Fort Bend Independent School District

Thornton Middle School

2025-2026 Campus Improvement Plan

Accountability Rating: B

Mission Statement

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

Vision

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

Value Statement

Core Beliefs & Commitments

P - People and relationships matter.

R - Respect in all we do.

I - Inclusion is a priority.

D - Diversity is our strength.

E - Effort fuels our growth.

Motto
Thunder PRIDE never dies!

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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.

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Race					
American Indian/Alaskan Native	0.5%	0.5%	0.4%	0.35%	0.34%
Asian	6.9%	6.9%	8.7%	9.09%	8.86%
Black/African American	28.1%	31.4%	33.8%	37.82%	38.92%
Native Hawaiian/Pacific Islander	0.1%	0.1%	0.3%	0.24%	0.17%
Hispanic	26.6%	26.4%	26.5%	25.72%	25.34%
White	33.1%	29.6%	24.8%	21.12%	20.62%
Two-or-More	4.7%	5.1%	5.6%	5.66%	5.74%
Programs					
English as a Second Language (ESL)	8.4%	10.7%	8.7%	6.90%	5.91%
Special Education (SpEd)	9.9%	10.2%	12.4%	16.28%	19.38%
Economically Disadvantaged	30.1%	37.0%	40.6%	42.48%	41.65%
Emergent Bilingual (EB)	8.7%	11.2%	11.4%	11.98%	10.5%
Gifted and Talented (GT)	6.87%	6.42%	4.71%	3.24%	3.12%
School Population					
6th	32.46%	31.76%	34.79%	32.68%	31.65%
7th	33.81%	33.20%	32.37%	34.51%	33.64%
8th	33.73%	35.04%	32.83%	32.8%	34.72%
Total Enrollment	1340	1464	1529	1695	1760

Overall, the total enrollment at RTMS has steadily increased over the past five years. This trend is expected to continue for the next school year until FBISD Middle School 16 (Amy Coleman Middle School) opens in 2026. 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 five years.

Thornton Middle School's overall attendance rate of 95.1% is below the district goal of 95.3%. The student groups with the lowest attendance rates unaccompanied youth, homeless, and foster students. The campus mobility rate for the 2024-25 school year was 9.35%, which increased from 2023-24 at 8.92%.

RTMS - Percentage in Attendance

	Cumulative				
	2020-2021 (F2F/Remote)	2021-2022	2022-2023	2023-24	2024-25
All Students	**97.0%**	**94.8%**	**95.2%**	**95.1%**	**95.1%**
Ethnicity					
Hispanic/Latino	95.6%	93.5%	94.1%	93.8%	94.2%
American Indian or Alaska Native	97.4%	96.8%	94.3%	98.0%	98.1%
Asian	99.2%	96.5%	96.6%	97.0%	96.6%
Black or African American	97.5%	95.4%	95.8%	95.5%	95.3%
Native Hawaiian or Other Pacific Islander	92.8%	92.2%	96.4%	94.7%	94.9%
White	97.2%	94.9%	95.2%	95.1%	95.0%
Two or More Races	96.9%	94.3%	95.1%	95.2%	95.4%
Gender					
Male	97.1%	95.1%	95.4%	95.0%	95.2%
Female	96.8%	94.4%	95.0%	95.2%	95.0%
Grade					
6th	96.7%	94.2%	95.2%	95.2%	95.2%
7th	96.8%	95.5%	95.3%	95.2%	95.1%
8th	97.4%	94.6%	95.2%	94.9%	94.9%
Special Population					
At Risk	95.4%	93.6%	93.9%	94.2%	94.3%
Economic Disadvantage	95.4%	93.3%	94.0%	94.1%	94.0%
Emergent Bilingual	94.4%	92.5%	93.7%	93.2%	94.0%
Foster Care	95.7%	98.9%	89.5%	96.4%	93.0%
Gifted and Talented	98.2%	95.9%	96.1%	96.2%	96.5%
Homeless Status	90.1%	88.1%	91.3%	93.0%	91.4%
Military Connected	97.2%	95.1%	94.6%	95.4%	95.4%
Section 504	96.3%	93.1%	94.6%	94.7%	93.8%
Special Education	96.0%	93.4%	93.5%	93.6%	93.8%
Unaccompanied Youth	100.0%	90.7%	97.2%	93.5%	89.8%

Demographics Strengths

Ronald Thornton Middle School serves a thriving community as evidenced by the steady 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: The RTMS student attendance rate is below the district goal of 95.3%.
Root Cause: The lowest attendance rates are evident in student groups with high needs - unaccompanied youth, homeless, and foster students. 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.

2023 School Report Card: (***Ratings were not released for 2024)***

In 2023, RTMS earned a letter grade of B earning 81/100 points. The 2024 School Report Card was not released by TEA. The 2025 School Report Card is anticipated to be release in the fall.

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		81	B	
Student Achievement		84	B	70%
STAAR Performance	53	84		
College, Career and Military Readiness				
Graduation Rate				
School Progress		79	C	0%
Academic Growth	63	73	C	
Relative Performance (Eco Dis: 40.6%)		79	C	✓
Closing the Gaps	47	75	C	30%

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

2024-2025 RTMS STAAR Results: The 2025 RTMS STAAR results reflect continued declines in math across all grade levels, while ELA scores remain steady with some gains in Meets and Masters performance. Science and Social Studies scores show minimal change, maintaining similar performance levels from 2024.

Thornton MS	Approaches & Above			Meets & Above			Masters		
Year	2023	2024	2025	2023	2024	2025	2023	2024	2025
Campus-Reading	86%	82%	82%	61%	62%	59%	28%	33%	31%
6th Reading	83%	82%	80%	56%	60%	55%	21%	24%	25%
7th Reading	86%	79%	81%	66%	60%	60%	33%	35%	32%
8th Reading	87%	85%	86%	59%	66%	62%	30%	40%	35%
Campus-Math	81%	67%	65%	49%	34%	37%	19%	10%	12%
6th Math	81%	75%	73%	43%	37%	37%	14%	12%	12%
7th Math	81%	65%	65%	52%	43%	44%	16%	14%	19%
8th Math	68%	60%	59%	29%	23%	31%	5%	4%	8%
Algebra	99%	98%	97%	90%	84%	80%	67%	48%	46%
8th Science	76%	76%	74%	54%	49%	49%	23%	17%	17%
8th Social Studies	65%	70%	64%	39%	43%	32%	23%	23%	16%

2024 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 2025 show higher ratings in the areas of listening and reading than the areas of speaking and writing.

2025 RTMS	Listening				Speaking				Reading				Writing			
	BEG	INT	ADV	AH	BEG	INT	ADV	AH	BEG	INT	ADV	AH	BEG	INT	ADV	AH
6th	0%	38%	34%	28%	22%	36%	36%	5%	12%	34%	29%	24%	14%	50%	33%	3%
7th	2%	29%	28%	42%	24%	40%	33%	4%	9%	17%	36%	38%	5%	22%	53%	19%
8th	2%	8%	34%	57%	21%	29%	42%	8%	0%	23%	34%	44%	7%	40%	44%	10%

2024-2025 NWEA MAP:

The NWEA MAP test was administered to all middle school students three times throughout the year in the subjects of reading, math, and science. The 2024-25 EOY NWEA MAP results demonstrate consistent performance in reading from MOY to EOY, with math showing growth across all grade levels and Algebra reflecting the highest percentage of students scoring about the 80th percentile. Science performance remains a strength, particularly in 8th grade where over 40% of students performed at the highest level.

6th Grade	Reading			Math			Science		
Percentile Range	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
> 80%	24%	16%	12%	19%	11%	13%	33%	33%	31%
61st – 80th	29%	26%	23%	27%	19%	25%	22%	18%	18%
41st – 60th	22%	20%	18%	22%	27%	19%	21%	12%	14%
21st – 40th	12%	19%	21%	15%	22%	21%	12%	16%	14%
1st – 20th	13%	19%	26%	17%	15%	22%	12%	21%	23%

7th Grade	Reading			Math			Science		
Percentile Range	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
> 80%	20%	19%	16%	19%	19%	23%	36%	34%	35%
61st – 80th	32%	25%	28%	26%	23%	22%	23%	24%	19%
41st – 60th	23%	23%	25%	20%	21%	19%	17%	16%	19%
21st – 40th	16%	19%	15%	21%	18%	15%	13%	13%	13%
1st – 20th	9%	14%	16%	14%	19%	21%	11%	13%	14%

8th Grade	Reading			Math			Science			Algebra		
Percentile Range	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
> 80%	17%	13%	15%	7%	9%	13%	40%	39%	42%	44%	47%	56%
61st – 80th	31%	26%	23%	16%	12%	12%	24%	22%	19%	35%	33%	27%
41st – 60th	27%	24%	25%	23%	25%	21%	16%	14%	11%	14%	16%	11%
21st – 40th	15%	20%	19%	27%	24%	25%	11%	12%	14%	5%	3%	4%
1st – 20th	10%	17%	18%	27%	30%	29%	9%	15%	14%	2%	1%	2%

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, ELA performance remains a strength with steady performance in the Meets and Masters level in 7th and 8th grade.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are demonstrating limited academic growth across the school year, as evidenced by NWEA MAP data showing minimal gains in reading and math from MOY to EOY and increased percentages of students performing in the lowest percentile ranges.
Root Cause: Inconsistencies with Tier 1 instruction, limited use of MAP data to guide instructional adjustments, and an absence of targeted intervention systems for addressing foundational gaps are contributing to limited student growth.

Problem Statement 2: Student STAAR performance in math declined in all grade levels for students meeting the passing standard (approaches).
Root Cause: In addition to experiencing the residual impact of unfinished pandemic learning, challenges with intervention systems, inconsistent use of high-impact instructional strategies, and limited targeted supports for at-risk learners are compounding the learning gaps in math.

Problem Statement 3: Students struggle to articulate academically sound verbal and written responses as evidenced by TELPAS scores in the domains of Speaking and Writing, ratings on open-ended short-answer STAAR responses, and classroom observations.
Root Cause: Students have limited exposure to academic language and structured communication both inside and outside the classroom. Informal communication habits--such as brief text-based responses, reliance on emojis, and minimal verbal interaction--have contributed to gaps in vocabulary acquisition and reduced opportunities to practice and refine formal speaking and writing skills.

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.

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 four counselors to comprise the administrative team. A fourth assistant principal was added for the 2024-25 school year due to increased enrollment.

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. In the 2024-25 school year, RTMS began the school year with four vacancies and closed the school year with three vacancies. Vacant positions were filled by long-term substitutes throughout the year.

Faculty and Staff Attendance:

RTMS showed an improvement with securing substitutes for teacher and paraprofessional absences throughout the 2024-25 school year by comparison to the previous year. However, high volume of staff absences and unfilled substitute positions continues to pose a challenge. The chart below summarizes the number of filled and unfilled faculty and staff absences by month. When a substitute cannot be secured for a class period, either another teacher or paraprofessional covers the instructional time acting as a substitute, or the students are split among the remaining subject area teachers for the class period. RTMS had a 73% fill rate for absences in the 2024-25 school year which is a 10% increase from the previous year.

2024-25	Total Absences	Filled by a Substitute	Unfilled by a Substitute	No Sub Needed	Fill Rate
August	259	147	64	48	70%
September	281	194	48	39	80%
October	298	190	70	38	73%
November	243	158	64	21	71%
December	243	165	49	29	77%
January	242	147	45	50	77%
February	345	189	80	76	70%
March	251	162	53	36	75%
April	381	250	89	42	74%
May	434	245	143	46	63%
Totals	2,734	1,847	705	422	73%

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, bi-monthly department head meetings, monthly faculty meetings, weekly PLC meetings, T-TESS observations, walk-throughs, and individual meetings as needed. 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 55 students identified as GT (3.12%). Opportunities for enrichment are available
to all GT students through AAC classes, GT Advisory, 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 organizations and student-created clubs include: Athletic Teams (football, volleyball, basketball, track, tennis, and soccer), Cheerleading, Fine Arts (art, band, choir, orchestra, and theatre), Kickstart, Fellowship of Christian Athletes, AVID, National Junior Honor Society, Student Council, Percy Jackson Club, Broadcasting Team, Robotics, PALS, Houston Humane Society Club, Origami Club, and Art 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 to high school credit courses, such as Spanish, Computer Science, or Career Exploration. Elective offerings vary annually based on district guidelines, staffing allocations, and student 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.

2024-2025 ACHIEVEMENTS FOR RTMS:

Theatre
1st Place-Zone UIL OAP

Band
Superior Ratings-Honors Band at UIL
Superior Ratings-Honors Band at Shadow Creek Showcase
Superior Ratings-Symphonic Band at UIL
Superior Rating-Symphonic Band at Shadow Creek Showcase
30 Students made Region Band or Alternate
114 Superior Ratings at Solo Contest

Orchestra
Superior Rating-Varsity String at UIL
Superior Rating-Non-Varsity String at UIL
Superior Rating-FBISD Beginner Festival Contest

Choir
Excellent Rating-Varsity Tenor-Bass Choir
Excellent Rating-Varsity Treble Choir
Excellent Rating-JV Treble Choir
Excellent Rating-SNV Treble Choir
Superior Rating-6th Grade Tenors at FBISD 6th Grade Festival
Superior Rating-6th Grade Treble at FBISD 6th Grade Festival
Superior Rating-21 Students at Solo/Ensemble
Excellent Rating-1 Student at Solo/Ensemble
13 Students in Region Choir

Broadcasting
3rd Place-Broadcasting FBISD Film Fest

Robotics
2nd Place-University of Houston Mars Rover Celebration-Middle School Division Solar Powered

Boy's Athletics
District Champion-8th Grade A Football
District Champion-8th Grade B Football
District Champion-7th Grade A Basketball
District Champion-7th Grade B Basketball
District Champion-8th Grade B Basketball
District Champion-7th Grade Track
District Champion-8th Grade Track

Girl's Athletics

District Champion-8th Grade B Volleyball
District Champion-7th Grade B Basketball
District Champion-7th Grade Track
District Champion-8th Grade Track

Cheer
Top Cheer Team – NCA Cheer Camp
Four All-American Cheerleaders
Two All-American Mascots
Best All-Around Jumper in the district
Crowd Leader and Spirit Raiser Ambassador Trophy
Camp Champion Trophy

Kickstart
State Champion-7th Grade
2nd Place Blue Belt Weapons (boys)
3rd Place Blue Belt Weapons (girls)
3rd Place Blue Belt Weapons (boys)

Campus
2024-2025 No Place for Hate Designation
Crest Award from the Counselor's Association
District Secondary Teacher of the Year Finalist-Briana Portis
District Secondary Rookie of the Year-Curry Porter

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The RTMS substitute fill rate was 73%, which means over 1/4 of teacher absences did not have a substitute to instruct the class in the teachers' absence.
Root Cause: The factors contributing to unfilled teacher absences include last minute absence entries (less than 24-hours' notice), failure to secure substitutes for school events or known absences in advance, school location, and student behavior.

Perceptions

Perceptions Summary

Ronald Thornton Middle School opened in 2018 and has served students for the past seven years. In the short period the school has been open, RTMS has been led by three principals, faced multiple weather-related closures, experienced a quickly increasing population, and endured a significant disruption to schooling from 2020-2022 due to the COVID-19 pandemic.

RTMS has grown to be the largest middle school in Fort Bend ISD and will open the 2025-26 school year with 1,800 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.

Parent Engagement

Parents actively participate in various opportunities including all campus events, UIL competitions, fundraising, Career Day, 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 bi-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 PBIS Committee continued to make strides in combating student discipline in the 2023-24 school year by adding mirrors in stairways and flex spaces, implementing directional hallways in the second semester, and regularly analyzing and adjusting duty locations based on discipline data. RTMS administrators addressed 2,354 discipline referrals in the 2024-25 school year. The highest discipline offense types include tardies, safety rule violation, and disruptive behavior. The RTMS administrative team will continue to collaborate with stakeholders to ensure systems are in place to support appropriate student behavior.

Highest 10 Discipline Offense Types	Number of Occurrences	Percentage of Total Offenses
Tardies	363	15.4%
Safety Rule Violation	283	12%
Disruptive Behavior	259	11%
Inappropriate Physical Contact	175	7.4%
Use of Telecommunication Devices	148	6.3%
Skipping Class	134	5.7%
Insubordination	124	5.3%
Continued/Repeated Level 1	109	4.6%
Horseplay	101	4.3%
Disrupting Educational Environment	96	4%

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 proactive response to student discipline in the 2024-25 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 sheer volume of students attending school and interacting daily resulted in a high quantity of discipline offenses.

Priority Problem Statements

Problem Statement 1: Students are demonstrating limited academic growth across the school year, as evidenced by NWEA MAP data showing minimal gains in reading and math from MOY to EOY and increased percentages of students performing in the lowest percentile ranges.

Root Cause 1: Inconsistencies with Tier 1 instruction, limited use of MAP data to guide instructional adjustments, and an absence of targeted intervention systems for addressing foundational gaps are contributing to limited student growth.

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 sheer volume of students attending school and interacting daily resulted in a high quantity of discipline offenses.

Problem Statement 2 Areas: Perceptions

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)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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.
- 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
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 1: By May 2026, 90% of all students will grow at least one year in reading as indicated by the NWEA Map Growth Measures.

   Evaluation Data Sources: Student Growth Summary Report (NWEA), Student Progress Report (NWEA), Student and School Profile Reports (NWEA)

Strategy 1 Details		Reviews			
Strategy 1: Professional learning communities will intentionally plan the implementation of FBISD instructional models, calibrate targeted student outcomes, and co-create formative assessments to measure learning.		**Formative**			**Summative**
		Oct	Dec	Feb	June

Strategy's Expected Result/Impact: Increase in fidelity of curriculum alignment
   Staff Responsible for Monitoring: Administrators, Teachers
 	
   TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments					

Strategy 2 Details		Reviews			
Strategy 2: Teachers will engage in ongoing professional development with a focus on incorporating academic discourse into daily lessons to improve writing and speaking for all students, especially emergent bilingual students.		**Formative**			**Summative**
		Oct	Dec	Feb	June

Strategy's Expected Result/Impact: Increased rigor in the classrooms, higher writing scores on STAAR, and higher listening and speaking scores on TELPAS
   Staff Responsible for Monitoring: Teachers, EB Specialist
 	
   TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction					

Strategy 3 Details	Reviews			
Strategy 3: GT students will be clustered in Advisory together to engage in goal-setting and independent study.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved growth for GT students **Staff Responsible for Monitoring:** Champion of Gifted, GT Advisory Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	**Oct**	**Dec**	**Feb**	**June**

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 2: By May 2026, 90% of all students will grow at least one year in math as indicated by the NWEA Map Growth Measures.

    Evaluation Data Sources: Student Growth Summary Report (NWEA), Student Progress Report (NWEA), Student and School Profile Reports (NWEA)

Strategy 1 Details	Reviews			
Strategy 1: Teachers will conduct a data analysis reflection after each major grade assessment to reflect on student learning and identify student learning needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Team Leaders, CAC, Administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	Oct	Dec	Feb	June

Strategy 2 Details	Reviews			
Strategy 2: Through Student Support Team meetings, teachers will review multiple forms of student data to determine intervention needs and provide targeted Tier II & III interventions.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased growth for struggling students **Staff Responsible for Monitoring:** SST Administrator, Counselors, CAC **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	Oct	Dec	Feb	June

Strategy 3 Details	Reviews			
Strategy 3: Instructional leaders will provide feedback to teachers in a variety of methods including T-TESS walkthroughs and observations, district learning walks, special education learning walks, and campus-based classroom visits.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved quality of Tier 1 instruction	**Oct**	**Dec**	**Feb**	**June**
Staff Responsible for Monitoring: Administrator, Teacher Leaders **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction				

No Progress   Accomplished   ➔ Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Students are demonstrating limited academic growth across the school year, as evidenced by NWEA MAP data showing minimal gains in reading and math from MOY to EOY and increased percentages of students performing in the lowest percentile ranges.   **Root Cause**: Inconsistencies with Tier 1 instruction, limited use of MAP data to guide instructional adjustments, and an absence of targeted intervention systems for addressing foundational gaps are contributing to limited student growth.

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 1: By May 2026, RTMS will increase overall student satisfaction by 5% through a campus focus on the principles of the PAC as measured by the district's Culture-Climate and Student Engagement Survey.

    Evaluation Data Sources: Stakeholder Participation Rates, Survey Results

Strategy 1 Details	Reviews			
Strategy 1: 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.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**

Strategy's Expected Result/Impact: Decrease in disciplinary infractions resulting in ISS/OSS
     Staff Responsible for Monitoring: CBC, Administrators
 	
     TEA Priorities:
 Recruit, support, retain teachers and principals
  - **ESF Levers:**
 Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: 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 2024-25 will be contacted directly by an administrator or designee to create an attendance plan and reduce the risk of dropping out.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**

Strategy's Expected Result/Impact: Increased attendance rates for the campus and decreased chronic absenteeism
     Staff Responsible for Monitoring: Attendance Clerks, Administrators, Counselors
 	
     TEA Priorities:
 Build a foundation of reading and math
  - **ESF Levers:**
 Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Students will engage in advisory lessons related to student ownership of learning and behavior to reinforce consistent expectations, character development, conflict resolution, wellness, and appropriate responses to frustration.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Students will build skills to positively relate to their peers and handle stress. **Staff Responsible for Monitoring:** Advisory Teachers, Administrator over Advisory **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
Strategy 4: RTMS will host two stakeholder events each semester to promote parent engagement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased volunteerism and positive interactions with parents	**Oct**	**Dec**	**Feb**	**June**
Staff Responsible for Monitoring: Principal **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 2: By May 2026, RTMS will increase overall staff satisfaction by 5% through a campus focus on the principles of the PAC as measured by the district's Culture-Climate and Student Engagement Survey.

    Evaluation Data Sources: Stakeholder Participation Rates, Survey Results

Strategy 1 Details	Reviews			
Strategy 1: RTMS will increase the substitute fill rate by recruiting and retaining a robust substitute pool through maintaining regular communication, providing incentives for subbing at RTMS, and creating an "on-call" list of available substitutes.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**

Strategy's Expected Result/Impact: Higher campus morale, lower absentee rates, and improved student outcomes
    Staff Responsible for Monitoring: Associate Principal, Associate Principal Aide
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Faculty and staff will receive ongoing professional learning related to professional expectations aligned to the PAC.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**

Strategy's Expected Result/Impact: Increased professionalism and decreased progressive discipline with employees
    Staff Responsible for Monitoring: Administrators
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 2: Strategic Staffing				

Strategy 3 Details	Reviews			
Strategy 3: Faculty and staff will receive recognition and timely feedback from campus administrators to reinforce performance expectations.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Increased job satisfaction **Staff Responsible for Monitoring:** Principal and Administrative Team **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture				

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 1: By June 2026, the budget manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs to improve student outcomes.

Evaluation Data Sources: Monthly budget reports, CPAC minutes including the discussion of campus spending

Strategy 1 Details	Reviews			
Strategy 1: RTMS principal and executive assistant will review the monthly budget reports.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Accurate bookkeeping of spending	**Oct**	**Dec**	**Feb**	**June**
Staff Responsible for Monitoring: Principal and Executive Assistant **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
Strategy 2: RTMS will collaborate with the PTO to supplement instructional resources to enhance the learning experiences for all students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will have the supplemental supplies needed	**Oct**	**Dec**	**Feb**	**June**
Staff Responsible for Monitoring: Principal , Department Chairs **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 3 Details	Reviews			
Strategy 3: RTMS will promote and encourage the submission of grant applicants to supplement campus spending.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The campus budget will remain aligned to student needs. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning	**Oct**	**Dec**	**Feb**	**June**

No Progress   Accomplished   → Continue/Modify   ✖ Discontinue

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 2: By May 2026, the administrative team will ensure 100% efficient staffing in all areas of the campus.

Evaluation Data Sources: Campus PCR, Staffing Meeting Agendas, Student Growth Reports

Strategy 1 Details		Reviews			
Strategy 1: To retain first year teachers, all instructional apprentices, aspiring teachers, and new teachers will be assigned a TAPP mentor and attend campus support meetings throughout the school year.		**Formative**			**Summative**
		Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Increased first year teacher retention **Staff Responsible for Monitoring:** TAPP mentors, TAPP Administrator **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning					

Strategy 2 Details		Reviews			
Strategy 2: RTMS will publicize vacancies on social media, educational platforms, and throughout the school community to recruit top talent.		**Formative**			**Summative**
		Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Increased applicants to consider for vacant positions **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning					

Strategy 3 Details	Reviews			
Strategy 3: The administrative team will collaborate with the counselors to review student enrollment, class size, and staff utilization data throughout the year.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Effective use of staffing allocations and evenly divided classes **Staff Responsible for Monitoring:** Associate Principal and Lead Counselor **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue