

Fort Bend Independent School District

Ridge Point High School

2025-2026 Campus Improvement Plan



Mission Statement

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Vision

Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

Value Statement

Core Value

We value uncompromised integrity, and a relentless work ethic focused on excellence.

Core Purpose

Our purpose is to add value to each person, every day.

School Motto

The Home of Scholars and Champions!

Panther Commitment

Nothing less than our best!

Table of Contents

Comprehensive Needs Assessment 4

Demographics 4

Student Learning 6

School Processes & Programs 8

Perceptions 10

Priority Problem Statements 11

Comprehensive Needs Assessment Data Documentation 12

Goals 14

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities 14

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. 22

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan. 30

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics

Ridge Point High School opened in 2010-2011 with only freshmen and sophomores for a total enrollment of 659 students. The addition of a junior class in 2011-2012 nearly doubled the overall population to 1120. 2012-2013 was the first year for RPHS to have a senior class and the population increased to 1561. For 2013-2014, the overall population was 1881 and for 2014-2015, the overall population was 2107. For 2016-2017 we had 2450 students and grew to 2675 in the 2017-2018 school year. For 2018-2019 we finished with 2778 students. In 2019-2020 there were 2991 students with the implementation of a cap and overflow to neighboring high schools due to the building's over-capacity. In 2021-2022 we ended the year with 3055 students. In 2022-2023, we had 3105 students and ended cap and overflow in April of 2023 due to the opening of Fort Bend ISD's 12th high school, Crawford High School in August 2023 with a 9th and 10th grade class. Ridge Point High School is a campus open to in-district employee transfers and currently has a projection of about 2650 students for the 2025-2026 school year.

Attendance	PIA - Cumulative	PIA - Cumulative	PIA - Cumulative
	2024-2025	2023-2024	2022-2023
All Students	94.9%	95.2%	94.8%
Ethnicity			
Hispanic/Latino	93.3%	94.0%	92.5%
American Indian or Alaska Native	86.2%	95.1%	94.9%
Asian	96.6%	96.9%	96.9%
Black or African American	94.5%	94.8%	95.4%
Native Hawaiian or Other Pacific Islander	98.0%	92.8%	93.7%
White	95.1%	95.3%	95.2%
Two or More Races	95.0%	94.6%	95.1%

Demographics Strengths

Our diversity is a strength for our campus. Our student body is made up of 30.15% White students, 19.0% Hispanic-Latino students, 24.68% African-American students, and 20.6% Asian students. Our percentage of at risk students is 24.15%, economically disadvantaged is 21.8%, and our Emergent Bilingual percentage is 4.55%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Class sizes will be higher than the district recommended ratios.

Root Cause: The PASA projection for enrollment for this school year was 2650. As of 07-23-25, our actual enrollment at 2760.

Problem Statement 2 (Prioritized): Hispanic students have the lowest attendance percentage on campus.

Root Cause: Lack of connection to the school, lack of literacy skills

Student Learning

Student Learning Summary

Preliminary EOC Spring 2025 scores shows an increase in passing percentage for Biology, English I, English II, and USH EOCs and our students performed above the district and state averages in all passing categories. Additionally, our students were above the district or state averages in 9 out of 10 Masters categories.

	RPHS	District	State	
Algebra I				
Passed	87%	76%	76%	
Mastered	31%	36%	29%	
Biology				
Passed	99%	93%	91%	
Mastered	51%	31%	21%	
ELA I				
Passed	89%	74%	66%	
Mastered	32%	22%	16%	
ELA II				
Passed	91%	78%	71%	
Mastered	21%	13%	9%	
U.S. History				
Passed	98%	96%	94%	
Mastered	54%	47%	37%	

NWEA MAP Data showed 21% of 9th grade Algebra students in the >80th percentile for the End of Year window, an increase of 3% from the Middle of the Year window. Reading students in 9th gr in that same range decreased from 35% to 29% and 10th gr students decreased from 40% to 35%. Biology students had a 2% increase from 47% to 49%.

We continue to see growth in the number of course enrollment and/or test enrollment for AP, Dual credit, and UT OnRamps classes.

For the class of 2024 cohort, 97% of our students graduated within 4 year.

Student Learning Strengths

Students have a wide variety of Advanced Placement classes to choose from. In the Spring of 2025, 1179 students signed up to take over 2400 AP tests in May of 2025. Ridge Point HS has also increased the UT OnRamps course offerings to include US Government, US History, Biology, Statistics, Algebra II, English IV, Geoscience, and Physics. Students have the ability to take five world languages-ASL, Chinese, French, German, Spanish. We offer resource classes in ELA and Math. Teachers prepare students for state testing by having in class test prep and school within a school for a few weeks prior to testing.

EOC teachers implemented the use of the STAAR Interim test results to make the needed adjustment to instruction.

Preliminary EOC scores for 2025 show a 2% increase in passing for Biology (97% to 99%), 1% increase in ELA I (88% to 89%), 3% increase in ELA II (88% to 91%). US History remained steady at 98%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to the CCMR report, there are several students who are not demonstrating college or career readiness.

Root Cause: Student learning is not demonstrated through the industry based certification exams (IBC), participation in AP exams, OnRamps courses, dual-credit classes, or through the TSI assessment.

Problem Statement 2 (Prioritized): In the 2024-2025 student engagement survey, 78% of parents and guardians feel schoolwork is meaningful and relevant.

Root Cause: Students do not believe lessons are relevant or are connecting lessons to real world applications. However, this is inconsistent with the teachers' perception.

Problem Statement 3 (Prioritized): Algebra EOC scores of African American students decreased across all performance levels.

Root Cause: Students report they don't feel connected to their learning. Lack of consistency in disaggregating data across sub-pops.

School Processes & Programs

School Processes & Programs Summary

Curriculum & instruction:

Core content areas have a detailed, TEKS/ELPS aligned curriculum written by the district and accessible to all teachers in the Schoology learning management platform and Microsoft OneNote notebooks. The curriculum documents address vertical alignment, provide suggestions for strategies and assessment, including sample items, and have embedded lessons.

Teachers are provided with common planning time to allow for lesson development and data disaggregation by each team PLC. They are expected to meet formally at least once per week for planning and data analysis, and on designated district professional learning days. Both summative and formative assessment data is used to identify needs. Some teams are more successful at implementing this process than others.

Administrators follow a schedule to ensure CWTs are conducted regularly as well as T-TESS walkthroughs and observations. District administrators work with campus administrators to implement learning walks where they collect data to track progress of district and campus goals over time.

Personnel:

For the 2025-2026 school year there are 133 teachers at Ridge Point. The staff is a mix of seasoned veterans, some having been here since the school opened in 2010 and others with less experience. There will be zero first year teachers on staff, but we will be starting the year with two vacancies.

Organizational:

Campus CIP goals align with the district goals and are based on data from a variety of sources including academic performance, faculty surveys, and observations. These goals, written in SMART format, are shared with the faculty and planning occurs around them. Progress toward reaching these goals is monitored based on CWT data, PLC minutes, formative assessment scores, lesson plans, and accommodation logs.

The entire culture of RPHS is centered on student success. In addition to sustaining high-performing teams through the PLC format, we will focus on differentiated instruction. Instructional time is sacred and is only disrupted if no other option exists. Core courses are organized by department. Grade-level, subject area teams have common planning times. The expectation is that at least one day of the week, that time is used for PLC meetings to discuss data, plan, etc.

Administrative:

Duties are divided out between seven administrators. Each administrator (excluding the principal) is assigned a group of students based on an alpha split. They are also assigned to oversee specific departments. The administrative team is on duty in the halls every morning and between classes, lunch duty, and extracurricular events. The administrative team will meet once weekly.

Six counselors are assigned to oversee students based on an alpha split. The counseling team along with the CAC and CCR meet weekly. The Leadership Team consisting of all administrators, counselors, the CAC and CCR meet monthly.

Department Heads, lead counselor, AVID Coordinator, CAC and principal meet bi-weekly.

School Processes & Programs Strengths

RPHS culture is centered on student success. Counselors meet regularly with their assigned students to discuss academic offerings and career paths. We have been recognized as an AVID National Demonstration school one of only 243 in the country. During Panther time we focus on citizenship and modeling the profile of a graduate. Our school focus is two fold-instructional and relationship building and teachers know that are both need to be used to have engaging classrooms. Teachers know they can talk to any colleague or administrator for support.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Based on students expressing having a difficult time coping with academic and life stressors, there may not be enough resources and support to students experiencing social and emotional challenges.

Root Cause: At least 750 counseling office visits were for social emotional concerns.

Problem Statement 2: With the implementation of equipping students with a 1:1 device, teachers need to continue to incorporate lessons that utilize technology to enhance learning opportunities and develop procedures for appropriate technology use in the classroom.

Root Cause: The district has equipped students with an individual laptop.

Perceptions

Perceptions Summary

School Culture:

During the first week of school assemblies are held where administrators, teachers, and students discuss the Ridge Point Way as well as ways students can model the profile of a graduate characteristics. School expectations for hallway, cafeteria, and classroom behaviors are also addressed.

There is wide-spread participation in clubs, activities, etc. There is a direct, positive correlation between highly involved students and good attendance and behavior.

Ridge Point has over 70 clubs and organizations students can be a part of not including athletic teams, band and color guard. We encourage all students to get involved in an organization or club and hold a rush activity during all lunches early on where groups can highlight their organizations. Freshmen have a chance to participate in Panther Premiere, an orientation session where they are introduced to traditions and campus expectations and can start the year feeling like they are a part of a family. In addition upper class mentors meet with freshman classes periodically during the school year to continue building bonds with freshman students.

Each Monday we play a character focused song, World Changers, written about a former Ridge Point student who passed away due to cancer. This song helps to have students focus on student citizenship traits we would like to see from them for the week.

Students understand school rules and for the most part abide by them. The student engagement survey areas addressed affecting climate and culture received favorable responses including 78% of students responded they feel safe at school in the classroom, which is a 6.9% decrease from the previous year.

Students take attending school each day very seriously. Administrators work closely with our attendance specialist, social worker and PEIMS specialist to help students who have attendance challenges. They hold meetings every week with students and work as a team to help develop strategies to keep students in school and out of truancy concerns.

Perceptions Strengths

Students are given many opportunities to participate in clubs, athletics, and student leadership organizations. Rush provides an opportunity for students to obtain information on various student organizations.

There is a crisis management plan in place to address safety issues such as threats, severe weather, lockdowns and fires and these are communicated and drilled regularly.

The Sienna community as a large social media footprint and often rumors spread through social media that are incorrect. Administration is very transparent about school issues and provides quick communication on to parents on any pressing school information as well as a weekly email letting students and parents know what is going on at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Teachers expressed concern for an increase in dress code violations, food deliveries, unauthorized hall use, and cell phone issues.

Root Cause: According to the FBISD culture and climate survey, 67% of staff feel discipline is not enforced consistently for all students.

Priority Problem Statements

Problem Statement 1: In the 2024-2025 student engagement survey, 78% of parents and guardians feel schoolwork is meaningful and relevant.

Root Cause 1: Students do not believe lessons are relevant or are connecting lessons to real world applications. However, this is inconsistent with the teachers' perception.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Teachers expressed concern for an increase in dress code violations, food deliveries, unauthorized hall use, and cell phone issues.

Root Cause 2: According to the FBISD culture and climate survey, 67% of staff feel discipline is not enforced consistently for all students.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: According to the CCMR report, there are several students who are not demonstrating college or career readiness.

Root Cause 3: Student learning is not demonstrated through the industry based certification exams (IBC), participation in AP exams, OnRamps courses, dual-credit classes, or through the TSI assessment.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Based on students expressing having a difficult time coping with academic and life stressors, there may not be enough resources and support to students experiencing social and emotional challenges.

Root Cause 4: At least 750 counseling office visits were for social emotional concerns.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Hispanic students have the lowest attendance percentage on campus.

Root Cause 5: Lack of connection to the school, lack of literacy skills

Problem Statement 5 Areas: Demographics

Problem Statement 6: Algebra EOC scores of African American students decreased across all performance levels.

Root Cause 6: Students report they don't feel connected to their learning. Lack of consistency in disaggregating data across sub-pops.

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

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 released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data

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

- 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
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: By May of 2026 Algebra I ELA I, and ELA II teachers will have prepared students to meet an Approaches level of 95% on the Spring EOC.

High Priority

Evaluation Data Sources: Formative Indicators:
Meeting notes from twice weekly PLC meetings
Beginning, Middle of the Year Map data
Teacher lessons showing focus on needed areas of intervention

Summative Indicators
End of the Year Map data
Spring EOC Scores

Strategy 1 Details	Reviews			
Strategy 1: Algebra I teachers will meet formally twice a week to review student progress and data on campus and universal screener assessments, and develop effective lessons focused on areas of intervention. Strategy's Expected Result/Impact: Formative: Students will perform better as the year progresses from BOY to EOY Math Map and teacher developed assessments. Teachers will use the data retrieved from these assessments to develop lessons focused on needed interventions. Summative 9th Grade Algebra I students will achieve an approaches rate of 95% in the Spring EOC Algebra I test. SCE funds will be used for interventions when we start them in the spring. Staff Responsible for Monitoring: Teachers Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Oct	Dec	Feb	June

Strategy 2 Details		Reviews			
Strategy 2: English I teachers will meet formally twice a week to review student progress and data on campus and universal screener assessments, and develop effective lessons focused on areas of intervention. Strategy's Expected Result/Impact: Formative: Students will perform better as the year progresses from BOY to EOY Reading Map and teacher developed assessments. Teachers will use the data retrieved from these assessments to develop lessons focused on needed interventions. Summative 9th Grade English I students will achieve an approaches rate of 95% in the Spring EOC English I test. SCE funds will be used for interventions when we start them in the spring. Staff Responsible for Monitoring: Teachers Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2		Formative			Summative
		Oct	Dec	Feb	June
Strategy 3 Details		Reviews			
Strategy 3: English II teachers will meet formally twice a week to review student progress and data on campus and universal screener assessments, and develop effective lessons focused on areas of intervention. Strategy's Expected Result/Impact: Formative: Students will perform better as the year progresses from BOY to EOY Reading Map and teacher developed assessments. Teachers will use the data retrieved from these assessments to develop lessons focused on needed interventions. Summative 9th Grade English II students will achieve an approaches rate of 95% in the Spring EOC English II test. SCE funds will be used for interventions when we start them in the spring. Staff Responsible for Monitoring: Teachers Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2		Formative			Summative
		Oct	Dec	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: According to the CCMR report, there are several students who are not demonstrating college or career readiness. **Root Cause:** Student learning is not demonstrated through the industry based certification exams (IBC), participation in AP exams, OnRamps courses, dual-credit classes, or through the TSI assessment.

Problem Statement 2: In the 2024-2025 student engagement survey, 78% of parents and guardians feel schoolwork is meaningful and relevant. **Root Cause:** Students do not believe lessons are relevant or are connecting lessons to real world applications. However, this is inconsistent with the teachers' perception.

Problem Statement 3: Algebra EOC scores of African American students decreased across all performance levels. **Root Cause:** Students report they don't feel connected to their learning. Lack of consistency in disaggregating data across sub-pops.

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

Performance Objective 2: By May 2026 through the use of effective lesson planning which includes WICOR strategies and professional learning communities, teachers will increase the relevance of student classroom learning to real world applications by 3%.

Evaluation Data Sources: Formative Evidence:
Campus walk through observations data will specifically target relevance of lessons for students.

Summative Evidence
Relevant Student Engagement Survey questions

Strategy 1 Details	Reviews			
Strategy 1: Through the course of the school year AVID teaching strategies will be included in each professional learning day that focuses on how to make lessons relevant for students. Strategy's Expected Result/Impact: Formative: Ongoing Professional Learning Days that include time for teacher learning on AVID strategies designed to help make learning more relevant for students. Summative: By May 2026 teachers will have gained strategies they can use in their classrooms that will help make lessons more relevant for students. Staff Responsible for Monitoring: Administrators AVID Site Team Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2, 3	Formative			Summative
	Oct	Dec	Feb	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers of GT students and our champion of GT students will provide GT students the opportunity to complete the Texas Performance Standards project on a topic they find meaningful to them. Strategy's Expected Result/Impact: Formative: By December 2025, 100% of 9th grade GT identified students will complete a Texas Performance Standards Project. Summative: By May 2026 100% of 9th grade GT identified students will complete a Texas Performance Standards Project. Staff Responsible for Monitoring: Administrators, AP and AAC teachers (teachers of GT students), Campus GT Champion. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Oct	Dec	Feb	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: In the 2024-2025 student engagement survey, 78% of parents and guardians feel schoolwork is meaningful and relevant. Root Cause: Students do not believe lessons are relevant or are connecting lessons to real world applications. However, this is inconsistent with the teachers' perception. Problem Statement 3: Algebra EOC scores of African American students decreased across all performance levels. Root Cause: Students report they don't feel connected to their learning. Lack of consistency in disaggregating data across sub-pops.

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

Performance Objective 3: By May 2026, 95% of all students, in grades 9th - 12th will grow at least one year in reading as indicated by NWEA Map Growth Measures.

Evaluation Data Sources: Formative:

BOY and MOY Student Growth Summary Report (NWEA)

BOY and MOY Student Progress Report (NWEA)

BOY and MOY Student and School Profile Reports (NWEA)

Summative:

EOY Student Growth Summary Report (NWEA)

EOY Student Progress Report (NWEA)

EOY Student and School Profile Reports (NWEA)

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

Performance Objective 4: By May 2026, 95% of all students, in grades 9th - 12th will grow at least one year in math as indicated by NWEA Map Growth Measures.

Evaluation Data Sources: Formative:

BOY and MOY Student Growth Summary Report (NWEA)

BOY and MOY Student Progress Report (NWEA)

BOY and MOY Student and School Profile Reports (NWEA)

Summative:

EOY Student Growth Summary Report (NWEA)

EOY Student Progress Report (NWEA)

EOY Student and School Profile Reports (NWEA)

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

Performance Objective 5: For the class of 2027, the percentage of graduates that meet the criteria for CCMR will increase by 25%

High Priority

Evaluation Data Sources: Students meeting college readiness using SAT/ACT/TSI measures

Students earning college credit via AP/dual credit/OnRamps courses

Students earning Industry Certification

Military enlistment

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, Ridge Point High School will increase the percentage of benchmarks in the "In Place" category by 25% as indicated on the School-wide Benchmarks of Quality (BoQ) for positive behavioral interventions and supports (PBIS).

Evaluation Data Sources: Formative:
Teaching staff will revise, as needed, the classroom PBIS expectations
Campus-wide expectations will be shared with all staff and students
Calendar of rewards linked to campus and classroom expectations will be developed
Monthly sharing of discipline data to staff via email and professional development sessions
Opportunities for ongoing feedback from staff regarding PBIS implementation and improvement

Summative:
Monthly PBIS data
Percentage of benchmarks in the "In Place" categories indicated on the School-wide Benchmarks of Quality (BoQ) for positive behavioral interventions and supports (PBIS).

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: PBIS team, in collaboration with staff members, will revise campus-wide and classroom expectations which will be implemented by staff members. Strategy's Expected Result/Impact: Increase awareness of PBIS systems and decrease in the number of discipline infractions on campus in the 2025-2026 school year Staff Responsible for Monitoring: Administrators, counselors, teachers, other campus staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1				

Strategy 2 Details	Reviews			
Strategy 2: We will develop setting specific expectations (i.e. cafeteria, hallways, etc.) aligned to the PBIS campus-wide expectations. Strategy's Expected Result/Impact: Students will understand and adhere to the expectations for common areas of the building. Staff Responsible for Monitoring: Administration, teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3 Details	Reviews			
Strategy 3: Each quarter, the PBIS committee will complete a Self-Assessment Survey and reevaluate the campus-wide support systems to increase the number of partially in place and in place protocols. Strategy's Expected Result/Impact: Campus wide PBIS support systems will more closely align with the needs of the campus. Staff Responsible for Monitoring: PBIS committee, administration, all teachers and other staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Dec	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Teachers expressed concern for an increase in dress code violations, food deliveries, unauthorized hall use, and cell phone issues. Root Cause: According to the FBISD culture and climate survey, 67% of staff feel discipline is not enforced consistently for all students.

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 Ridge Point will reduce counseling office visits for social and emotional issues by 10%.

Evaluation Data Sources: Utilization of Hope Squad
Visits to the counseling office for social and emotional issues
Climate Survey data

Strategy 1 Details	Reviews			
Strategy 1: Ridge Point will utilize the Hope Squad club to support students socially and emotionally. Strategy's Expected Result/Impact: Students will have more opportunities to speak with peers and hopefully receive help with any issues they may be facing. Staff Responsible for Monitoring: Ms. Burbridge, Ms. Doan, Mrs. Alexopoulos. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Dec	Feb	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Based on students expressing having a difficult time coping with academic and life stressors, there may not be enough resources and support to students experiencing social and emotional challenges. Root Cause: At least 750 counseling office visits were for social emotional concerns.

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 3: By June 2026, Ridge Point will improve the overall attendance rate through PBIS measures and attendance accountability by a 1% increase in the overall campus attendance percentage.

Evaluation Data Sources: Formative Evidence:
Design and implement staff and student rewards
Hold monthly attendance meetings
Hold monthly PBIS team meetings

Summative Evidence:
Increase in attendance
Decrease in chronic absenteeism %
Decrease in tardies

Strategy 1 Details	Reviews			
Strategy 1: Attendance team will meet monthly to review attendance for a specific alpha group , follow up with student & parent conferences, deploy accountability measures, and document all steps being taken to ensure attendance success. Strategy's Expected Result/Impact: By June 2026, RPHS will see decrease in overall chronic absenteeism 1%, and improve attendance by 1%. Staff Responsible for Monitoring: AP over attendance TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 2 - Student Learning 2	Formative			Summative
	Oct	Dec	Feb	June

Strategy 2 Details	Reviews			
Strategy 2: PBIS team will set monthly incentives for attendance and celebrate the positives on multiple platforms: social media, school announcements, and parent newsletter. Strategy's Expected Result/Impact: By June 2026, RPHS will see decrease in overall chronic absenteeism by 1%, and improve attendance by 1%. Staff Responsible for Monitoring: AP over PBIS TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 2	Formative			Summative
	Oct	Dec	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Hispanic students have the lowest attendance percentage on campus. Root Cause: Lack of connection to the school, lack of literacy skills
Student Learning
Problem Statement 2: In the 2024-2025 student engagement survey, 78% of parents and guardians feel schoolwork is meaningful and relevant. Root Cause: Students do not believe lessons are relevant or are connecting lessons to real world applications. However, this is inconsistent with the teachers' perception.

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 4: By May of 2026 Ridge Point High School will effectively recruit and develop instructional staff with a 95% retention rate.

Evaluation Data Sources: Formative:
Quarterly review of staff reports to assess any instructional staff that have resigned and review any vacancies we have for instructional positions

Summative:
Percentage of retained staff not including any staff that are determined to be excess by district administration.

Strategy 1 Details	Reviews			
Strategy 1: Each quarter administration will meet with teachers new to campus to assess how they are doing and what continued supports they need to be successful. Strategy's Expected Result/Impact: Teachers will feel supported on campus and will choose to stay at Ridge Point. Staff Responsible for Monitoring: Associate Principal Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
Strategy 2: Staff will collaborate for one morale boosting event a month that allows everyone to participate. Strategy's Expected Result/Impact: Morale will remain high during the school year which will retain instructional staff for the 2026-2027 school year. Staff Responsible for Monitoring: Administrators Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Dec	Feb	June
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 5: By May 2026, we will increase overall secondary student engagement by 4% through a campus focus on the principles of the PAC as measured by district's Culture-Climate and Student Engagement Survey.

Evaluation Data Sources: Stakeholder Participation Rates
Survey Results

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 6: By May 2026, we will increase parent satisfaction by 3% through a campus focus on the principles of the PAC as measured by district's Culture-Climate and Student Engagement Survey.

Evaluation Data Sources: Stakeholder Participation Rates
Survey Results

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 incl. discussion of budgeted items