

057-Rosemont MS

Miguel Del Toro

Steven Johnson

2018-19 Schoolwide Programs: Campus Improvement Plan

057-Rosemont MS

Principal: Miguel Del Toro

Executive Director: Steven Johnson

2018 -2019 State Accountability Domain Scores

Domain 1: Student Achievement	70%
Domain 2: School Progress	88%
Domain 3: Closing The Gaps	78%

State Accountability Status

Campus Distinctions

Top 25% Student Progress

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

Campus Mission/Vision Statement

preparing all students for success in college, career, and community leadership.

CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2018-2019 SCHOOL YEAR

I certify acceptance and compliance with all provisions set forth by:

YES the Fort Worth ISD School Board;

YES the Texas Education Code;

YES Title I, Part A; and

YES Priority / Turnaround Plans

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your leadership team.

[Click here to see the full Guide to Campus Assurances](#)

SBDM Members

Name	Role
Megan Brown	Teacher
Tonda Lee	Teacher
Tracey Mince	Teacher
Ruben Romero Galvan	Teacher
Melissa Trevino	Parent
Michael Mendez	Campus Non-Tch Prof
Araminda Izaguirre	Parent
	Select
	Select
	Select
	Select
	Select
	Select
	Select
	Select
	Select
	Select
	Select
	Select
	Select
	Select

Fort Worth ISD Mission

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

Comprehensive Needs Assessment Summary

Comprehensive Needs Assessment Summary for 2018-2019

Campus: Rosemont Middle School

Principal: Oscar Adams

Data Sources Used Make a selection for each by choosing from the	No	Graduation	No	Feeder Pattern Analysis	No	Data Accuracy
	Yes	Attendance	No	Cohort Analysis	No	Surveys
	Yes	Discipline	No	Support Systems	No	Fund Balance
	No	Instruction	No	Intervention Services	Yes	Recruit & Retain Quality Staff
	No	Curriculum	No	Dropout Identification	No	VOC-Customer Feedback
	Yes	Student Data	No	Achievement Gap	No	Other - enter data source here
Area Reviewed	Summary of Strengths		Summary of Needs		Priorities	
	What were the identified strengths?		What were the identified needs?		What are we going to intervene? If addressed, this need will create the most impact.	
Demographics	1.	Campus enrollment is over 916 (Not including LINC)	1.	ADA is 94.47	1. Increase student achievement in all areas 2. Reduce the achievement gap for SPED and EL students. 3. Continue effective communication between school and parents. Create opportunities for parent engagement throughout the school year 4. Increase social and emotional awareness to provide a conducive learning environment for staff and students 5. 6. 7.	
	2.	92.3% Hisp, 4.3% AA, 1.7% White	2.	Lower scores on benchmarks for SPED and LEP		
	3.	365 LEP 39.8%, 64 504 6.9%, 97 SPED 10.5%	3.	Data reveals significant jump in discipline referrals 709 to 1033		
Student Achievement	1.	Above the district average on 10 out of 11 benchmark assessments	1.	A significant achievement gap exists for SPED on all benchmark assessments between 3 to 15 points		
	2.	Twenty-five percent of the student body is enrolled in a Pre-AP or Honors class	2.	An achievement exists for LEP students on all assessments between 3 -10 points		
	3.	Consistent 11% point monthly increase in students' Lexile-level as measured by Achieve3000	3.	Increase students written proficiency in all subject areas and on TELPAS assessment		
School Culture and Climate	1.	Momentous Institute SEL Training and lessons	1.	Reduce the number of student discipline referrals.		

	2. Incentive, Sunshine, Hospitality Committees	2. Improved verbal and written communication between staff members and between students and faculty.	8.
	3. Well attended parent meetings including Mother Daughter Breakfast and Dads Doughnuts	3. Training for Restorative Discipline and Circles	9.
Staff Quality/ Professional Development	1. New staff mentoring program	1. Time needed for curriculum planning and for PLC protocol.	10.
	2. Effective PLC meetings	2. Resources for effective teaming & professional learning communities	
	3. High teacher professional development attendance.	3. Professional development training focused on increasing student achievement	
Curriculum, Instruction, and Assessment	1. Consistent Lexile growth in Achieve3000	1. LEP and SPED scored lower on Benchmarks	
	2. Effective Dept. PLC meetings	2. Support for overaged students	
		3. Need for common team time	
Family and Community Involvement	1. High parent attendance for extra curricular and school sponsored events.	1. More parent meetings for at-risk students are needed.	
	2. Effective parent communication-monthly newsletter, current website and social media accounts.	2. More opportunities for parent involvement is needed.	
	3. Parent information nights that provide parents with resources to support their family and students.	3. More informational parent meetings to discuss attendance, preparing for high school, and volunteer opportunities.	
School Context and Organization	1. Part-time Parent Liaison for Parent Meetings, Monthly Newsletter, and Tardy Detentions	1. Improved attendance from Incentive	
	2. Collaborative decision making via Admin, Leadership, SBDM	2. Students misuse of social media	
	3. School Access Protocol system installed and implemented.	3. More effective Team Meetings during planning periods during school hours	



057-Rosemont MS

Budget Summary

Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I
\$ 61,920	\$ 11,955		\$ 2,057	\$ 975	\$ 6,706	\$ 268,597

TOTAL

352,210

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Miguel Del Toro

Leadership Director: Steven Johnson

Summary by Fund Source

Fund Source→	Local Basic Allotment	SCE State Compensatory Education	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CEIP
Student Outcome Goals	0	0	0	0	0	0	23,500	\$ 23,500
Campus Needs - Student Achievement	0	0	0	0	0	0	26,000	\$ 26,000
Campus Needs	0	0	0	0	0	0	65,000	\$ 65,000
Parent/Family Engagement Health Related	0	0	0	0	0	0	0	\$ -
TOTAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 114,500	\$ 114,500
Allocations	61,920	11,955	-	2,057	975	6,706	268,597	352,210
Percent Budgeted	0%	0%	NA	0%	0%	0%	43%	33%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	Focus/Priority	Total
	Amount							\$ -
Allocations	Student Outcome							-
	Student Achievement							-
	Campus Needs							-
	Family/Health							-

Student Outcome Goals

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Miguel Del Toro

Student Outcome Goals Action Plan

Leadership Director: Steven Johnson

Fort Worth ISD Student Outcome Goal Alignment	Goal:	2 Middle Grades Math - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2019.
	Progress Measures:	2.1 Percent of students in grade 6–8 performing on or above grade level standard on their STAAR math assessment will increase from 22% to 36% by 2019. 2.2 Percent of students in grade 6–8 who meet or exceed progress expectations on STAAR math assessment will increase from 50% to 60% by 2019. 2.3 Percent of students in grade 3–9 making progress as measured by FWISD local assessments of key enduring understandings and skills in mathematics will increase from 37% to 54% by 2019.

Focus SMART Goal Student Achievement and Progress	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
		Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from	99%	100%
	2.1 Percent of students in grade 6–8 performing on or above grade level standard on their STAAR math assessment will increase from	33%	38%	EOY
	2.2 Percent of students in grade 6–8 who meet or exceed progress expectations on STAAR math assessment will increase from	70%	75%	EOY
	NA			EOY
	2.3 Percent of students in grade 6-8 making progress as measured by FWISD local assessments of key enduring understandings and skills in mathematics will increase	35%	40%	EOY

	Title I Components	PBMAS	Alignment		Expectations				Focus
			Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	1	CTE-LEP	After School/Saturday Tutorials	Math Teachers, Admin	EOY	After Sch	Title I	\$ 15,000.00	
2	1	LEP	Use math screener to monitor student progress	Teachers	BOY	Faculty Mgt	Title I		
3	1, 2, 3	SPED	Use common assessment to monitor student progress.	Dept. Chair/Teachers	BOY, MOY,		Title I	\$ 4,000.00	
4	1,2	SPED	Math teachers will attend professional development conferences in order to develop teaching strategies and tools that will enable them to better server our math students and thus close the achievement gap. They will	admin, math teachers	BOY, MOY, EOY	Pull-Out/ Vendor	Title I	\$ 4,500.00	
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									

2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Progress Monitoring

Principal: Miguel Del Toro

Leadership Director: Steven Johnson

Opportunity Progress Monitoring Schedule: **BOY** (August 20 - November 2) **MOY** (November 5 - February 22) **EOY** (February 25 - May 31)

Focus SMART Goal (Target Element Systems)	Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 99 to 100 percent.	BOY %	MOY %	EOY %	Target %	Difference
	Students in grades 6–8 performing on or above grade level standard on their STAAR math assessment				38%	
	Students in grades 6–8 who meet or exceed progress expectations on STAAR math assessment				75%	
	Students in 3–9 making progress as measured by FWISD local assessments of key enduring understandings and skills in mathematics				40%	

	Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							

Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Miguel Del Toro

Leadership Director: Steven Johnson

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus SMART Goal Campus Priorities	Campus Needs Goals and Measures (Baselines-X and Targets-Y)		Baseline (BOY)			Target (EOY)		
			Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
Goal 1	Social Studies - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Social Studies will increase from 54% to 65%.		54%	25%	15%	65.00%	30.00%	20.00%
Goal 2	Reading - Percent of students in 8th grade Reading performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Reading will increase from 75% to 83%.		75%	27%	8%	80.00%	32.00%	16.00%
Goal 3	Science- Percent of students in 8th grade Science performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Science will increase from 65% to 70%.		65.00%	30.00%	15.00%	70.00%	35.00%	20.00%
Goal 4	Math- Percent of students in 7th & 8th grade Science performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Math will increase from 75% to 80%.		75.00%	33.00%	6.00%	80.00%	38.00%	12.00%

Title I Components	PBMAS	Alignment	Expectations					Focus → Achievement &
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1		Teachers will collaborate during PLCs to analyze formative and summative		Weekly				
2		Provide PD to increase best tier 1 instructional practices		EOY	Pull-Out	Title I	\$ 22,000.00	
3		Use formative assessment to check for understanding to adjust instruction as needed	Dept. Chairs/Teachers	Daily	After Sch/ PLC	Title I	\$ 4,000.00	
4		Use six weeks assessment to monitor student progress	Teachers	Six Weeks				
5								
6		Use its learnig.com while incorporatig the learning model to guide instruction.	Dept. Chairs/Teachers	Daily		Title I		
7		Teachers will receive PD on strategies to address ELL students' needs.	Admin/Dept. Chairs/Teachers	Daily				
8		Provide in class tutoring for tier 2 & 3 students	Admin/Dept. Chairs/Teachers	BOY, MOY, EOY				
9								
10								
11								
12								
13								
14								
15								

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Miguel Del Toro

Leadership Director: Steven Johnson

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)					
--------------------	---	--	--	--	--	--

Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	MOY			EOY		
		Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
Focus SMART Goal (Target Element)	Social Studies - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Social Studies will increase from 54% to 65%.						
	Reading - Percent of students in 8th grade Reading performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Reading will increase from 75% to 83%.						
	Science- Percent of students in 8th grade Science performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Science will increase from 65% to 70%.						
	Math- Percent of students in 7th & 8th grade Science performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Math will increase from 75% to 80%.						

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Miguel Del Toro

Leadership Director: Steven Johnson

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus SMART Goal Campus Priorities	Campus Needs Goals and Measures (Baseline-X, Target-Y, Deadline-Z)			Baseline (BOY)	to Target	by Deadline	
	Goal 1	By the end of the 2018-2019 school term, disciplinary infractions will decrease by 15%			1565	1252	30-May
	Goal 2	By the end of the 2018-2019 school term, student attendance will increase by 2%			92%	94%	30-May
	Goal 3	By the end of the 2018-2019 school term, all teaching staff will increase attendance in professional development by 5%			78%	83%	30-May
	Goal 4						EOY

Title I Components	PBMAS	Alignment	Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1		Use Review 360 to document and access Student Support Plans	Admin, Teachers, Counselors	BOY, MOY, EOY				
2		Use Team conferences as a method to mitigate behavioral concerns	Admin, Teachers, Counselors	BOY, MOY, EOY				
3		Book Study: Roadmap to Responsibility	Faculty	BOY, MOY, EOY				
4		Lunch for students with zero discipline infractions	Admin	Six Weeks				
5		Incentives for students with perfect attendance	Attendance Clerk, Teachers, Admin	Six Weeks				
6		Professional Development Opportunities: Book Studies, Conferences, Seminars, In-district PD	Admin, Teachers	BOY, MOY, EOY				
7		Social and Emotional support through	counselors, intervention specialists					
8								
9	school reform	Hire a behavior specialist that will focus on preventive measures for discipline and will work with teacher and support campus discipline strategies.	Principal	BOY		Title I	\$ 65,000.00	Culture and Climate
10								
11								
12								
13								
14								
15								

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Miguel Del Toro

Leadership Director: Steven Johnson

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)
--------------------	---

Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference
	By the end of the 2018-2019 school term, disciplinary infractions will decrease by 15%				125200%	
	By the end of the 2018-2019 school term, student attendance will increase by 2%				94%	
	By the end of the 2018-2019 school term, all teaching staff will increase attendance in professional development by 5%				83%	
					0%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/-Δ)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

Family/Community Engagement and Health Related

2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Action Plan

Principal: Miguel Del Toro

Leadership Director: Steven Johnson

The 2018-19 CIP format includes a new section to document family/community engagement and health related requirements.

Focus SMART Goal	REQUIRED ONE FAMILY/COMMUNITY ENGAGEMENT GOAL		Baseline (BOY)	to Target	by Deadline
	REQUIRED ONE HEALTH RELATED GOAL				
	Goal 1	Parent/family participation in at least 1 campus-based organization will increase by 10%			
	Goal 2	Host parent/student engagement events to develop a parent/school relationship			
	Goal 3 (Optional)	Develop community partnerships to enhance opportunities for students			
Goal 4 (Optional)					

	Title I Component	PBMAS	Alignment		Expectations				Focus
			Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	ex. 1, 3,		Develop and sustain campus PTA	Admin/Parent Liaison	Nov 5 2018				
2			Family Fitness Program	PE Coach/Parent Liaison	EOY				
3			Outreach/Volunteer Programs	Faculty	Dec 21				
4			Social and Emotional Learning	counselors and intervention specialist	30-May				
5			hire a full time Parent Community Liasion,	admin	BOY				
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									

2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Progress Monitoring

Principal: Miguel Del Toro

Leadership Director: Steven Johnson

Opportunity Progress Monitoring Schedule: **BOY** (August 20 - November 2) **MOY** (November 5 - February 22) **EOY** (February 25 - May 31)

Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference
	Parent/family participation in at least 1 campus-based organization will increase by 10%				0%	
	Host parent/student engagement events to develop a parent/school relationship				0%	
	Develop community partnerships to enhance opportunities for students				0%	
					0%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/-Δ)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						