we will increase the percentage of students showing growth in literacy and math on Ren360 to 60%.</li> <li>* By June 2024, 90% of students will meet expected or accelerated growth on STAAR in reading and math in 6th, 7th, and 8th grades.</li> <li>* By June 2024, we will increase the percent of students demonstrating mastery of science and social studies STAAR at the meets grade level standard by 10%</li> <li>* By June 2024, we will increase the closing the gap indicator score to 85 on our school report card.</li> </ul> <p><b>Staff Responsible:</b> Administrators, CAC, and Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		



No Progress



Accomplished



Continue/Modify



Discontinue

**Strategy 1:** Teams will unit and grade map for the term during teacher planning days.

**Intended Audience:** Teachers

**Provider / Presenter / Person Responsible:** Team Leaders and Department Heads

**Date(s) / Timeframe:** Each Term

**Staff Responsible:** Teachers

**TEA Priorities:**

Build a foundation of reading and math

**Strategy 2:** Professional learning communities will intentionally plan the implementation of FBISD instructional models, identify concepts for spiral review, and co-create formative assessments to measure learning.

**Intended Audience:** Teachers

**Provider / Presenter / Person Responsible:** Administrators, Team Leaders, CAC, and Teachers

**Staff Responsible:** Administrators, Team Leaders, CAC, and Teachers

**TEA Priorities:**

Build a foundation of reading and math

**Strategy 3:** Teachers will engage in ongoing professional development with a focus on developing academic and conversational vocabulary in all students, especially students receiving services from special education, at-risk students, struggling readers, and emergent bilinguals.

**Intended Audience:** All students

**Provider / Presenter / Person Responsible:** Administrators

**Staff Responsible:** Department Heads and Teachers

**TEA Priorities:**

Build a foundation of reading and math

**Strategy 4:** Through Student Support Team meetings, teachers will review multiple forms of student data to determine intervention needs and provide targeted Tier II & III interventions.

**Intended Audience:** Tier II and Tier III Students

**Provider / Presenter / Person Responsible:** Administrators and CAC

**Staff Responsible:** Administrators, CAC, Counselors, and Teachers

**TEA Priorities:**

Build a foundation of reading and math

**Funding Sources:** Material and Tutor Pay - 199 General Fund SCE - \$15,000

**Strategy 5:** Instructional leaders will provide feedback to teachers in a variety of methods including T-TESS walkthroughs and observation, district learning walks, special education learning walks, and campus-based classroom visits.

**Intended Audience:** Teachers

**Provider / Presenter / Person Responsible:** Instructional Leaders and Administrators

**Staff Responsible:** Administrators, Department Heads, Academic Counselors, and Instructional Leaders

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Goal 1:** FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

**Key Question 2:** 2.1 To what degree are we preparing students for post-secondary success, including college, career, or military?

2.2 To what degree are we equipping students with SKILLS FOR LIFE (Profile of a Graduate)?

2.3 To what degree do students demonstrate the requisite skills necessary to approach learning in the next course, grade, or level?

2.4 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of SERVANT LEADER (Profile of a Graduate)?

2.5 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of COMPASSIONATE CITIZEN (Profile of a Graduate)?

2.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of LIFE-LONG LEARNER (Profile of a Graduate)?

**Goal 1:** FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

**Key Question 3:** 3.1 To what degree do learning experiences engage students in meaningful and relevant work?

3.2 To what degree do students take responsibility for and exhibit ownership of their overall development and future well-being?

3.3 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of SKILLS FOR LIFE (Profile of a Graduate)?





3.4 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of COLLABORATIVE TEAM MEMBER (Profile of a Graduate)?

**Goal 2:** FBISD will provide a safe and supportive environment for learning and working

**Key Question 1:** 7.1 To what degree do students and staff feel safe and secure at school? To what degree are students and staff safe and secure at school?

**Goal 2:** FBISD will provide a safe and supportive environment for learning and working

**Key Question 2:** 7.2 To what degree does the school cultivate a positive culture and supportive climate?

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> By June 2024, RTMS will improve culture and climate of the learning environment through the implementation of student ownership of learning and behavior practices as evidence through the indicators of success.</p> <p><b>Indicators of Success:</b> Formative</p> <ul style="list-style-type: none"> <li>* By August 2023, RTMS will directly teach and reinforce campus-wide behavior expectations for common areas and post the expectations throughout the school.</li> <li>* By September 2023, teachers will engage in professional development on PBIS and understand how to teach behavior expectation to students - 100% of classrooms will have co-created respect agreements in use.</li> <li>* By October 2023, all students will have an opportunity to enrich their school experience through participation in clubs.</li> <li>* By December 2023, the attendance rate will be at 97% or above.</li> <li>* By January 2024, GT students will engage in goal-setting activities and monitor their progress toward goal attainment.</li> <li>* By January 2024, all students will have engaged in weekly advisory lessons related to student ownership of behavior.</li> </ul> <p>Summative</p> <ul style="list-style-type: none"> <li>* By June 2024, the attendance rate at RTMS will increase from 95.2% to 96.5% or more.</li> <li>* By June 2024, all GT students will have completed an independent study.</li> <li>* By June 2024, RTMS will decrease discipline offenses by 20%.</li> <li>* By June 2024, RTMS will maintain its No Place for Hate designation.</li> </ul> <p><b>Staff Responsible:</b> Teachers, Administrators, and Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	Adjustments Taking Place		
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Strategy 1:** Teachers will ensure their classroom environment meets the expectations stated on the RTMS Classroom Expectations documents co-created by administration and department heads.

**Intended Audience:** Teachers

**Date(s) / Timeframe:** August

**Staff Responsible:** Teacher and Administrators

**TEA Priorities:**



Improve low-performing schools

**Strategy 2:** The Administrative Team will provide ongoing professional development to teachers on the implementation of campus-wide expectations, the Student Ownership of Behavior Framework, and positive behavior intervention strategies.

**Intended Audience:** Teachers

**Staff Responsible:** Administrators

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Strategy 3:** The Attendance Committee will meet regularly to review attendance data, document interventions for students with poor attendance, and incentivize regular attendance. All parents or guardians of returning students with chronic absenteeism in 2022-23 will be contacted directly by an administrator or designee to create an attendance plan and reduce the risk of dropping out.

**Intended Audience:** Attendance Committee

**Date(s) / Timeframe:** Ongoing

**Staff Responsible:** Administrators and Attendance Clerk

**TEA Priorities:**

Build a foundation of reading and math

**Strategy 4:** Students will engage in advisory lessons related to student ownership of learning and behavior to reinforce consistent expectations and appropriate responses to frustration.

**Intended Audience:** Students

**Staff Responsible:** Teachers and Administrators

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Strategy 5:** To retain first year teachers, all teacher apprentices and new teachers will be assigned a TAPP mentor and attend a campus support meeting once every three weeks throughout the school year.

**Intended Audience:** First Year Teachers and Instructional Apprentices

**Staff Responsible:** TAPP Mentors and Administrators

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Strategy 6:** GT students will be clustered in Advisory together to engage in goal-setting and independent study.

**Intended Audience:** GT Students

**Provider / Presenter / Person Responsible:** Champion of Gifted

**Staff Responsible:** GT Advisory Teachers and Champion of Gifted

**TEA Priorities:**

Connect high school to career and college

**Goal 2:** FBISD will provide a safe and supportive environment for learning and working

**Key Question 3:** 7.3 To what degree do our schools support the physical and social-emotional needs of students?

**Goal 2:** FBISD will provide a safe and supportive environment for learning and working

**Key Question 4:** 7.4 To what degree do we develop compassionate citizens?

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Key Question 1:** 5.1 To what degree does staff cultivate a love for learning among students?

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Key Question 2:** 5.2 To what degree are we fostering and developing a culture of learning and implementation among all staff?

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Key Question 3:** 5.3 To what degree do we build leaders (capacity) within the organization?

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Key Question 4:** 5.4 To what degree do we equip and empower our staff to meet the needs of the whole child?



**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Key Question 5:** 5.5 To what degree does the organization attract, recruit, develop and retain high-quality staff that is highly engaged, productive, and dedicated in order to improved student outcomes?

**Goal 4:** FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

**Key Question 1:** 4.1 To what degree is there a reciprocal relationship between the community and our schools to enrich the learning experience?

System Response 1 Details	Reviews			
<b>System Response 1:</b> By June 2024, RTMS will improve public perception through the implementation of systems of communication and stakeholder engagement practices as evidence through the indicators of success.  <b>Indicators of Success:</b> Formative * By August 2023, all faculty will engage in professional development related to proactive and professional communication. * By October 2023, RTMS will establish a school-wide system for announcing student achievements and staff success.  * By January 2024, will host two stakeholder events.  Summative * By June 2024, parent and student survey results will show a year-over-year increase on the following indicators from the end-of-year Student Engagement Survey: positive relationships with adults in school and attitude toward learning. * By June 2024, RTMS will continue to see an increase in total student enrollment.  <b>Staff Responsible:</b> Administrators and All Staff	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track		
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

**Strategy 1:** RTMS will provide opportunities for parental engagement through hosting parent nights, communicating volunteer opportunities, and promoting positive partnerships with the community.

**Intended Audience:** Parents  
**Staff Responsible:** Administrators  
**TEA Priorities:**  
Connect high school to career and college

**Strategy 2:** RTMS will establish a system to share positive school news with the community through social media and official school communication.

**Intended Audience:** Community  
**Staff Responsible:** Principal

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Strategy 3:** All RTMS faculty and staff will engage in professional development related to professional communication and customer service.

**Intended Audience:** All Faculty and Staff

**Staff Responsible:** Administrators

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Goal 4:** FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

**Key Question 2:** 4.2 To what degree are schools partnering with one another to support student learning experiences?

**Goal 4:** FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

**Key Question 3:** 4.3 To what degree do students engage in community partnerships to support their own learning goals while demonstrating COMPASSION and SERVANT LEADERSHIP (Profile of a Graduate)?

**Goal 5:** FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

**Key Question 1:** 6.1 To what degree does the organization manage financial, human, physical and technological resources in a way that enables and enhances transparency, accountability, integrity, efficiency, and innovation in all operations to support improved student outcomes?

**Goal 5:** FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

**Key Question 2:** 6.2 To what degree does the organization leverage various sources of evidence in a strategic, responsible way to optimize resources that can be utilized in advancing the District's goals to improve student outcomes?

**Goal 5:** FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

**Key Question 3:** 6.3 To what degree does the organization promote a responsive, accessible and multi-channeled communication plan with internal and external stakeholders while delivering courteous, quality customer service to improve student outcomes?



# State Compensatory

## Budget for Thornton Middle School

**Total SCE Funds:** \$15,940.00

**Total FTEs Funded by SCE:** 0

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

Our campus State Compensatory Education (SCE) funds supplement the regular education program for students that meet one or more of the 15 eligibility criteria for being At-Risk and our educationally disadvantaged students. We offer intensive accelerated instruction and intervention in math and/or literacy to identified students with additional staffing units designed to intervene directly with identified students (Literacy Intervention Teacher and Math Specialist). Additional supportive staffing units are also funded with SCE and used to supplement needs for additional district/campus staff for addressing social-environment issues (Social Workers, Behavioral Health Facilitators, PBIS Interventionists, etc.). We also fund tutorial supplemental pay and transportation as needed for tutorials for identified students as part of our accelerated instruction to support students most at-risk. Identification and the responsibility of delivery of services for At-Risk students are initiated by our campus staff while district level oversight concerning related Student Information Services (SIS) coding, program implementation and general SCE fiscal and compliance (including training and updates) are the direct responsibility of the State and Federal Programs department. The budget amount listed within this CIP does not include the staffing costs associated with this campus; however, those fund amounts are included in the District Improvement Plan SCE Funds section.

# Campus Funding Summary

199 General Fund SCE						
Goal	Key Question	System Response	Strategy	Resources Needed	Account Code	Amount
1	1	1	4	Material and Tutor Pay		\$15,000.00
Sub-Total						\$15,000.00
Budgeted Fund Source Amount						\$15,940.00
+/- Difference						\$940.00
Grand Total Budgeted						\$15,940.00
Grand Total Spent						\$15,000.00
+/- Difference						\$940.00

# Addendums

LOC_DESCR	Location	POS #	POSN_DESCR	MAX HEADC	VACANT	LAST_NAME_SRCH	FIRST_NAME_S	JOBCODE	FTE	Column1	PIC	STATUS	.IDAY_SCHED
RONALD THC 055 RONALD THORNT 00012552			COOR CAMPUS ASSESSMENT	0.5	-0.5	PRICE	TRACY	T00900	1	199.31.1000.00.055.2024.24	24	L	210AUG
RONALD THC 055 RONALD THORNT 00012552			COOR CAMPUS ASSESSMENT	0.5	-0.5	KOUBA	TERRI	T00900	1	199.31.1000.00.055.2024.24	24	A	210AUG

L_ADMIN_PLCY_NB	
P7	####
P7	####