

Fort Bend CBAS

Thornton Middle School

2024-2025 Campus Improvement Plan



Vision

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

Value Statement

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.

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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.

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Race					
American Indian/Alaskan Native	0.3%	0.5%	0.5%	0.4%	0.35%
Asian	6.8%	6.9%	6.9%	8.7%	9.09%
Black/African American	24.1%	28.1%	31.4%	33.8%	37.82%
Native Hawaiian/Pacific Islander	0.0%	0.1%	0.1%	0.3%	0.24%
Hispanic	26.8%	26.6%	26.4%	26.5%	25.72%
White	37.9%	33.1%	29.6%	24.8%	21.12%
Two-or-More	4.1%	4.7%	5.1%	5.6%	5.66%
Programs					
ESL	6.5%	8.4%	10.7%	8.7%	6.90%
Special Education (SpEd)	9.5%	9.9%	10.2%	12.4%	16.28%
Economically Disadvantaged	27.1%	30.1%	37.0%	40.6%	42.48%
EB	7.0%	8.7%	11.2%	11.4%	11.98%
School Population					
6 th	34.59%	32.46%	31.76%	34.79%	32.7%
7 th	35.24%	33.81%	33.20%	32.37%	34.4%
8 th	30.17%	33.73%	35.04%	32.83%	32.7%
Total Enrollment	1223	1340	1464	1529	1752

Overall, the total enrollment at RTMS has steadily increased by around 100 students per year. In the 2023-24 school year, RTMS enrollment increased by over 200 students. This trend is expected to continue for the next two school year until FBISD Middle School 16 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 are emergent bilinguals, homeless, and special education. The campus mobility rate for the 2023-24 school year was 8.9%, which decreased from 2022-23 at 10.6%.

RTMS - Percentage in Attendance

	Cumulative				
	2019-2020	2020-2021 (F2F/Remote)	2021-2022	2022-2023	2023-24
All Students	96.8%	97.0%	94.8%	95.2%	95.1%
Ethnicity					
Hispanic/Latino	96.6%	95.6%	93.5%	94.1%	93.8%
American Indian or Alaska Native	95.9%	97.4%	96.8%	94.3%	98.0%
Asian	98.0%	99.2%	96.5%	96.6%	97.0%
Black or African American	97.1%	97.5%	95.4%	95.8%	95.5%
Native Hawaiian or Other Pacific Islander	-	92.8%	92.2%	96.4%	94.7%
White	96.5%	97.2%	94.9%	95.2%	95.1%
Two or More Races	97.1%	96.9%	94.3%	95.1%	95.2%
Gender					
Male	96.7%	97.1%	95.1%	95.4%	95.0%
Female	96.9%	96.8%	94.4%	95.0%	95.2%
Grade					
6th	96.9%	96.7%	94.2%	95.2%	95.2%
7th	97.0%	96.8%	95.5%	95.3%	95.2%
8th	96.5%	97.4%	94.6%	95.2%	94.9%
Special Population					
At Risk	96.5%	95.4%	93.6%	93.9%	94.2%
Economic Disadvantage	96.2%	95.4%	93.3%	94.0%	94.1%
Emergent Bilingual	97.1%	94.4%	92.5%	93.7%	93.2%
Foster Care	95.7%	95.7%	98.9%	89.5%	96.4%
Gifted and Talented	97.4%	98.2%	95.9%	96.1%	96.2%
Homeless Status	93.1%	90.1%	88.1%	91.3%	93.0%
Migrant	-	-	-	-	
Military Connected	97.2%	97.2%	95.1%	94.6%	95.4%
RDSPD	100.0%	-	80.9%	-	
Section 504	96.6%	96.3%	93.1%	94.6%	94.7%
Special Education	95.8%	96.0%	93.4%	93.5%	93.6%
Unaccompanied Youth	-	100.0%	90.7%	97.2%	93.5%

Demographics Strengths

Ronald Thornton Middle School serves a thriving community as evidenced by the ready increase in enrollment over the past five years. There was a 1.7% decrease in mobility rate in the 2023-24 school year. 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 - emergent bilinguals, homeless, and special education. Additionally, extended absences for travel or vacations have been noted by the Attendance Committee to negatively impact student attendance.

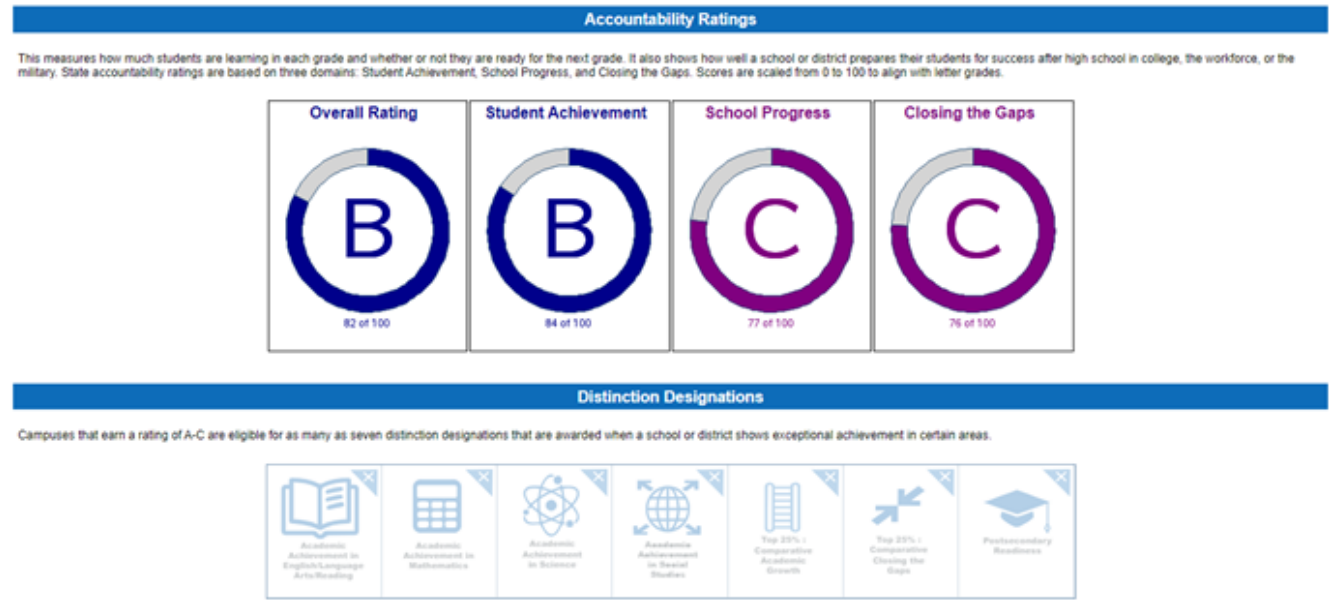
Student Learning

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: (*Ratings were not released for 2023*)

In 2022, RTMS earned a letter grade of B earning 82/100 points and no distinction designations. The 2023 School Report Card was not released by TEA. The 2024 School Report Card is anticipated to be release in the fall.



2023-2024 RTMS STAAR Results: The 2024 RTMS STAAR results demonstrate decrease in passing rates from the 2023 STAAR administration in all subject areas except 8th grade Social Studies. ELA scores demonstrate an increase in “Masters Grade Level” in all three grade levels.

Thornton MS	Approaches & Above			Meets & Above			Masters		
Year	2022	2023	2024	2022	2023	2024	2022	2023	2024
Campus-Reading	85%	86%	82%	62%	61%	62%	43%	28%	33%
6th Reading	81%	83%	82%	55%	56%	60%	34%	21%	24%
7th Reading	89%	86%	79%	67%	66%	60%	50%	33%	35%
8th Reading	86%	87%	85%	64%	59%	66%	44%	30%	40%
Campus-Math	74%	81%	67%	45%	49%	34%	23%	19%	10%
6th Math	79%	81%	75%	46%	43%	37%	19%	14%	12%
7th Math	76%	81%	65%	49%	52%	43%	24%	16%	14%
8th Math	45%	68%	60%	9%	29%	23%	2%	5%	4%
Algebra	99%	99%	98%	80%	90%	84%	58%	67%	48%
8th Science	77%	76%	76%	47%	54%	49%	27%	23%	17%
8th Social Studies	64%	65%	70%	37%	39%	43%	25%	23%	23%

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

2024	Listening				Speaking				Reading				Writing			
RTMS	BEG	INT	ADV	AH	BEG	INT	ADV	AH	BEG	INT	ADV	AH	BEG	INT	ADV	AH
6th	2%	24%	42%	32%	6%	41%	45%	8%	12%	24%	29%	35%	8%	38%	45%	9%
7th	1%	17%	32%	49%	9%	54%	29%	9%	3%	20%	33%	43%	9%	28%	54%	10%
8th	4%	19%	36%	41%	26%	41%	28%	6%	4%	33%	27%	36%	14%	53%	33%	0%

2023-2024 Ren360:

The 2024 EOY Ren360 demonstrate a consistent percentage of students performing at or above benchmark in reading and math from the MOY administration, with math scores being the highest of all tests taken.

6 th	Reading			Math		
	BOY	MOY	EOY	BOY	MOY	EOY
At/Above Level	55%	47%	47%	67%	65%	65%
On Watch	15%	13%	13%	12%	12%	13%
Intervention	17%	18%	19%	11%	11%	11%
Urgent Intervention	13%	21%	21%	10%	12%	12%

*All students take the Ren360 in 6th grade.

7 th	Reading			Math		
	BOY	MOY	EOY	BOY	MOY	EOY
At/Above Level	5%	9%	9%	17%	24%	24%
On Watch	3%	10%	11%	16%	17%	18%
Intervention	22%	18%	18%	28%	20%	20%
Urgent Intervention	70%	63%	62%	39%	39%	38%

*Only students scoring DNM on STAAR or serviced in Special Education take the Ren360 in 7th grade.

8 th	Reading			Math		
	BOY	MOY	EOY	BOY	MOY	EOY
At/Above Level	6%	11%	11%	20%	24%	22%
On Watch	10%	12%	11%	17%	14%	15%
Intervention	22%	14%	14%	33%	20%	20%
Urgent Intervention	62%	63%	64%	30%	42%	43%

*Only students scoring DNM on STAAR or serviced in Special Education take the Ren360 in 8th grade.

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, the STAAR growth indicator, and school progress accountability measures.

Root Cause: Inconsistencies with Tier 1 instruction as well as limited school-wide systems for intervention, foundational skill development, and progress tracking are contributing to limited academic growth.

Problem Statement 2 (Prioritized): Student STAAR performance in math decreased in all grade levels and all performance levels (approaches, meets, and masters).

Root Cause: Due to unfinished pandemic learning, students demonstrated a weak grasp of number sense and basic math functions.

Problem Statement 3: 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.

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. A fourth counselor 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 2023-24 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 experienced challenges with securing substitutes for teacher and paraprofessional absences throughout the school year. 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 63% fill rate for absences in the 2023-24 school year.

2023-24	Total Absences	Filled by a Substitute	Unfilled by a Substitute	No Sub Needed	Fill Rate
August	242	128	62	52	67%
September	312	161	95	56	63%
October	336	147	126	63	54%
November	272	136	87	49	61%
December	164	91	36	37	72%
January	323	177	87	59	67%
February	322	164	120	38	58%
March	235	150	53	32	74%
April	316	168	117	31	59%
May	317	173	99	45	64%
Totals	2,839	1,495	882	462	63%

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 (3.24%). 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, Dance Team, Percy Jackson Club, Harry Potter Club, Broadcasting Team, Robotics, Gamers Club, 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.

2023-2024 ACHIEVEMENTS FOR RTMS:

Theatre

1st Place-Zone UIL OAP
1st Place-District UIL OAP
1st Place-Bi-District UIL OAP

Band

Superior Ratings-Honors Band at UIL
Superior Ratings-Honors Band at North Texas Festival of Distinction
Superior Ratings-Symphonic Band at UIL
Superior Rating-Symphonic Band at North Texas Festival of Distinction

Orchestra

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

Choir

Superior Rating-Varsity Treble at UIL
Superior Rating-Non-Varsity Tenor/Bass at UIL
Superior Rating-6th Grade Tenors at FBISD 6th Grade Festival
Superior Rating-6th Grade Treble at FBISD 6th Grade Festival
Superior Rating-9 Students at Solo/Ensemble
Six Students in Region Choir

Broadcasting

1st Place-Broadcasting FBISD Film Fest

Boy's Athletics

District Champion-7th Grade A Football
District Champion-8th Grade A Football
District Champion-8th Grade B Football
District Champion-7th Grade A Basketball
District Champion-8th Grade A Basketball
District Champion-8th Grade B Basketball
District Champion-7th Grade Track
District Champion-8th Grade Track
District Champion-7th/8th A Soccer

Girl's Athletics

District Champion-7th Grade B Volleyball
District Champion-8th Grade A Volleyball
District Champion-8th Grade B Volleyball
District Champion-8th Grade A Basketball
District Champion-7th Grade Track
District Champion-7th/8th B Soccer

Cheer

Top Cheer Team – NCA Cheer Camp
Four All-American Cheerleaders
All-American Mascot

Kickstart

State Champion-6th Grade Individual Forms
State Champion-8th Grade Weapons Forms

Campus

2023-2024 No Place for Hate Designation
Crest Award from the Counselor's Association
District Secondary Teacher of the Year-Sierra Joseph
Fort Bend Athletic Best (FAB) Secondary Principal of the Year-Kate Kargbo

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The RTMS substitute fill rate was 63%, which means over 1/3 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 six 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 2024-25 school year with over 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.

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. The highest discipline offense types include disrupting the learning environment, tardies, safety rule violations, and inappropriate physical contact. 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
Disrupting the Educational Environment	338	14.6%
Tardies	268	11.6%
Safety Rule Violation	267	11.6%
Inappropriate Physical Contact	167	7.2%
Disruptive Behavior	159	6.9%
Horseplay	126	5.5%
Skipping Class	113	5%
Use of Telecommunication Devices	110	4.7%
Insubordination	110	4.7%
Profanity	101	4.3%

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 2023-24 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 demonstrate limited student growth through the school year as evidenced by Ren360 intervention data, the STAAR growth indicator, and school progress accountability measures.

Root Cause 1: Inconsistencies with Tier 1 instruction as well as limited school-wide systems for intervention, foundational skill development, and progress tracking are contributing to limited academic 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

Problem Statement 3: Student STAAR performance in math decreased in all grade levels and all performance levels (approaches, meets, and masters).

Root Cause 3: Due to unfinished pandemic learning, students demonstrated a weak grasp of number sense and basic math functions.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The RTMS substitute fill rate was 63%, which means over 1/3 of teacher absences did not have a substitute to instruct the class in the teachers' absence.

Root Cause 4: 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.

Problem Statement 4 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>System Response 1: By May 2025, RTMS will increase student growth through effective Tier I classroom instruction, intentional data analysis of learning, and targeted interventions as evidence through the indicators of success.</p> <p>Indicators of Success: Formative</p> <ul style="list-style-type: none"> * By August 2024, all teachers will be trained on the assessment reflection tool used in PLC after each major grade assessment. * By September 2024, all students who failed to demonstrate proficiency on the 2024 STAAR test will be placed in a math lab/literacy class, HB 1416 advisory, or have an accelerated instruction plan in place. * By October 2024, all teachers will engage in grade mapping for Terms 1 and 2. * By December 2024, we will observe the development of aligned, teacher-created formative assessments and data analysis during PLC meetings after each major grade assessment. * By February 2025, we will increase the percentage of students showing growth in literacy and math on MAP to 50%. <p>* By April 2025, 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.</p> <p>Summative</p> <ul style="list-style-type: none"> * By May 2025, we will increase the percentage of students showing growth in literacy and math on MAP to 90%. * By May 2025, 90% of students will meet expected or accelerated growth on STAAR in reading and math in 6th, 7th, and 8th grades. * By May 2025, we will increase the percent of students demonstrating mastery of science and social studies STAAR at the meets grade level standard by 10% (Target: 59% for science and 53% for social studies) * By May 2025, we will increase the closing the gap indicator score from 74 to 80 on our school report card. <p>Staff Responsible: Administrators, CAC, and Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	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: Teacher will conduct a data analysis reflection after each major grade assessment to reflect on student learning and identify student learning needs.

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 including, but not limited to, providing IXL intervention to all HB 1416 students.

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

Strategy 6: 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, struggling readers, and emergent bilinguals.

Intended Audience: Teachers

Provider / Presenter / Person Responsible: ESL Teacher, CAC, Teacher Leaders

Date(s) / Timeframe: Professional Learning Days

Collaborating Departments: ELA, ESL, and Special Education

Staff Responsible: ESL Teacher, CAC, Teacher Leaders

TEA Priorities:

Build a foundation of reading and math

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?

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

Strategy 1: Teachers will implement 1-to-1 device use in the classrooms.

Collaborating Departments: IT

Delivery Method: 1:1 device distribution

Staff Responsible: Administrators, IT Department, and Teachers

TEA Priorities:

Connect high school to career and college

Strategy 2: 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 3: 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 4: 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 2023-24 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 5: 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 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?

System Response 1 Details		Reviews			
System Response 1: By May 2025, RTMS will improve professionalism of faculty and staff practices through the establishment of clear professional expectations and accountability systems as evidence through the indicators of success. Indicators of Success: Formative * By August 2024, school leaders will directly teach and reinforce campus-wide professional expectations through professional learning on Professionalism, Accountability, and Communication. * By September 2024, all vacancies will be filled. * By October 2024, all staff will have met with their appraiser for a one-on-one goal setting meeting. * By November 2024, all staff will have an opportunity to provide feedback to campus administration through a survey. * By February 2025, all T-TESS observations and post-conferences will be complete. * By March 2025, staff members will indicate their intentions to return for the 2025-26 school year to continue recruitment. Summative * By May 2025, the staff total absences will decrease by 10% (Target: Decrease from 2,839 to 2,555 or less). * By May 2025, the fill rate of teacher absences will increase by 10% (Target: Increase from 63% to 73% or more). * By May 2025, RTMS will retain 90% of its faculty and staff.		Formative			Summative
		Nov	Jan	Mar	June
		On Track	On Track	On Track	
<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></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>					

Strategy 1: 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
- Provider / Presenter / Person Responsible:** TAPP Administrator
- Date(s) / Timeframe:** Ongoing
- Collaborating Departments:** All campus departments
- Delivery Method:** Monthly Meetings
- Staff Responsible:** TAPP Administrator

Recruit, support, retain teachers and principals

Strategy 2: RTMS will recruit and retain a robust substitute pool through maintaining regular communication, providing incentives for subbing at RTMS, and creating an "on-call" list of available substitutes.

Intended Audience: Substitutes and Teachers

Provider / Presenter / Person Responsible: Campus Substitute Administrator

Date(s) / Timeframe: Ongoing

Staff Responsible: Associate Principal and Assistant to the Associate Principal

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 3: Faculty and staff will receive ongoing professional learning related to professional expectations.

Intended Audience: All professional and paraprofessional employees

Provider / Presenter / Person Responsible: Administrative Team

Date(s) / Timeframe: Ongoing

Delivery Method: Professional Development Sessions and Scheduled Meetings

Staff Responsible: Administrative Team

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 4: RTMS administrators will hold staff accountable by addressing harmful attendance trends, weekly parent communication, and instructional concerns in a timely manner.

Intended Audience: All professional and paraprofessional employees

Provider / Presenter / Person Responsible: Administrative Team

Date(s) / Timeframe: Ongoing

Staff Responsible: Principal

TEA Priorities:

Recruit, support, retain teachers and principals

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?

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 HEADCVACANT	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

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