

# **Fort Worth Independent School District**

## **057 Rosemont Middle School**

### **2023-2024 Improvement Plan**

**Accountability Rating: C**



# Mission Statement

Preparing ALL students for success in college, career and community leadership.

## Vision

“Stronger Together”

Are you **READY** to Succeed?

**R**espectful

**E**ager

**A**ttentive

**D**etermined

**Y**our Best

## Value Statement

*We will prepare our students to be successful EVERYDAY!*

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	10
District Goals	13
District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.	14
District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.	18
District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.	23
District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.	28
Campus Funding Summary	38
Addendums	42

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Demographics Summary

Rosemont Middle School is a comprehensive 6th, 7th and 8th Grade Campus projected to have over 1,200 students next year. Our demographic population is 91% Hispanic, 5% African American, 64%

ELL, and 95% of students qualified for free and reduced lunch. We are anticipating a slight shift in that data as our boundaries have changed. We expect approximately 2/3 of our campus to be 1<sup>st</sup> time students in 2023-2024.

The campus continues to face post-pandemic challenges that every school faces, but are maintaining their performance relative to peers across the city according to STAAR Benchmarks and MAP Growth Data. This campus has traditionally performed in the upper half of all traditional middle schools in the FWISD and is now rated as a 3 Star Campus on the 1 to 5 scale. Our fine arts program keeps students engaged in school and is top notch. We having a thriving Band and Choir Program, and growing Theatre, Orchestra, Mariachi, and Art Programs.

Our Athletics Program receives local High School Support via our Athletics Periods and After School Programs, forging a bond within the pyramid. Our AVID Program is recognized formally and still in the growing stage. AVID will be a driver for us next year as our focus on College and Career Readiness, Student Recognition and Pride through an advisory period will turn the corner in Year 2.

The Special Education Department houses 3 Self Contained Classrooms (SEAS and Two RISE Units) and our Inclusion Staff works well to support all of our learners, while the needs of our GT and Advanced Learners are offered and succeed in High School Courses such as Biology, Algebra, English 1, and Geometry.

Student Attendance Data shows that attendance rate has recovered towards 93%. We still have a distinct cohort of students that have struggled to engage during the COVID Post Pandemic.

Student Discipline has affected a small percentage of students. Around 4% of our student population has engaged in multiple physical confrontations and another 6% have raised disciplinary concerns . That leaves 89% of our student population has zero or 1 minor disciplinary incident. Our goal is to engage 100% of our students and that goal has buy in from all staff. We have emphasized a renewed emphasis on de-escalation and clear procedures that will only improve with our pending advisory period structure.

The lessons learned from the Rosemont 6th Grade merger in 2021-2022, will benefit us greatly with our planning for next school year, when we bring in a whole new crop of 6<sup>th</sup> graders, and 200 plus new students via the boundary shift for 2023-2024.

Our updated challenge will be initiating a whole new crop of students to the “Bronco Way” under boundary shifts that may show upwards of 800 students that will set foot on the RMS Campus for the 1<sup>st</sup> time, next Fall.

### Demographics Strengths

Growth, Achievement, and a Well Rounded School Experience are a trademark of Rosemont Middle School.

Our students and teachers have shown annual gains of more than a year's growth on MAP Data the past several years (All Students)

Our Honors Program (nearly 20% of the campus body) is near the top in FWISD in terms of Achievement at the Meets and Master Level (Biology, Algebra, English 1 EOC's)

Our student's are extremely active in the Fine Arts and each of our programs has shown increased levels of enrollment and recognition over the past 3 years. Of note, we have 240 students in Theatre Arts, nearly 200 in our choir, over 200 in Band, an additional 112 in our mariachi/Orchestra Program, and nearly 500 students taking Art.

Our school size leads to total Discipline incidents that are high, but it does not accurately reflect the clear majority of our students (over 1000+) have no Suspensions this school year.

We have great kids that do amazing things every day!

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Problem Statement 1: Student Discipline Data indicates a core group of 5% of our students have met multiple indicators that require more intensive interventions and support (Attendance/Discipline/Grades/Academic Regression/Socio-Emotional Needs) **Root Cause:** A Student Support Team that encompasses not only a Student Support Case load, but a concurrent school wide effort where staff models and celebrates when students implement the soft skills necessary to be successful.

**Problem Statement 2 (Prioritized):** Problem Statement 2: Student Attendance has recovered as expected Post-Pandemic, but a core group of students (2%) continue to be excessively truant (30+ UNX Absences). **Root Cause:** A system that encourages high levels of student attendance daily, weekly, and by 6 weeks period for all students and chronic absentee students is not present.

# Student Learning

## Student Learning Summary

Our Students show 1 year of growth in ELA and Math MAP Data yet gaps continue to be more than 1+ years behind, on average. At this pace, they will not be able to reach college readiness.

Recent analysis through district local assessments showed a trend of positive growth compared to relative campuses while district benchmark data ranked our performance above those campuses as well.

NWEA MAP Growth Data for this year has shown positive growth as expected and growth has exceeded more than one year in only half of the tested areas, therefore, we will not grow enough to close the gaps by more than 1 year.

In order to address our student academic needs, we have narrowed our focus to some key drivers that focus on standards based alignment, daily reflections of learning, and academic language development this past year and will tighten it even further through our data practices.

-

## Student Learning Strengths

### Student Learning Strengths

Teachers polled will attest to our students inquisitive nature and ability to share their thoughts as areas of strength.

Our students have a drive, want to please, and will perform if engaged in the work.

Academically, we have a thriving Accelerated and Honors Cohort that consistently outperforms their peers district wide on STAAR EOC.

We scored a 74 in Academic Growth and a 72 on Relative Performance on the STAAR , and received an overall C Rating.

Our status as a majority Emergent Bilingual School (over 800 coded Limited English Proficient Students) has not stopped us from meeting our growth targets in ELA!

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Problem Statement 1: Math MAP Growth has shown that we grow at a faster rate than most FWISD schools yet STAAR Student Achievement is not seeing growth year to year in our Math STAAR achievement at Approaches, Meets, and Masters. **Root Cause:** Systems are not in place that will reward Math Fluency so that the New Math Concepts taught in class can be more accessible. Student Specific and Standards Specific Interventions during Tier 1 Instruction have not been streamlined by departments and extended learning opportunities are not as readily attended as they were pre-pandemic by our On Level Learners.

**Problem Statement 2 (Prioritized):** ELA MAP Growth data has ranked near the top of the district yet achievement in ELA is below district average consistently in 6th and 7th grade Approaches, Meets, and Masters. **Root Cause:** Early Identification and Intervention of Below Grade Level Readers and Writers with appropriate Interventions are not occurring frequently and intentionally so we are not spending our Middle School years "catching up" but instead excelling.

# School Processes & Programs

## School Processes & Programs Summary

Teacher Hiring and Quality are driven by our individual academic departments. We have PLC Structures in place to drive professional learning and peer/colleague planning opportunities. This is only enhanced further by our veteran led staff.

Our Rosemont Instructional Drivers are centered around state standards, district expectations for a learning cycle, and campus needs that address academic language. Additional Student Support for Reading and Math have been allocated through our double blocked math and ELA classes for select learners.

We have 1 Counselor per grade level and 2 Intervention Specialist that leads student support services efforts including 504 and RTI processes.

Our Advisory Program has been developed this year and have assisted us in creating a culture that can directly address any needs that come up in the socioemotional and academic spectrum.

## School Processes & Programs Strengths

The majority (nearly 80% ) of our teachers have 5 or more years of experience in the classroom. This has helped create an environment where new teachers quickly assimilate to the high expectations on campus. PLC's (Formal and Informal) are held and a strong sense of common planning is evident in classroom observations.

We have high levels of participation in extra curricular events and teachers that strive to provide extra support to our students that show a willingness to try.

Our overall campus safety plan relies on the support of all stakeholders and adults on campus to monitor the traffic flow in between class periods and on common expectation that are reviewed in Advisory Period.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Student Cohort Data in our EOC Courses shows our Meets and Masters students remain high, but we are not growing our STAAR (on Level Test) learners to those same levels of Meets and Masters. Hispanic and African American Student Groups have been targeted through our Targeted Improvement Plan and we remain committed to growth at all costs. **Root Cause:** Standards Alignment is present daily in most classes, allowing for Approaches numbers to remain relatively high, but student specific academic data does not address student specific needs quickly enough with our current campus structure to allow for individually motivated students to address their gaps.

**Problem Statement 2 (Prioritized):** Student Discipline Data as of the 5th Six Weeks indicate that 19% of our Males School Wide have been suspended at least once this school year and 75% of our most frequently disciplined students came from the 7th and 8th Grade (30 Students Total) **Root Cause:** Students in 6th have benefited from advisory and transition camps, as their discipline has improved, while 7th and 8th Grade cohort have not had sufficient Enrichment , Socioemotional Learning, and Engagement opportunities embedded into their school day to cover the gaps caused by the pandemic.

# Perceptions

## Perceptions Summary

First and foremost, the expectation at Rosemont Middle School, is that the adults are supposed to model all behaviors for our students.

Our priorities are centered around clear expectations (for student safety) and clear instructions (for daily academic learning.)

The Rosemont Hallway and Rosemont Instructional Expectations have shown immediate dividends.

We have seen a decrease in student disciplinary incidents this year of almost every type.

What may be missed this year, has been a sense of community centered around student events and celebrations. We have offset that partially through positive student recognition, but we all realize we are not there YET.

## Perceptions Strengths

The Rosemont Way has and always will be about relationships.

Best Bronco Recipients (75 each 6 weeks) remain engaged in a positive way in various school activities throughout the year.

Professional Learning that speaks to Positive Behavior Interventions and Supports and Student Leadership Initiatives is very well received by staff.

Students that are involved outside of solely academics, will report high levels of engagement through our various extra curricular activities.

Our Honors Students will consistently outperform peers and report positive school experiences.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Opportunities to be celebrated for tasks well done, leadership opportunities, and student voice were not readily implemented. **Root Cause:** Opportunities (such as Advisory Period) focused on individual growth in many Socio-Emotional Areas, but celebration activities were not implemented as originally intended. Data Systems and Tracking of Data, specifically for growth, were not readily available to campus.

**Problem Statement 2 (Prioritized):** Parent Engagement Opportunities are not offered in a way that allow for high levels of attendance and participation. **Root Cause:** Schedules of Parents and Language Accommodations need to be addressed to maximize engagement and attendance.



# Priority Problem Statements

**Problem Statement 1:** Problem Statement 1: Student Discipline Data indicates a core group of 5% of our students have met multiple indicators that require more intensive interventions and support (Attendance/Discipline/Grades/Academic Regression/Socio-Emotional Needs)

**Root Cause 1:** A Student Support Team that encompasses not only a Student Support Case load, but a concurrent school wide effort where staff models and celebrates when students implement the soft skills necessary to be successful.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Problem Statement 1: Math MAP Growth has shown that we grow at a faster rate than most FWISD schools yet STAAR Student Achievement is not seeing growth year to year in our Math STAAR achievement at Approaches, Meets, and Masters.

**Root Cause 2:** Systems are not in place that will reward Math Fluency so that the New Math Concepts taught in class can be more accessible. Student Specific and Standards Specific Interventions during Tier 1 Instruction have not been streamlined by departments and extended learning opportunities are not as readily attended as they were pre-pandemic by our On Level Learners.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Student Cohort Data in our EOC Courses shows our Meets and Masters students remain high, but we are not growing our STAAR (on Level Test) learners to those same levels of Meets and Masters. Hispanic and African American Student Groups have been targeted through our Targeted Improvement Plan and we remain committed to growth at all costs.

**Root Cause 3:** Standards Alignment is present daily in most classes, allowing for Approaches numbers to remain relatively high, but student specific academic data does not address student specific needs quickly enough with our current campus structure to allow for individually motivated students to address their gaps.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Opportunities to be celebrated for tasks well done, leadership opportunities, and student voice were not readily implemented.

**Root Cause 4:** Opportunities (such as Advisory Period) focused on individual growth in many Socio-Emotional Areas, but celebration activities were not implemented as originally intended. Data Systems and Tracking of Data, specifically for growth, were not readily available to campus.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** ELA MAP Growth data has ranked near the top of the district yet achievement in ELA is below district average consistently in 6th and 7th grade Approaches, Meets, and Masters.

**Root Cause 5:** Early Identification and Intervention of Below Grade Level Readers and Writers with appropriate Interventions are not occurring frequently and intentionally so we are not spending our Middle School years "catching up" but instead excelling.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Parent Engagement Opportunities are not offered in a way that allow for high levels of attendance and participation.

**Root Cause 6:** Schedules of Parents and Language Accommodations need to be addressed to maximize engagement and attendance.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** Student Discipline Data as of the 5th Six Weeks indicate that 19% of our Males School Wide have been suspended at least once this school year and 75% of our most frequently disciplined students came from the 7th and 8th Grade (30 Students Total)

**Root Cause 7:** Students in 6th have benefited from advisory and transition camps, as their discipline has improved, while 7th and 8th Grade cohort have not had sufficient Enrichment , Socioemotional Learning, and Engagement opportunities embedded into their school day to cover the gaps caused by the pandemic.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** Problem Statement 2: Student Attendance has recovered as expected Post-Pandemic, but a core group of students (2%) continue to be excessively truant (30+ UNX Absences).

**Root Cause 8:** A system that encourages high levels of student attendance daily, weekly, and by 6 weeks period for all students and chronic absentee students is not present.

**Problem Statement 8 Areas:** Demographics

# 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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

## 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
- Dual-credit and/or college prep course completion 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
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

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

- Parent engagement rate

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

- Study of best practices

# District Goals

Revised/Approved: June 6, 2023

**District Goal 1:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

**School Performance Objective 1:** Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 54% to 60% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (Special Education) from 51% to 55% by May 2024.

**High Priority**

**Evaluation Data Sources:** NWEA Cycle Reports

**Strategy 1:** Improve the quality and alignment of Tier 1 Instruction for all students by ensuring that PLC's, Lesson Plans, and Student Outcomes are rigorously aligned to the standards.

**Strategy's Expected Result/Impact:** PLC's will be focused on lesson planning, student outcomes, and data driven response to those outcomes. Academic Language Development Training and Strategies will target our highest need student groups (Emerging Bilinguals and Special Education)

**Staff Responsible for Monitoring:** ELA Department Head, ELA Administrator, Data Analyst

**Title I:**

2.4

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

- **Additional Targeted Support Strategy**

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Leverage PLC's and Faculty Meetings to incorporate effective data practices that include formative, unit, and summative data cycles. <b>Intended Audience:</b> All Staff that impacts students <b>Provider / Presenter / Person Responsible:</b> Data Analyst, Dept. Administrators, Instructional Coach <b>Date(s) / Timeframe:</b> Daily Formative Assessments, Bi-Weekly Unit Checks, and BOY, MOY, EOY Summative Reflections <b>Collaborating Departments:</b> All Core Departments and CCMR/Advisory Team <b>Delivery Method:</b> Professional Development, PLC's, Faculty Meetings,  <b>Funding Sources:</b> Data Analyst - Title I (211) - 211-13-6119-04N-057-30-510-000000-24F10 - \$90,425, - Title I (211) - 211-13-6116-04N-057-30-510-000000-24F10 - \$1,000, - Title I (211) - 211-11-6399-04N-057-30-510-000000-24F10 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Ensure that Teacher Coaching/Monitoring Visits prorated based on teacher need, embed a true coaching cycle, and allow for teachers to receive consistent, timely, and calibrated feedback. <b>Intended Audience:</b> Teachers and Administration <b>Provider / Presenter / Person Responsible:</b> Principal Sanchez <b>Date(s) / Timeframe:</b> Weekly Check Ins during Admin Meetings and monthly Calibrated Walks with individual Admin Team Members	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Strategically place an additional FTE into a grade level of need to provide additional learning time to targeted students via Structured Literacy. <b>Provider / Presenter / Person Responsible:</b> AP Rodriguez (Master Schedule) Data Analyst Shaw-Mack AP Barron (ELA) <b>Date(s) / Timeframe:</b> August 2023 <b>Collaborating Departments:</b> ELA  <b>Funding Sources:</b> - Title I (211) - 211-11-6119-04N-057-30-510-000000-24F10 - \$61,200, - Title I (211) - 211-11-6116-04N-057-30-510-000000-24F10 - \$3,000, - SPED (199 PIC 23) - - \$4,000, - SPED (199 PIC 23) - - \$4,000, - SPED (199 PIC 23) - - \$3,006	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Strategy 2:** Develop clear expectations for the Academic Language Development Strategies and Tools necessary to address our Emergent Bilingual Students and their needs.

**Strategy's Expected Result/Impact:** Teachers will be 90% proficient in their implementation of the RMS Instructional Look For's Student Growth Indicators as measured by MAP will place us in the top 10% of Middle School Campuses (top 3)

**Staff Responsible for Monitoring:** Instructional Leadership Team

**Title I:**

2.5

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- **Results Driven Accountability**

**Problem Statements:** School Processes & Programs 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Develop a network of Instructional Leaders within all content areas and levels of the Instructional Leadership Team (Department Heads, Instructional Coach, Data Analyst, Administration) to guide, coach, and lead school wide implementation of the RMS Instructional Expectations and Data Response.  <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Instructional Leadership Team and QTEL/ALD Lead Administrator <b>Date(s) / Timeframe:</b> Professional Development Opportunities throughout the school year <b>Collaborating Departments:</b> Core  <b>Funding Sources:</b> - Title I (211) - 211-13-6329-04N-057-30-510-000000-24F10 - \$1,000, - Title I (211) - 211-11-6399-04N-057-30-510-000000-24F10 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Leverage professional development Opportunities (FWISD, Region 11, State, National) in an effort to gain proficiency (through re-delivery of training) to colleagues schoolwide.  <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Teachers that attend PD Opportunities inside/outside of FWISD <b>Date(s) / Timeframe:</b> Ongoing <b>Delivery Method:</b> In Person PD  <b>Funding Sources:</b> - Title I (211) - 211-13-6411-04N-057-30-510-000000-24F10 - \$4,000, - Title I (211) - 211-23-6411-04N-057-30-510-000000-24F10 - \$9,175	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</div> </div>				

**School Performance Objective 1 Problem Statements:**



### Student Learning

**Problem Statement 2:** ELA MAP Growth data has ranked near the top of the district yet achievement in ELA is below district average consistently in 6th and 7th grade Approaches, Meets, and Masters. **Root Cause:** Early Identification and Intervention of Below Grade Level Readers and Writers with appropriate Interventions are not occurring frequently and intentionally so we are not spending our Middle School years "catching up" but instead excelling.

### School Processes & Programs

**Problem Statement 1:** Student Cohort Data in our EOC Courses shows our Meets and Masters students remain high, but we are not growing our STAAR (on Level Test) learners to those same levels of Meets and Masters. Hispanic and African American Student Groups have been targeted through our Targeted Improvement Plan and we remain committed to growth at all costs. **Root Cause:** Standards Alignment is present daily in most classes, allowing for Approaches numbers to remain relatively high, but student specific academic data does not address student specific needs quickly enough with our current campus structure to allow for individually motivated students to address their gaps.

**District Goal 1:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

**School Performance Objective 2:** Increase the percentage of students who score at meets or above in English 1 from 96% to 98% by May 2024.  
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 96% to 98% by May 2024.

**Evaluation Data Sources:** STAAR Data

**Strategy 1:** Analyze and Identify students that can be placed in Honors Classes based on MAP Data results at EOY Spring 2023 and BOY Fall 2023 Windows.

**Strategy's Expected Result/Impact:** Increased Representation of targeted student group in Honors Level Classes

**Staff Responsible for Monitoring:** ELA Administrator (Barron)

- Title I:**  
2.4, 2.5, 2.6  
- **TEA Priorities:**  
Connect high school to career and college  
- **ESF Levers:**  
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**Problem Statements:** School Processes & Programs 1

**School Performance Objective 2 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Student Cohort Data in our EOC Courses shows our Meets and Masters students remain high, but we are not growing our STAAR (on Level Test) learners to those same levels of Meets and Masters. Hispanic and African American Student Groups have been targeted through our Targeted Improvement Plan and we remain committed to growth at all costs. <b>Root Cause:</b> Standards Alignment is present daily in most classes, allowing for Approaches numbers to remain relatively high, but student specific academic data does not address student specific needs quickly enough with our current campus structure to allow for individually motivated students to address their gaps.

**District Goal 2:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**School Performance Objective 1:** Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 40% to 50% by May 2024.  
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (Special Education) from 34% to 45% by May 2024.

**High Priority**

**Evaluation Data Sources:** MAP Data Cycle Reports EOY

**Strategy 1:** Daily Planning and Implementation of Carnegie Math that allows for instruction to be carried out at the appropriate grade level yet still allows for rigorous performance tasks, activities, and assessments.

**Strategy's Expected Result/Impact:** Grade Level Teams that are aligned, prepared, and excelling daily  
MAP Growth Data that will push us from at FWISD Average into the top 25% (top 5)

**Staff Responsible for Monitoring:** Jordan Rodriguez (AP) and Sheila Sharp (Math Dept Head)

**Title I:**

2.4

**- TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Strategically place an additional FTE into a grade level of need to provide additional learning time to targeted students via Enhanced Math. <b>Intended Audience:</b> Students in need of Enhanced Math <b>Provider / Presenter / Person Responsible:</b> AP Rodriguez (Math AP and Master Schedule) Data Analyst Shaw-Mack <b>Date(s) / Timeframe:</b> August 2023  <b>Funding Sources:</b> - Title I (211) - 211-11-6119-04N-057-30-510-000000-24F10 - \$61,200	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Leverage professional development Opportunities (FWISD, Region 11, State, National) in an effort to gain proficiency (through re-delivery of training) to colleagues schoolwide.  <b>Funding Sources:</b> - Title I (211) - 211-13-6411-04N-057-30-510-000000-24F10 - \$5,000, - Title I (211) - 211-11-6399-04N-057-30-510-000000-24F10 - \$2,899.51	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Strategy 2:** Develop , Recruit, and Monitor Math Fluency Tools that will provide essential background and sheltered instruction for our students.

**Strategy's Expected Result/Impact:** Below Grade Level Math Students will have the opportunity to access rigorous problems more readily during Tier 1 Instruction, through the use of tutoring, online practice, and measured fluency tools at home.

**Staff Responsible for Monitoring:** Math Department (through PLC and Planning)

**Title I:**

2.4, 2.5, 2.6





**- TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide, Monitor, and Celebrate students efforts in increasing their math fluency, specifically math fluency necessary for students to connect to the upcoming curriculum.  <b>Intended Audience:</b> Enhanced Math Students <b>Provider / Presenter / Person Responsible:</b> Math Dept by Grade level <b>Date(s) / Timeframe:</b> PLC/Weekly Celebrations/Each 6 weeks based on growth MAP Growth MOY/EOY <b>Delivery Method:</b> PLC's  <b>Funding Sources:</b> - Title I (211) - 211-11-6116-04N-057-30-510-000000-24F10 - \$5,000, - SCE (199 PIC 24) - 199-11-6399-001-057-24-273-000000- - \$4,231	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**School Performance Objective 1 Problem Statements:**

## Student Learning

**Problem Statement 1:** Problem Statement 1: Math MAP Growth has shown that we grow at a faster rate than most FWISD schools yet STAAR Student Achievement is not seeing growth year to year in our Math STAAR achievement at Approaches, Meets, and Masters. **Root Cause:** Systems are not in place that will reward Math Fluency so that the New Math Concepts taught in class can be more accessible. Student Specific and Standards Specific Interventions during Tier 1 Instruction have not been streamlined by departments and extended learning opportunities are not as readily attended as they were pre-pandemic by our On Level Learners.

**District Goal 2:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**School Performance Objective 2:** Increase the percentage of students who score at MEETS or above in Algebra 1 from 65% to 75% by May 2024.  
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 57% to 65% by May 2024.

**High Priority**  
**Evaluation Data Sources:** STAAR Year to Year Trend Data ( Will Arrive in Fall 2024)

**Strategy 1:** Provide Instructional Support and Planning Partners for Algebra Teacher so that she has a planning think partner for her curriculum.

**Strategy's Expected Result/Impact:** Increase % of students that are challenged and remain at Meets/Masters Performance from 73% to 90% .  
**Staff Responsible for Monitoring:** Admin over Math (J Rodriguez)

**Title I:**  
2.4  
- **TEA Priorities:**  
Connect high school to career and college  
- **ESF Levers:**  
Lever 4: High-Quality Instructional Materials and Assessments  
**Problem Statements:** Student Learning 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Leverage Instructional Coach, Admin Coaching, and MS Algebra Colleagues at MS Math PD Opportunities to build as rigorous an Algebra Lesson as possible daily. <b>Intended Audience:</b> Algebra Teacher <b>Provider / Presenter / Person Responsible:</b> Instructional Coach Admin over Math <b>Date(s) / Timeframe:</b> October 2023 <b>Collaborating Departments:</b> Math		Formative			Summative
		Nov	Jan	Mar	June
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

**School Performance Objective 2 Problem Statements:**

## Student Learning

**Problem Statement 1:** Problem Statement 1: Math MAP Growth has shown that we grow at a faster rate than most FWISD schools yet STAAR Student Achievement is not seeing growth year to year in our Math STAAR achievement at Approaches, Meets, and Masters. **Root Cause:** Systems are not in place that will reward Math Fluency so that the New Math Concepts taught in class can be more accessible. Student Specific and Standards Specific Interventions during Tier 1 Instruction have not been streamlined by departments and extended learning opportunities are not as readily attended as they were pre-pandemic by our On Level Learners.

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 1:** Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 27% to 35% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 21% to 30% by May 2024.

**High Priority**

**Evaluation Data Sources:** MAP DATA PROJECTIONS BASED ON RIT GRADE LEVEL NORMS EOY

**Strategy 1:** Brand and Celebrate students that exhibit growth through the strategic scheduling of growth mindset celebrations based on data tracking and efforts made in school based intervention programs.

**Strategy's Expected Result/Impact:** Students request for more schoolwide celebrations will be highly publicized in and around campus, creating a growth mindset culture, and ultimately a data driven one where students expect to succeed through hard work.

**Staff Responsible for Monitoring:** Data Analyst

Admin Team

Parent Engagement Specialist

**Title I:**

2.4, 2.5, 2.6

**- 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:** School Processes & Programs 1



Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Leverage Advisory Time strategically to monitor and self assess student performance, opportunities to improve, and their own growth. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> ALL TEACHERS through Advisory Admin for implementation and Planner Checks <b>Date(s) / Timeframe:</b> Strategically at BOY, MOY, EOY and each 3/6 week grading period. <b>Collaborating Departments:</b> All Core <b>Delivery Method:</b> Advisory  <b>Funding Sources:</b> - Title I (211) - 211-11-6399-04N-057-30-510-000000-24F10 - \$2,000, - Gifted & Talented (199 PIC 21) - - \$2,104, - CTE (199 PIC 22) - - \$4,999, - CTE (199 PIC 22) - - \$6,000, - CTE (199 PIC 22) - - \$2,647	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Leverage Advisory Time and a campus wide ownership of the Advisory Lesson Implementation Process that will provide students with socioemotional learning, academic advisement, intervention, and CCMR Programming netting a well rounded student experience for all. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Advisory Committee (TBD) <b>Date(s) / Timeframe:</b> August 2023 <b>Collaborating Departments:</b> Counseling, Intervention, and CCMR  <b>Funding Sources:</b> - Title I (211) - 211-13-6116-04N-057-30-510-000000-24F10 - \$1,000, - Title I (211) - 211-11-6499-04N-057-30-510-000000-24F10 - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Case Load management will focus on students with the highest number of at risk indicators to open the year and provide SEL supports at Tier 1 (Advisory) and Tier 3 Levels (SASS Case Load 5-7% of student population) <b>Intended Audience:</b> SASS Team <b>Provider / Presenter / Person Responsible:</b> SASS Administrator (Principal Sanchez) <b>Date(s) / Timeframe:</b> Bi Weekly starting August 2023 <b>Collaborating Departments:</b> Teachers (All through Advisory)	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

### School Performance Objective 1 Problem Statements:

## School Processes & Programs

**Problem Statement 1:** Student Cohort Data in our EOC Courses shows our Meets and Masters students remain high, but we are not growing our STAAR (on Level Test) learners to those same levels of Meets and Masters. Hispanic and African American Student Groups have been targeted through our Targeted Improvement Plan and we remain committed to growth at all costs. **Root Cause:** Standards Alignment is present daily in most classes, allowing for Approaches numbers to remain relatively high, but student specific academic data does not address student specific needs quickly enough with our current campus structure to allow for individually motivated students to address their gaps.

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 2:** Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 16% to 25% by May 2024.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 5% to 16% by May 2024.

**High Priority**

**Evaluation Data Sources:** MATH DATA for MAP not projected at Grade Level Norm/STAAR will not be available until Fall 2024

**Strategy 1:** Brand and Celebrate students that exhibit growth through the strategic scheduling of growth mindset celebrations based on data tracking and efforts made in school based intervention programs.





**Strategy's Expected Result/Impact:** Students request for more schoolwide celebrations will be highly publicized in and around campus, creating a growth mindset culture, and ultimately a data driven one where students expect to succeed through hard work.

**Staff Responsible for Monitoring:** Data Analyst  
Admin Team  
Parent Engagement Specialist

**Title I:**  
2.4, 2.5, 2.6  
**- 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:** Perceptions 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Leverage Advisory Time strategically to monitor and self assess student performance, opportunities to improve, and their own growth. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> ALL TEACHERS through Advisory Admin for implementation and Planner Checks <b>Date(s) / Timeframe:</b> Strategically at BOY, MOY, EOY and each 3/6 week grading period. <b>Collaborating Departments:</b> All Core <b>Delivery Method:</b> Advisory  <b>Funding Sources:</b> - Title I (211) - 211-11-6399-04N-057-30-510-000000-24F10 - \$2,090		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Leverage Advisory Time and a campus wide ownership of the Advisory Lesson Implementation Process that will provide students with socioemotional learning, academic advisement, intervention, and CCMR Programming netting a well rounded student experience for all. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Advisory Committee (TBD) <b>Date(s) / Timeframe:</b> August 2023 <b>Collaborating Departments:</b> Counseling, Intervention, and CCMR  <b>Funding Sources:</b> - Title I (211) - 211-13-6116-04N-057-30-510-000000-24F10 - \$2,000, - Title I (211) - 211-11-6499-04N-057-30-510-000000-24F10 - \$4,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Case Load management will focus on students with the highest number of at risk indicators to open the year and provide SEL supports at Tier 1 (Advisory) and Tier 3 Levels (SASS Case Load 5-7% of student population) <b>Intended Audience:</b> SASS Team <b>Provider / Presenter / Person Responsible:</b> SASS Administrator (Principal Sanchez) <b>Date(s) / Timeframe:</b> Bi Weekly starting August 2023 <b>Collaborating Departments:</b> Teachers (All through Advisory)	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### School Performance Objective 2 Problem Statements:

Perceptions
<b>Problem Statement 1:</b> Opportunities to be celebrated for tasks well done, leadership opportunities, and student voice were not readily implemented. <b>Root Cause:</b> Opportunities (such as Advisory Period) focused on individual growth in many Socio-Emotional Areas, but celebration activities were not implemented as originally intended. Data Systems and Tracking of Data, specifically for growth, were not readily available to campus.

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 1:** Increase overall attendance rate from 90.9% to 92% by May 2024 and reduce the truant attendance cases (students below 80% attendance) from 8% down to 5%.

**High Priority**

**Evaluation Data Sources:** Focus Attendance Reports.  
Attendance Committee Reports

**Strategy 1:** Utilize our Student Academic Support Services Team, Front Office and Parent Engagement Specialist to strategically address our most truant students early and often throughout the year.

**Strategy's Expected Result/Impact:** Student Truancy cases will drop due to the increased contact with home/guardians  
Student Caseload management will be monitored more efficiently  
Less Chronic Absences

**Staff Responsible for Monitoring:** Attendance Administrator over SASS

**Title I:**

2.5, 2.6, 4.1, 4.2

**- TEA Priorities:**





Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** Perceptions 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Utilize PBIS and Attendance Funds to positively celebrate increases in Attendance each 6 weeks by grade level and by truant case load <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Attendance and PBIS Administrator <b>Date(s) / Timeframe:</b> Each 6 weeks <b>Collaborating Departments:</b> Advisory teachers  <b>Funding Sources:</b> - Title I (211) - 211-11-6499-04N-057-30-510-000000-24F10 - \$1,500		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Identify and Intervene early with our chronic attendance caseload (parents and students) and seek out root causes of student absences for referral to SASS Team. <b>Intended Audience:</b> Truant Student Population <b>Provider / Presenter / Person Responsible:</b> Rachel Diaz (PES) SASS Team (Counselors and Interventionists) <b>Date(s) / Timeframe:</b> September 2023 <b>Collaborating Departments:</b> Admin and Front Office Teams	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### School Performance Objective 1 Problem Statements:

Perceptions
<b>Problem Statement 1:</b> Opportunities to be celebrated for tasks well done, leadership opportunities, and student voice were not readily implemented. <b>Root Cause:</b> Opportunities (such as Advisory Period) focused on individual growth in many Socio-Emotional Areas, but celebration activities were not implemented as originally intended. Data Systems and Tracking of Data, specifically for growth, were not readily available to campus.

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 2:** Decrease the overall number of students that received suspensions as a result of discipline referrals from 295 down to 200 by May 2024.

Decrease the number of students that were suspended as a result of a discipline referral for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 26 down to 20 by May 2024.

**High Priority**

**Evaluation Data Sources:** Cycle Report Data as of EOY

**Strategy 1:** Engage with stakeholders around primary sources of misbehavior and referrals (non-suspension) and ways to address social media bullying, off task behaviors in restrooms/hallways that lead to larger issues that result in suspension level offenses.

**Strategy's Expected Result/Impact:** Decreased Off Task Behavior and reduced opportunities for negative interactions online/in person

**Staff Responsible for Monitoring:** Advisory Team

SBDM

Instructional Leadership Team

Counseling Team





**Title I:**

2.5

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** Demographics 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Address Campus Wide Trends in Off Task Behavior do to Truancy, Tardy Issues, and Social Media Distractions. These options can and will include Hall Pass Systems, Phone Use Policies, and Hallway Traffic Flow and Transition to Class Upgrades. <b>Intended Audience:</b> Parents and Students <b>Provider / Presenter / Person Responsible:</b> Principal Sanchez/Admin Team <b>Date(s) / Timeframe:</b> August 2023 <b>Collaborating Departments:</b> Teachers/Support Staff  <b>Funding Sources:</b> - Title I (211) - 211-31-6119-04N-057-30-510-000000-24F10 - \$79,500		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Problem Statement 1: Student Discipline Data indicates a core group of 5% of our students have met multiple indicators that require more intensive interventions and support (Attendance/Discipline/Grades/Academic Regression/Socio-Emotional Needs) <b>Root Cause:</b> A Student Support Team that encompasses not only a Student Support Case load, but a concurrent school wide effort where staff models and celebrates when students implement the soft skills necessary to be successful.



**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 3:** Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 26 to 20 by May 2024.

**High Priority**

**Evaluation Data Sources:** EOY Cycle Reports





**Strategy 1:** Leverage Advisory Period to address ongoing socioemotional supports, school appropriate reactions to adversarial situations, and proactive efforts to address student trends in misbehavior.

**Strategy's Expected Result/Impact:** More opportunities to celebrate what is going well through PBIS  
Decreased amounts of incidents that result in violent or aggressive behaviors in teenagers as evidenced by cycle report data

**Staff Responsible for Monitoring:** Advisory Team  
SBDM  
Instructional Leadership Team  
Counseling Team

**Title I:**  
2.6  
**- 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:** Perceptions 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Promote PBIS Incentives for active participation and positive behavior goals as determined by the Advisory Committee. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> PBIS Administrator (Barron) <b>Date(s) / Timeframe:</b> May 2024 <b>Collaborating Departments:</b> Advisory Committee  <b>Funding Sources:</b> - Title I (211) - 211-11-6499-04N-057-30-510-000000-24F10 - \$1,500, - SCE (199 PIC 24) - 199-11-6399-001-057-24-273-000000- - \$6,000		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Utilize Strategic Planning and Lesson Creation Days as pullouts/extra duty for the committee to develop lessons for the Advisory Period. <b>Intended Audience:</b> Advisory Committee <b>Provider / Presenter / Person Responsible:</b> All Advisory Teachers will deliver and engage in Advisory Lessons <b>Date(s) / Timeframe:</b> Each 6 Weeks and during Summer <b>Collaborating Departments:</b> Department Heads and Instructional Leadership Team  <b>Funding Sources:</b> - Title I (211) - 211-11-6116-0PD-057-30-510-000000-24F10 - \$1,500, - Title I (211) - 211-13-6116-04N-057-30-510-000000-24F10 - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Strategy 2:** Leverage our Student Academic Support Services and Administration Teams to train staff on Restorative Practices, De-escalation, Growth Mindset, PBIS Methodology, and Working with Teenagers in a way that will promote positive behavior .

**Strategy's Expected Result/Impact:** Increased PBIS evidence throughout the campus and on Social Media  
Increased Teacher-Student Relationships and a School Culture where de-escalation is modeled and witnessed frequently

**Staff Responsible for Monitoring:** School Admin and Counseling

**Title I:**

2.6

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** School Processes & Programs 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide training at every opportunity (Advisory Work Sessions, Faculty Meetings, Campus Based PD Days) through our Student Support Services Department with a focus on student groups that have been disproportionately affected.	Formative			Summative
	Nov	Jan	Mar	June

<p><b>Intended Audience:</b> Teachers</p> <p><b>Provider / Presenter / Person Responsible:</b> Advisory and Counseling Teams</p> <p><b>Date(s) / Timeframe:</b> Ongoing (Start August 2023)</p> <p><b>Delivery Method:</b> In Person PD/Advisory Prep Lesson and Videos</p> <p><b>Funding Sources:</b> - SCE (199 PIC 24) - 199-11-6299-001-057-24-273-000000- - \$2,500, - SCE (199 PIC 24) - 199-11-6399-001-057-24-273-000000- - \$5,000</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 3 Problem Statements:

School Processes & Programs
<p><b>Problem Statement 2:</b> Student Discipline Data as of the 5th Six Weeks indicate that 19% of our Males School Wide have been suspended at least once this school year and 75% of our most frequently disciplined students came from the 7th and 8th Grade (30 Students Total) <b>Root Cause:</b> Students in 6th have benefited from advisory and transition camps, as their discipline has improved, while 7th and 8th Grade cohort have not had sufficient Enrichment , Socioemotional Learning, and Engagement opportunities embedded into their school day to cover the gaps caused by the pandemic.</p>
Perceptions
<p><b>Problem Statement 1:</b> Opportunities to be celebrated for tasks well done, leadership opportunities, and student voice were not readily implemented. <b>Root Cause:</b> Opportunities (such as Advisory Period) focused on individual growth in many Socio-Emotional Areas, but celebration activities were not implemented as originally intended. Data Systems and Tracking of Data, specifically for growth, were not readily available to campus.</p>

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 4:** Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 5 to 10 by May 2024.

**Evaluation Data Sources:** PTO, Fine Arts Shows, Beautification Events, Fairs, Academic Nights

**Strategy 1:** Engage with Campus Calendar and plan out all available dates for Fine Arts, Academic Nights, Beautification Events, and Parent Engagement Meetings to maximize attendance and ensure a variety of ties exist for parents to attend throughout the year.

**Strategy's Expected Result/Impact:** Students and Parents will feel more engaged in the school, its maintenance, and feel pride in the school they attend.

**Staff Responsible for Monitoring:** Parent Engagement Specialist  
Lead Admin Assistant  
Principal

**Title I:**

4.1, 4.2

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Perceptions 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Publish School Calendar for all events on RMS Web Page, Send Call outs associated with major events via Blackboard, and post pictures through all available social media apps. <b>Intended Audience:</b> Parents and Students	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Parent Engagement Seminars focused on Parent Involvement and School Improvement <b>Intended Audience:</b> Parents and Students <b>Provider / Presenter / Person Responsible:</b> PES Diaz and SASS Team <b>Date(s) / Timeframe:</b> Monthly <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> - Parent Engagement - 211-61-6396-04L-057-30-510-000000-24F10 - \$1,500, - Parent Engagement - 211-61-6499-04L-057-30-510-000000-24F10 - \$2,500, - Parent Engagement - 211-61-6399-04L-057-30-510-000000-24F10 - \$2,230	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Strategy 2:** Capture, Share, and Inspire Parents and Students through a series of outreach efforts that focus on trends, hot topics, and celebrations about the campus accomplishments

**Strategy's Expected Result/Impact:** Parents will receive, share, and highlight the positive events that happen in our school, resulting in a long term goal of retaining students that traditionally leave between 5th and 6th grade.

**Staff Responsible for Monitoring:** Parent Engagement Specialist  
Principal Sanchez

**Title I:**

4.1, 4.2





**- TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Ensure that PES has available resources (Technology, Supplies, Planning Tools, etc) to reach out to parents and help create a positive presence online and at school events. <b>Intended Audience:</b> Parents <b>Date(s) / Timeframe:</b> August 2023  <b>Funding Sources:</b> - Title I (211) - 211-61-6499-04L-057-30-510-000000-24F10 - \$1,500, - Title I (211) - 211-61-6399-04L-057-30-510-000000-24F10 - \$1,000, - Title I (211) - 211-61-6116-04L-057-30-510-000000-24F10 - \$500	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Promote and Celebrate Student Involvement that can be shared with Parents through various PBIS Celebrations resulting in Positive Engagement in the school and increased attendance. <b>Intended Audience:</b> Students that display increased/higher levels of effort <b>Provider / Presenter / Person Responsible:</b> Rachel Diaz and Valerie Barron <b>Date(s) / Timeframe:</b> 6 Weeks Celebrations <b>Collaborating Departments:</b> SASS Team and Advisory Committee <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> - Parent Engagement - 211-61-6399-04L-057-30-510-000000-24F10 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

School Performance Objective 4 Problem Statements:

Perceptions
<p><b>Problem Statement 1:</b> Opportunities to be celebrated for tasks well done, leadership opportunities, and student voice were not readily implemented. <b>Root Cause:</b> Opportunities (such as Advisory Period) focused on individual growth in many Socio-Emotional Areas, but celebration activities were not implemented as originally intended. Data Systems and Tracking of Data, specifically for growth, were not readily available to campus.</p> <p><b>Problem Statement 2:</b> Parent Engagement Opportunities are not offered in a way that allow for high levels of attendance and participation. <b>Root Cause:</b> Schedules of Parents and Language Accommodations need to be addressed to maximize engagement and attendance.</p>

# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		Supplies and materials for instructional use	211-11-6399-04N-057-30-510-000000-24F10	\$2,000.00
1	1	1	1	Data Analyst	Data Analyst	211-13-6119-04N-057-30-510-000000-24F10	\$90,425.00
1	1	1	1		Extra duty for summer planning (off contract days)	211-13-6116-04N-057-30-510-000000-24F10	\$1,000.00
1	1	1	3		Title I Teacher	211-11-6119-04N-057-30-510-000000-24F10	\$61,200.00
1	1	1	3		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-057-30-510-000000-24F10	\$3,000.00
1	1	2	1		Supplies and materials for instructional use	211-11-6399-04N-057-30-510-000000-24F10	\$2,000.00
1	1	2	1		Reading materials for professional development	211-13-6329-04N-057-30-510-000000-24F10	\$1,000.00
1	1	2	2		Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-057-30-510-000000-24F10	\$9,175.00
1	1	2	2		Travel for Teachers and Data Analysts (PD)	211-13-6411-04N-057-30-510-000000-24F10	\$4,000.00
2	1	1	1		Title I Teacher	211-11-6119-04N-057-30-510-000000-24F10	\$61,200.00
2	1	1	2		Travel for Teachers and Data Analysts (PD)	211-13-6411-04N-057-30-510-000000-24F10	\$5,000.00
2	1	1	2		Supplies and materials for instructional use	211-11-6399-04N-057-30-510-000000-24F10	\$2,899.51
2	1	2	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-057-30-510-000000-24F10	\$5,000.00
3	1	1	1		Supplies and materials for instructional use	211-11-6399-04N-057-30-510-000000-24F10	\$2,000.00

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2		Extra duty for summer planning (off contract days)	211-13-6116-04N-057-30-510-000000-24F10	\$1,000.00
3	1	1	2		Snacks or incentives for students	211-11-6499-04N-057-30-510-000000-24F10	\$3,000.00
3	2	1	1		Supplies and materials for instructional use	211-11-6399-04N-057-30-510-000000-24F10	\$2,090.00
3	2	1	2		Extra duty for summer planning (off contract days)	211-13-6116-04N-057-30-510-000000-24F10	\$2,000.00
3	2	1	2		Snacks or incentives for students	211-11-6499-04N-057-30-510-000000-24F10	\$4,000.00
4	1	1	1		Snacks or incentives for students	211-11-6499-04N-057-30-510-000000-24F10	\$1,500.00
4	2	1	1		Title I Intervention Specialist	211-31-6119-04N-057-30-510-000000-24F10	\$79,500.00
4	3	1	1		Snacks or incentives for students	211-11-6499-04N-057-30-510-000000-24F10	\$1,500.00
4	3	1	2		Extra duty for summer planning (off contract days)	211-13-6116-04N-057-30-510-000000-24F10	\$1,500.00
4	3	1	2		Extra duty pay for PD after hours	211-11-6116-0PD-057-30-510-000000-24F10	\$1,500.00
4	4	2	1		Extra duty for family engagement activities after hours	211-61-6116-04L-057-30-510-000000-24F10	\$500.00
4	4	2	1		Snacks for parents to promote participation	211-61-6499-04L-057-30-510-000000-24F10	\$1,500.00
4	4	2	1		Supplies and materials for parental involvement	211-61-6399-04L-057-30-510-000000-24F10	\$1,000.00
<b>Sub-Total</b>							\$350,489.51
<b>Budgeted Fund Source Amount</b>							\$350,489.51
<b>+/- Difference</b>							\$0.00



SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	2	1		Supplies and materials for instructional use	199-11-6399-001-057-24-273-000000-	\$4,231.00
4	3	1	1		Supplies and materials for instructional use	199-11-6399-001-057-24-273-000000-	\$6,000.00
4	3	2	1		Supplies and materials for instructional use	199-11-6399-001-057-24-273-000000-	\$5,000.00
4	3	2	1		Contracted instructional services	199-11-6299-001-057-24-273-000000-	\$2,500.00
Sub-Total							\$17,731.00
Budgeted Fund Source Amount							\$17,731.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	2		Supplies and materials for parental involvement	211-61-6399-04L-057-30-510-000000-24F10	\$2,230.00
4	4	1	2		Snacks for Parents to promote participation	211-61-6499-04L-057-30-510-000000-24F10	\$2,500.00
4	4	1	2		Technology <\$5,000 for parental involvement	211-61-6396-04L-057-30-510-000000-24F10	\$1,500.00
4	4	2	2		Supplies and materials for parental involvement	211-61-6399-04L-057-30-510-000000-24F10	\$1,000.00
Sub-Total							\$7,230.00
Budgeted Fund Source Amount							\$7,230.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1		MISC OPERATING COSTS		\$2,104.00
Sub-Total							\$2,104.00

Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount							\$2,104.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1		EXTRA DUTY - PROFESSIONAL		\$2,647.00
3	1	1	1		TECHNOLOGY < \$5000		\$4,999.00
3	1	1	1		GENERAL SUPPLIES		\$6,000.00
Sub-Total							\$13,646.00
Budgeted Fund Source Amount							\$13,646.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	3		TECHNOLOGY < 5,000		\$3,006.00
1	1	1	3		GENERAL SUPPLIES		\$4,000.00
1	1	1	3		FURN/EQUIP > \$5,000		\$4,000.00
Sub-Total							\$11,006.00
Budgeted Fund Source Amount							\$11,006.00
+/- Difference							\$0.00
Grand Total Budgeted							\$402,206.51
Grand Total Spent							\$402,206.51
+/- Difference							\$0.00

# Addendums



## Open House 2023 – Puertas Abiertas 2023

### Welcomel ¡Bienvenidos!



#### ▶ Title I/Commitment Letter / Título I y carta de compromiso

- ▶ School / Escuela
- ▶ Parents / Padres
- ▶ Students / Estudiante

Test	Approaches	Meets	Masters
Algebra	94%	65%	33%
English 1	100%	96%	14%
Biology	100%	91%	28%

STAAR Scores still pending



- ▶ Introduction of the Staff
- ▶ *Presentación del personal*



#### School Commitments/Expectations

- ▶ Attendance – Come to School!
- ▶ Effort – Try your best...and if your best is not being successful, ask for help!
- ▶ Follow the Rules/Safety



### Student Handbook / *Manual del estudiante*

- ▶ Cell Phone Policy / *Teléfonos Celulares*
- ▶ Dress Code Policy / *Código de uniformes*
- ▶ Dismissal Information / *Información sobre la salida*
- ▶ Advisory Class/ *Clase de Almuerzos y S.O.A.R.*



- ▶ Follow your students schedule / *Sigue el itinerario de su alumno*
- ▶ Online Registration and Updates / *Registración en línea y asegura que tenemos la información correcta*

## PTO

### Fort Worth After School Program

- ▶ Please be a partner in your student's education by joining the PTO or signing up with PTO to volunteer.  
*Sea un socio en la educación de su estudiante uniéndose al PTO o inscribiéndose en el PTO para ser voluntario.*
- ▶ It will run from September 5th to May 10th this school year. *Se llevará a cabo del 5 de septiembre al 11 de mayo de este año escolar.*
- ▶ Days offered: Monday, Tuesday, Wednesday and Thursday (excludes school holidays). *Días ofrecidos: lunes, martes, miércoles y jueves (excluye vacaciones escolares)*
- ▶ Time: 4:30 to 6:00 pm / *Horas: 4:30 a 6:00 pm*



### Questions?





Rosemont Middle School

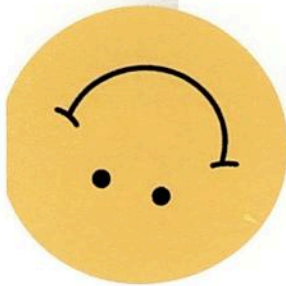
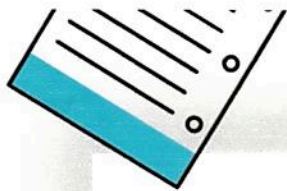
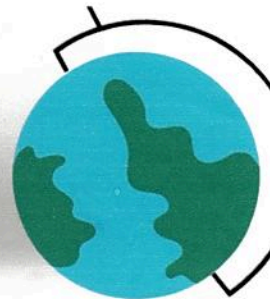
# OPEN HOUSE

Parents, come and meet the teachers, staff, and administrators at open house!

Meet in the auditorium  
(west building) at  
5:30PM  
5:45PM-7:00PM  
Meet the teachers

September 7th

817.814.7200  
[www.fwisd.org/RosemontMS](http://www.fwisd.org/RosemontMS)  
Rosemont MS Facebook



## Room

[illegible]

STUDENT NAME	PARENT NAME	PHONE #	Best Way to Reach You
Christopher Flores	Maria Flores	682-240-2609	<input checked="" type="checkbox"/> Phone <input checked="" type="checkbox"/> Text
Julian Munoz	Elvia Munoz	817-884-71-27	<input checked="" type="checkbox"/> Phone <input checked="" type="checkbox"/> Text
Isaac Torres	Maria C. Torres	(682) 554-8274	<input checked="" type="checkbox"/> Phone <input checked="" type="checkbox"/> Text
Orlando Corpuz	Lorena Flores	(817) 210 7169	<input checked="" type="checkbox"/> Phone <input checked="" type="checkbox"/> Text
The Socelyn Mason	Alexandra Mason	817 841-7568	<input checked="" type="checkbox"/> Phone <input checked="" type="checkbox"/> Text
Bradock Corpuz	Melissa Jimenez	817-363-0342	<input checked="" type="checkbox"/> Phone <input checked="" type="checkbox"/> Text
Chahli Teliez	Alexandra Codomo	817 916 3405	<input checked="" type="checkbox"/> Phone <input checked="" type="checkbox"/> Text
Daylince Soto	Alexandra Soto	(817) 986-1456	<input checked="" type="checkbox"/> Phone <input checked="" type="checkbox"/> Text
Raymond Young	Marisol Hernandez	817-7109-0339	<input checked="" type="checkbox"/> Phone <input checked="" type="checkbox"/> Text
Andres Aguilar	Kimia Aguilar	817 538-1844	<input checked="" type="checkbox"/> Phone <input checked="" type="checkbox"/> Text
Nathan Luna	Nora Luna	817-888-4161	<input checked="" type="checkbox"/> Phone <input checked="" type="checkbox"/> Text
Normani Hernandez	Elvia Rodriguez	817-993-4595	<input checked="" type="checkbox"/> Phone <input checked="" type="checkbox"/> Text
Juan Duron	Myra Duron	817-471-8327	<input checked="" type="checkbox"/> Phone <input checked="" type="checkbox"/> Text



Ms. Cleveland

ROSEMONT MS - OPEN HOUSE - September 7, 2023

Room 100E

STUDENT NAME	PARENT NAME	PHONE #	Best Way to Reach You <i>La mejor manera de contactar contigo</i>
Jessica Rosales	Crystal Sanchez	682-553-9354	<input checked="" type="checkbox"/> Phone <input type="checkbox"/> Text
Cassandra Robid	Bernice Estrada	817-566-3109	<input checked="" type="checkbox"/> Phone <input type="checkbox"/> Text
Morsel Haderi	Aminullah H	682 402 4741	<input type="checkbox"/> Phone <input type="checkbox"/> Text
Jorge Diaz	Margarita Diaz	682-408-4005	<input type="checkbox"/> Phone <input type="checkbox"/> Text
Trayah Hogan	Kelsiana + Valis Hogan	(682) 221-6227	<input type="checkbox"/> Phone <input type="checkbox"/> Text
Gina Leos	Angel Armas	(817) 897-7490	<input type="checkbox"/> Phone <input type="checkbox"/> Text
Ramiro Belmarer	Luz + Ramiro Belmarer	817-367-8534	<input type="checkbox"/> Phone <input type="checkbox"/> Text
Ivette Jimenez	Rebecca Ramirez	817-810-8940	<input type="checkbox"/> Phone <input type="checkbox"/> Text
Arunza Sigala	Imelda Rivalcoba	817 441 0372	<input type="checkbox"/> Phone <input type="checkbox"/> Text
Jeancarlo Gonzalez	Guadalupe Gonzalez	(817) 500-7415	<input type="checkbox"/> Phone <input type="checkbox"/> Text
Armando Sigala	Clarisa Lechuga	817-881-4697	<input type="checkbox"/> Phone <input type="checkbox"/> Text
Vanessa Lopez	Gloria Gonzalez	817, 715, 6210	<input type="checkbox"/> Phone <input type="checkbox"/> Text
Edgar Corpuz	Lorena Flores	817 210 7169	<input type="checkbox"/> Phone <input type="checkbox"/> Text
Rejeste Martinez	Marina Castillo	817-903-6880	<input type="checkbox"/> Phone <input type="checkbox"/> Text
Griselda Ochoa	Regina Pacheco	817-300-8459	<input type="checkbox"/> Phone <input type="checkbox"/> Text
Ramon Chavez	Emmalda Chavez	(361) 252-6825	<input type="checkbox"/> Phone <input type="checkbox"/> Text

Ms. Runnels Room 113W

## ROSEMONT MS - OPEN HOUSE - September 7, 2023

STUDENT NAME	PARENT NAME	PHONE #	EMAIL ADRE
Santiago	Adriana Reyes	(405) 625-3380	areyes28112@gmail
Camila	Alicia Carrillo	682 774 0231	
Carmen Hernandez	Carmen Hernandez	817. 675. 4674	Carmen 02576
Angel Ayala	Maria Ramos	325.374-4871	pedjan2005@gmail
Alice Cerd	Maria Rosa	817-350--7413	barrosioro@gmail
Samantha Baraza	Martha E. Gomez	(817) 420-3215	martha.mgz@hotmail
Ana Oliver	Mengiza Oliver	817 849 0700	mengiza88@gmail
Carvin Basinger	Megan Basinger	318-2108-1681	tsuchioka01@yahoo
Kimberly Albanan	Mariana Albanan	(817)-534-8176	Mariana.albanan
Jeremy Rivera	Jeremy Rivera	(817) 501 9281	rivera-jeremy@gmail
Cyrcia Cavera	Francisca Silva	(469) 494 2920	francisca1976@aol
Elizabeth Estrada	Olya Vnukun	817-390-0392	
Abel Delola	Guila Mendoza	817-378-7247	memozagailana1550
Meredy Martinez	Maring Castillo	817.903.6580	mcelstegb.mc
Jesse Fernandez	Zaira Rosales	817-489-0917	andylc23@yahoo
Levi X. Rodriguez	Angelica Rodriguez	817 404-7871	marlyn-ansara
Emily Cey	Brenda Rebaldo	682.501.6285	mencarubel21
Aiden Gore-Serna	Monica Serna	817-914-6746	mserna-12@yahoo
Jose L. Reyes	Morwa Mitchem	725 549 2478	Norineias 336
Scarlett Weire	Veronica Figueroa	682-760-2554	Veronica.Figueroa
Mary Cardona	Maria Cardona	682-231-2420	Maria.74119@
William Peres	Raquel Gonzalez	(682) 561-4735	g.kelly9164tt
Elena Olalde	Cynthia Olalde	(817) 714-2509	andres2008@yahoo
Alfonso Aguirre	Mario Laredo	817 302 6809	marielaredo.mf
Roberto Sandoval	Luke Sandoval	817-770-6037	r.sandoval16@gmail

DAVID RUEDA S

BLANCA ESCOBAR (214) 531-5317

horacionedase



*See*

ROSEMONT MS - OPEN HOUSE - September 7, 2023

Room 202E

STUDENT NAME	PARENT NAME	PHONE #	Best Way to Reach You <i>La mayor manera de contactar contigo</i>
Izayah Hogan	Rocksana + Willis Hogan	(682) 221-6227	<input checked="" type="checkbox"/> Phone <input checked="" type="checkbox"/> Text
BriSSa Campos	Rosa M Rodriguez	682 414 6335	<input checked="" type="checkbox"/> Phone <input checked="" type="checkbox"/> Text
Eduardo Luna	Ma Isabel Villavicencio	817-923-09-27	<input type="checkbox"/> Phone <input checked="" type="checkbox"/> Text
Aaron Walz	Tim & Rebecca Walz	817-718-8164 (mon)	<input checked="" type="checkbox"/> Phone <input checked="" type="checkbox"/> Text
Alan S. Hernandez	Ruben y Silvia Hernandez	(682) 207 9413	<input type="checkbox"/> Phone <input checked="" type="checkbox"/> Text
Vanessa Lopez	Gloria Gonzalez	817 711 6210	<input checked="" type="checkbox"/> Phone <input checked="" type="checkbox"/> Text
Maylin Delgadillo	Liliana Delgadillo	682-352-52-18	<input checked="" type="checkbox"/> Phone <input checked="" type="checkbox"/> Text
Nayeli Roldan	Nami Roldan	(817) 896 9572	<input checked="" type="checkbox"/> Phone <input checked="" type="checkbox"/> Text
			<input type="checkbox"/> Phone

*See*

ROSEMONT MS - OPEN HOUSE - September 7, 2023

Room 202E

STUDENT NAME	PARENT NAME	PHONE #	Best Way to Reach You <i>La mayor manera de contactar contigo</i>
Miracle Serworwora	Magdalena Serworwora	817 521 0362	<input type="checkbox"/> Phone <input checked="" type="checkbox"/> Text
Angel Saldivar	Raquel Aguirre	817-323-9123	<input checked="" type="checkbox"/> Phone <input checked="" type="checkbox"/> Text
Alexander Salcedo	Madai F	817 333 9405	<input type="checkbox"/> Phone <input checked="" type="checkbox"/> Text
Melyeliz Garcia Abraham	Melody Abraham	682-408-6407	<input checked="" type="checkbox"/> Phone <input checked="" type="checkbox"/> Text
Griselda Ochoa	Reyne Rocha	817-360-5459	<input type="checkbox"/> Phone <input checked="" type="checkbox"/> Text
Celestina Martinez	Margina Castillo	817-903-6580	<input type="checkbox"/> Phone <input checked="" type="checkbox"/> Text
			<input type="checkbox"/> Phone <input type="checkbox"/> Text
			<input type="checkbox"/> Phone <input type="checkbox"/> Text
			<input type="checkbox"/> Phone <input type="checkbox"/> Text

Ms. Perez

Room 212East

ROSEMONT MS - OPEN HOUSE - September

STUDENT NAME	PARENT NAME	PHONE #	Best Way to Reach You
YOSLIN ROMAN	JOSE ROMAN	8177979753	<input checked="" type="checkbox"/> Phone <input type="checkbox"/> Text
Laila Cisneros	Saul Cisneros	817-703-8637	<input checked="" type="checkbox"/> Phone <input checked="" type="checkbox"/> Text
Aylin Martinez	Jose Martinez	682-249-3562	<input checked="" type="checkbox"/> Phone <input type="checkbox"/> Text
Nayeli Roldan	Naomi Roldan	(817) 896 9572	<input checked="" type="checkbox"/> Phone <input checked="" type="checkbox"/> Text
Armando L. Sigala	Clarisa Lechuga	817.881.4697	<input checked="" type="checkbox"/> Phone <input checked="" type="checkbox"/> Text
Nathan Luna	Nora Luna	817-888-4141	<input type="checkbox"/> Phone <input checked="" type="checkbox"/> Text
Alister Martinez	Marina Castillo	817 903-1050	<input checked="" type="checkbox"/> Phone <input type="checkbox"/> Text
Juan Carlos Gonzalez	Cecilia Gonzalez	(817) 500-7415	<input checked="" type="checkbox"/> Phone <input checked="" type="checkbox"/> Text
			<input type="checkbox"/> Phone <input type="checkbox"/> Text
			<input type="checkbox"/> Phone <input type="checkbox"/> Text
			<input type="checkbox"/> Phone <input type="checkbox"/> Text
			<input type="checkbox"/> Phone <input type="checkbox"/> Text
			<input type="checkbox"/> Phone <input type="checkbox"/> Text
			<input type="checkbox"/> Phone <input type="checkbox"/> Text





# Fall

## Rosemont Middle School

AVID

Sign-In Sheet 8 Sep 2023



Parent's Name/ Padres	Students Name/ Estudiante	Phone Number/ Telefono	# of party/ # de personas
1. Guadalupe Gonzalez	Jeancarlo Gonzalez	(817) 500-7415	
2. Vanessa Lopez	Alarica Gonzalez	817 17 6210	
3. Tmelda Rivalcata	Aranza Sigala	817 441 0342	
4. Liliana Delgadillo	Marlin Delgadillo	682-352-52-18	
<del>5. Reyna Rocha</del>	<del>Grissela Ochoa</del>	<del>817-360-5459</del>	
6. Karina Martinez	Grissela Ochoa	817-360-5459	
7. Maria Alvarez	Isabel Padilla	1082-415-71053	
8. Agustín Castillo	Yofabian Altair	682-228-7094	
9. Hilma Cuates	Adenax Castillo	817-680-6010	
10. Luis Ramirez	Natalia Meza	(904) 273 72 39	
11. Elvia Muñoz	Luis Ramirez Jr.	817-942-6935	
12. Naomi Roldan	Julian Muñoz	817-884-7127	
13. Gina Leos	Nayeli Roldan	817-896-9572	
14. Tim Rebeca Walz	Angel Armas	817-897-7490	2
15. Emi Yamamoto	Rayon Walz	817-718-8164	3
16. Kamis Belmarcel Belmarcel	Raine Yamamoto	817-936-0113	
17. Raymond Young	Kamiro Belmarcel	817 367-8534	
18. <del>Alfreda Villanueva</del>	Mauricio Hernandez	817-769-0339	
19. Lorena Flores	Alejandra Villanueva	817-716-9185	
	Edgar Corpuz	817 210 7169	

# Open House

Student Name	Parent Name	Phone Numbers	Home Language
1 Braddock Corpus	Maryra Jimenez	817-363-0312	<input checked="" type="checkbox"/> Spanish <input type="checkbox"/> English <input type="checkbox"/> Both
2 Adenay Castillo	Maribel R. Morales Agustin Castillo	817-680-6010	<input checked="" type="checkbox"/> Spanish <input checked="" type="checkbox"/> English <input checked="" type="checkbox"/> Both
3 Belca Martinez	Maria Ramirez	(817) 353-4028	<input checked="" type="checkbox"/> Spanish <input type="checkbox"/> English <input type="checkbox"/> Both
4 Alyia Ortiz	Melicia Castano	682-244-3762 817-944-3311	<input type="checkbox"/> Spanish <input type="checkbox"/> English <input type="checkbox"/> Both
5 <del>Socelyn</del> Socelyn Prosa	Alexandro Prosa	817-655-4087	<input checked="" type="checkbox"/> Spanish <input type="checkbox"/> English <input type="checkbox"/> Both
6 Citlali Tellez	Aurelia Cardona	817-966-3405	<input checked="" type="checkbox"/> Spanish <input checked="" type="checkbox"/> English <input checked="" type="checkbox"/> Both
7 Jocelyn Carter	Brittany Wheat	(682) 221-9613	<input type="checkbox"/> Spanish <input checked="" type="checkbox"/> English <input type="checkbox"/> Both
8 J.O. V. O. n. n. i S. i. l. l. e. c.	Florentina Tudea	682-459-1370	<input type="checkbox"/> Spanish <input type="checkbox"/> English <input type="checkbox"/> Both
9 Jacqueline Tiliando	Maria G. Arrequin	817-841-4545	<input checked="" type="checkbox"/> Spanish <input type="checkbox"/> English <input type="checkbox"/> Both
10 Gemma Alvarez	Marina Avila	817-888-6748	<input checked="" type="checkbox"/> Spanish <input type="checkbox"/> English <input type="checkbox"/> Both

Emery & Clark

347-8105 (482)

67569 (817) 691-1691  
0718-685(418)

(817) 902-3808

817-390-0392

m.celeste90.mce@gmail.com 817-903-6580

mejia.carmen1904@gmail.com 817-841-2604

marilyn-avis@yahoo.com 877-404-7871

Kenjiar mathis ya hoo.com

Mengriza88@gmail.com

adriana.carebaso91@a.com

camparo.gonzalez.de@gmail.com

rosastalme005@gmail.com

Veronica. Figure 4b7d my, t1cd-edu

Intel.Lopez10@gmail.com

Sueiba.ir@icloud.com

Cindy-Palmer@qpsd.com

karagabrie142@gmail.com

mserng-12@yahoo.com

arroyes22172@gmail.com

allegu in camen 9250. qmci i l. - Com

Quinn V. @nctmarch.com

817-676-1867  
817-308-1363  
817-996-9052  
682 304 7499  
817-914-6746  
(405) 625-3380  
817 8850717 (airmen)  
817 308-5207

877-404-787  
817-298-2156  
817 849 0708  
(817) 841 6279  
817 314 7753  
682-716-7640

811 319 7753  
682-716-7640

682-716-7640



## Room \_\_\_\_\_

[illegible]



Student +Parent # #

Sara Fuentes

Lucelia Fuentes  
817)615-0525

Elizabeth p 3 Estrada

Christopher Castillo

817-298-4110 Alma Ramirez

Scarlett Moore

(682) 760-2554 / (559) 639-7629

Gerge A. Tobar

Paola M &amp; Jorge Tobar 682-521-4813

Jesse Fernandez

Zaira Rosales 817-489-0917

hondyn Irving

Shelba Irving 817-305-1363

Layla P. Espinoza

Teresa Espinoza (817) 902 5410

Gioncarlo Adel Troja

Carmen Araceli Arreguin Salazar

Santiago Monreau

Adriana Ruyes (817) 888 0717  
(405) 625-3386

Elena Olalde

Cynthia Olalde 817) 714-2509

David Ruedas

Horacio Ruedas (214) 531-5905

Lukre Sandoval

Roberto Sandoval 817-770-6037

Mila Robles

JESSICA T. 682-234-9213

Emily Perez

Eric Perez 682-239-9801

Nathanial Perales

Raquel Gonzalez (682) 561 4725

Fatima Lopez

Gloria Gonzalez 817 715 6210



# Cunningham, Ronnie 7th Math

Name	Cell	Email	Student Name	Preference (Text/Call/Email)
Luis	817-941-6935	Luisrsmirez2188@gmail.com	Luis Jr.	Email
Esperanza Cruz	817-941-8856	Hysopina158@gmail.com	Jessica P.	Tex. call.
Alicia Olmos	817-459-1877	alicia@salsalimon.com	Nektaly Olmos	Does not matter.
Elvia Muñoz Bethany A. Saldivar	817-884-7127	elvia <sup>394</sup> muno2@gmail.com	Juliana Muñoz Alejandra Saldivar	Email. Tex.
Marcelo Saldivar	682-556-4721	bethasaldivar89@gmail.com		Does not matter
Therese Medina	817-437-6942 817-437-4932	thera2012@att.net gaby18406@gmail	Rosina Medina	Does not matter
Lorena Flores	817-210-7169	florl0rena.1988@gmail.com	Orlando Corpuz	Does not matter



# Cunningham, Roanie 7<sup>th</sup> Math

Name	Cell	Email	Student Name	Preference (Text/Call/Email)
Jessica Rios	632 774 2521	Jessica.rios1984@yahoo.com	Abigail Delacruz	text
Nora Luna	817-888-4161	noraluna118@gmail.com	Nathan Luna	text
Jennifer Rios	323-547-9062	palaciosjennifer2016@gmail.com	Rosie palacios-Cano	323-547-9062 text/email



Cunningham, Ronnie 7<sup>th</sup> March

Name	Cell	Email	Student Name	Preference (Text/Call/Email)
Erika Bermudez	(817) 715-4080	erikabermudez012782@gmail	Erika D. Bermudez	Text, call (817) 715-4080
Maria Thompson	682-240-2609	mariahompson514@gmail	Christopher H	Text
Marcel Soto	(817) 986-1456	marcel.soto31@gmail	Joceline Soto	Text voice mail
Jesus Moreno	(817) 2897-5641	munpatan12@gmail	Kristel Moreno	Text
Jose C Alvarado	682-5587821	volagoo11@gmail	Jade S. Alvarado	Text
LEE WYNNE EMI YANAMOTO	(817) 936-0113	EMI2022B@GMAIL.CO	RAINE YANAMOTO	Text
Atunisi mulerge	682-386-0917	atunisi.mulerge@gmail	Fany Atunisi	Text





# Open House

Student Name	Parent Name	Phone Numbers	Home Language
1 Eduardo Ojeda	Yurica L. Rdz	817-298-1220	<input checked="" type="checkbox"/> Spanish <input type="checkbox"/> English <input type="checkbox"/> Both
2 Isaac Torres	Manic C. Lema	(682) 557-8274	<input type="checkbox"/> Spanish <input type="checkbox"/> English <input type="checkbox"/> Both
3 Suzette Ontiveros	Roz (Dutierrez) (817) 564-8534		<input checked="" type="checkbox"/> Spanish <input type="checkbox"/> English <input type="checkbox"/> Both
4 Sylis Pizana	Heath Pizana	817-881-0468	<input type="checkbox"/> Spanish <input checked="" type="checkbox"/> English <input type="checkbox"/> Both
5 Andres Aguilera	Alma Aguirre	817-538-1844	<input type="checkbox"/> Spanish <input checked="" type="checkbox"/> English <input type="checkbox"/> Both
6 Maurany Moreno	Buby Ontiveros	682-465-4962	<input type="checkbox"/> Spanish <input checked="" type="checkbox"/> English <input type="checkbox"/> Both
7 Juan Durón	Mura Durón	817-471-8327	<input type="checkbox"/> Spanish <input checked="" type="checkbox"/> English <input type="checkbox"/> Both
8 Elia Rodriguez	Student Nathaniel Hernandez	817-893-4595	<input type="checkbox"/> Spanish <input checked="" type="checkbox"/> English <input type="checkbox"/> Both
9 Yefetsi Monoz	Luna Padilla	817-918-5990	<input checked="" type="checkbox"/> Spanish <input type="checkbox"/> English <input type="checkbox"/> Both
10 Israel Long-MHC	Israel Lopez Solis Teresita Martinez	817-899-1413 214-434-5552	<input checked="" type="checkbox"/> Spanish <input type="checkbox"/> English <input type="checkbox"/> Both