

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 131 - Rosemont Park Elementary School

Principal: Valdez, Rodolfo

Executive Director: Hilda Caballero

Fort Worth ISD Mission Statement

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

Vision

Igniting in Every Child a Passion for Learning

Student Outcome Goals

Early Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019.

Middle Grade 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.

College and Career Readiness - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2019.

School Profile

Student Enrollment by Program

Attendance Rate: 96.5

Special Education: 7.7

Dual Language/ESL: 60.5

Gifted and Talented: 6.4

Career and Technology: 0

Percentage of at-risk students: 89.8

Percentage of English Language (EL) students: 63

Percentage of economically disadvantage students: 91.8

2019-2020 Campus Site-Based Committee

| Name | Role |
|------------------------|--|
| Rudy Valdez | Principal |
| Nohemi Barcenas | Teacher |
| Mrs. Terrell | Teacher |
| Nancy Cook | Teacher |
| Aurelia Arita | District Level Staff |
| Chuck Hays | Campus Non-Teacher Professional |
| Pastor Manuel Gonzalez | Community Representative |
| Mr. Cruz | Parent |
| Lavada Howell | Additional Representative Appointment |
| Dr. Banks | District Employee Relations Council Representative |
| Pastor Manuel Gonzalez | Community Representative |
| Professor Mike Wagner | Additional Representative Appointment |
| Melissa Weiner | Additional Representative Appointment |
| Ms. Daly | Additional Representative Appointment |

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Rosemont Park Elementary School. The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses: Beginning with 2019-2020, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

[Click here for the TEA Accountability Resource Page](#)

| State Accountability Ratings by Domain | Overall Performance Accountability Rating |
|---|---|
| Domain 1: Student Achievement 64 | 76 - Met Standard |
| Domain 2: School Progress 77 | |
| Domain 3: Closing The Gaps 73 | |

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 0

Campus Assurances and Certification for the 2019-2020 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

No Turnaround Plans

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

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.

Comprehensive Needs Assessment Summary for 2019-2020

| Area Reviewed | Summary of Strengths What were the identified strengths? | Summary of Needs What were the identified areas needing improvement or areas of weakness? | Priorities What are we going to intervene? If addressed, this need will create the most impact. |
|-----------------------------------|---|---|--|
| Demographics | 1. 90% Hispanic Student population makes up the school. 7 % Asian 3% Other | 1. Most students need ELL interventions to keep reading and writing up to par with the state average. Use on complete spoken sentences need to increase by the students and modeled by the teacher. | 1. Work on improving student academic performance to the 80% in each grade or classroom in the core subject areas of math and reading. |
| | 2. Increase or maintain in STAAR results for the 2019-2020 school year. | 2. Sub populations need academic help via interventions, small group and tutoring. | 2. Monitor student work in writing, science, math and reading via folder checks and or reports to gauge student needs. |
| | 3. 95% Free and Reduce populations qualify. | 3. Student support in the core subject areas is lacking and will need to be increased. | 3. Increase student/parent meetings for the core subject areas and provide parental workshops on how to help the student in good study habits. |
| | 4. | 4. | 4. Increase parental communication via Facebook, telephone messages and parent liaison workshops. |
| | 5. | 5. | 5. Post teacher schedules and adhere to the times, follow the curriculum framework and monitor classroom instruction. |
| | 6. | 6. | 6. |
| Student Achievement | 1. Reading scores have increased for the 18-19 school year for students who achieved 100K words read. | 1. Lack of Accelerated Reader will hamper reading scores and students may lose extra incentive to read. | 7. |
| | 2. Achieve 3000 Lexile points are up and students have shown growth. | 2. Most student are not averaging more than 100 Lexile points in Achieve 3000 and may cause some students to stay stagnant in their reading level. | 8. |
| | 3. Journal checking for various core subjects have improved reading and writing scores. | 3. The lack of personnel needed to spot check the student journals takes time and effort. | 9. |
| | 4. | 4. | 10. |
| | 5. | 5. | |
| | 6. | 6. | |
| School Culture and Climate | 1. Strong PTO with good fundraising events. | 1. Due to student departure, PTO will lose some members and new recruits will need to be added. | |
| | 2. Student ceremonies for academic improvement are well received by the community. May need to consider changing to six weeks presentation to encourage attendance and academic growth. | 2. Funding for trophies, medals and certificates may lack due to low PTO funding. | |
| | 3. The staff jells well and more teachers are finding their niche and grade level. | 3. Overall average teaching years for the staff stands at 5 years. More professional training may be needed to specify where strong impact may be made on student progress. | |
| | 4. | 4. | |
| | 5. | 5. | |
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|--|----|--|----|---|
| Staff Quality/ Professional Development | 1. | Strong reading scores for 5th Grade and improvement on Achieve 3000. | 1. | New reading adoption is coming and so will new training. This may hamper some reading progress until the new reading program is worked through. |
| | 2. | Neahaus and Achieve 3000 training has been completed by teachers and both programs are in use. | 2. | How to review data produced by the reading program to help move the campus further along. |
| | 3. | Mentorship provided to new teachers and campus teachers | 3. | Teachers who are new to the grade level will participate in New Teacher Mentoring. |
| | 4. | | 4. | |
| | 5. | | 5. | |
| | 6. | | 6. | |
| Curriculum, Instruction, and Assessment | 1. | Achieve 3000 helps improve and increase student Lexile levels | 1. | Achieve 3000 is not providing the 200 Lexile growth per student. How to get students to have these points is a concern. |
| | 2. | Daily classroom walkthrough are conducted to enhance student learning. | 2. | Teacher walkthrough and feedback take time to address and a new method of communicating with teachers needs to improve. |
| | 3. | Benchmark and three week assessments provide our teachers and students on how well they are instructing and how students are learning. | 3. | Benchmarks and three week assessments take time and may conflict with student learning. |
| | 4. | | 4. | |
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| | 6. | | 6. | |
| Family and Community Involvement | 1. | Low number of parents are using Parent Portal. Numbers need to increase to 200 parents registered on this media. | 1. | New training for parents is lacking, lack of PR and enforcement. |
| | 2. | Low number of businesses and private organizations know about our campus and what we may offer. | 2. | Lack of PR and or recruitment of surrounding business and churches. |
| | 3. | Low turn out for family academic nights. | 3. | Perform surveys to determine best times for parents to be served. Provide more student productions to increase family participation. |
| | 4. | | 4. | |
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| School Context and Organization | 1. | Three and six weeks district mandated or computer tests are used to determine and measure student academic growth.. | 1. | Time constraint on testing and revision of low SE's may place pressure on testing. |
| | 2. | Teacher walkthroughs and feedback plays a role on teacher growth and student engagement. | 2. | Use of time to meet with individual teachers may limit the number and or quality of walkthroughs and feedback. |
| | 3. | Communication and transparency of working operations of the campus. | 3. | Increase campus and community participation to get more buy into the programs used. |
| | 4. | | 4. | |
| | 5. | | 5. | |
| | 6. | | 6. | |

Academic Excellence Goals

Fort Worth Independent School District 2019-2020 Academic Excellence Goals Action Plan

Campus Name: 131 - Rosemont Park Elementary School

Principal: Valdez, Rodolfo

Executive Director: Hilda Caballero

| SMART Goals | Campus Level - Student Outcome Goal and Progress Measures | Approaches | Meets | Masters | to Target | by Deadline |
|---|---|------------|-------|---------|-----------|-------------|
| | Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019. | 61.96 | 25.00 | 9.78 | 50 | |
| Percent of students in grades K-2 reading on or above grade level as measured by MAP fluency will increase from beginning-of-year to end-of-year (baseline) | | | | | | |

Strategies for Improvement

| Student Group (PBMAS) | Target Strategies | Action Steps | Person(s) Responsible | Due Date | Budget Source | Amount | Status | Attachment (implementation artifacts) |
|-----------------------|---|--|-----------------------|-----------|---------------|--------|--------------|---------------------------------------|
| 1 Title I | Improve reading comprehension for 1st to 5th grade student tutoring | <ol style="list-style-type: none"> 1. Monthly monitoring of A3K Lexile growth during PLC; student group. 2. Monthly pep rally for student Lexile increases. 3. Meet individually with student to review monthly growth and progress chart. 4. Distribute data during PLC times to teachers for review. 5. Students will monitor progress on data folder. 6. All ELA teachers will be trained in the new Reading Adoption by October 1, 2019. | Teacher(s) | 10/7/2019 | Title I | 10,000 | Not Started | |
| 2 Title I | Meet district and campus goal of 100x25, 80% of K-3 will read at or above grade level using Map Fluency | <ol style="list-style-type: none"> 1. Test K-2 students at 3x to monitor growth. 2. Post goals in classroom with actions steps and goal meet. 3. Teachers will meet one on one with students to communicate and monitor assessment. 4. Student will track his or her data in a data binder with high frequency word list and time drills. Grade K at letter D or above; Grade 1 at letter J or above; 2nd at letter N or above. | Assistant Principal | 5/29/2020 | Title I | 8,000 | On Target | |
| 3 LEP | To meet campus goal of 100x25 conduct parent meetings on best reading strategies. | <ol style="list-style-type: none"> 1. Order sets of needed cards and distribute to teachers. 2. Allocate time for students to practice in the classroom via small group and independent time. 3. Conduct parent meeting to communicate and illustrate the practice during Fall meeting. Provide ideas to how the parent may help the child. 4. Send parental notices for parents to monitor the student data charts. 5. Lend or print extra high frequency words for parents to use/practice at home. | Teacher(s) | 5/15/2020 | Title I | 3,000 | Below Target | |

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|---|---------|---|--|--------------------------|------------|-------------------------|--------|--------------|--|
| 4 | LEP | Improve recognition of grade level high frequency words in English and Spanish. | <ol style="list-style-type: none"> 1. Order sets of needed cards and distribute to teachers. 2. Allocate time for students to practice in the classroom via small group and independent time. 3. Conduct parent meeting to communicate and illustrate the practice during Fall meeting. Provide ideas to how the parent may help the child. 4. Send parental notices for parents to monitor the student data charts. 5. Lend or print extra high frequency words for parents to use/practice at home. | Principal | 10/25/2019 | Bilingual | 1,919 | Below Target | |
| 5 | LEP | To improve writing campus literacy strategies K-5 students will use journals in the core subject areas | <ol style="list-style-type: none"> 1. Review notebook set up expectation. Review with student how to annotate on chart their reading/literacy progress. 2. Keep the community informed of the notebook expectation. 3. Purchase notebooks for students. 4. Conduct classroom checks for these core notebookson data recording and review of student work. . | Assistant Principal | 5/29/2020 | Title I | 3,000 | On Target | |
| 6 | LEP | Improve grades 2 and 3 on Achieve 3000 to increase reading comprehension at the 75% level or above on weekly reading assignments. | <ol style="list-style-type: none"> 1. Place order for Chrome Cart. 2. Account and Assign Chrome Cart to 2nd and 3rd Grade section. 3. Train students and teachers on new hardware. 4. Use Chromebooks to access software programs enhancing reading and math. 5. Monitor usage via classroom walkthroughs. 6. Evaluate the use of the Chrome Cart with staff. | Instructional Leadership | 9/13/2019 | Title I | 13,000 | On Target | |
| 7 | LEP | compliance with district and campus literacy strategies K-5 students will use journals in the core subject areas | <ol style="list-style-type: none"> 1. Purchase core subject journaling notebooks for students to use. 2. Place evaluation/notebook check to ensure compliance. 3. Write comments on notebook for student feedback during classroom visits. . 4. Provide students incentives completed data work. | Teacher(s) | 12/20/2019 | SCE | 5,448 | On Target | |
| 8 | Title I | A Data tracking tracking system will be utilized by all teacher to s help teachers be data informed throughout the year. | <ol style="list-style-type: none"> 1. use Data Analyst to help teachers with data. . 2. Provide responsibilities of the job. 3. Set deadline and ensure testing calendar is up to date. 4. Run Data Reports 5. Other duties as assigned. | Principal | 8/19/2019 | Title I | 65,000 | On Target | |
| 9 | LEP | To remediate /enrich students skills in tested areas based on student data. | <ol style="list-style-type: none"> 1. Review student data and generate student roster for tutoring at the end of the first six weeks. . 2. Inform the parents of tutoring days, times and dates. 3. Gather students and look for common low SE to review during tutoring time. 4. students will address and note this in data binder 5. monitor student tutoring; teachers submit tutoring documentation 6. adjust after each benchmark or teacher's discretion. | Teacher(s) | 5/29/2020 | Local (Basic Allotment) | 18,000 | Below Target | |

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| 10 | LEP | increase student performance in achieve, map (fluency and growth) | 2. Notebooks, pencils, paper, binders, 3. Order early to avoid wasted time. 4. Monitor budget in December to adjust 5. Ask teacher which other materials will be need. | Teacher(s) | 12/20/2019 | Title I | 10,390 | On Target | |
| 11 | LEP | To increase student performance in achieve, map (fluency and growth) students will receive incentives for school satisfactory performance. | 1. Order items which will enhance student learning. 2. Notebooks, pencils, paper, binders, 3. Order early to avoid wasted time. 4. Monitor budget in December to adjust 5. Ask teacher which other materials will be need. | Teacher(s) | 12/13/2019 | Local (Basic Allotment) | 15,152 | On Target | |
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Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence: Calendar dates for monitoring student progress and for observing student data folders. Make comments on data folder to encourage student success. Communicate with parents and teachers to ensure parental involvement. Purchase books for students to data tract and for student distribution. Classroom visits to monitor student notebooks. Campus wide communication regarding notebooks.

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Mission Goals

Fort Worth Independent School District 2019-2020 Mission Goals Action Plan

Campus Name: 131 - Rosemont Park Elementary School

Principal: Valdez, Rodolfo

Executive Director: Hilda Caballero

| SMART Goals | Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z) | Baseline (BOY) | to Target | by Deadline |
|-------------|--|----------------|-----------|-------------|
| | Percent of students in lowest performing student group for all subjects performing at or above Meets Grade Level as measured by STAAR will increase from | 60 | 70 | EOY |
| | Comprehension on Science CAST CONFERENCE attendance. | 35 | 50 | |

Strategies for Improvement

| Student Group (PBMAS) | Target Strategies | Action Steps | Person(s) Responsible | Due Date | Budget Source | Amount | Status | Attachment (implementation artifacts) |
|-----------------------|---|--|-----------------------|------------|---------------|--------|--------------|---------------------------------------|
| 1 LEP | To increase math fact fluency, automaticity for grades 1-5, and for parental engagement in math performance. | <ol style="list-style-type: none"> 1. purchase math flash cards before start of school. 2. Communicate and demonstrate to the community on daily practice. 3. Conduct 3 parent meetings to pick up and demonstrate how to use cards. 3. Hold students accountable on flash cards while standing in line for lunch and or recess. 4. Conduct student math competitions and reward for flash card fluency. | Teacher(s) | 10/29/2020 | Title I | 6,610 | Not Started | |
| 2 LEP | Moby Max will be used in grades 1-5 to ensure knowledge of math concepts and skills using a computer based program. | <ol style="list-style-type: none"> 1. Students in Grades 2-5th will use Moby Max for Math fluency. 2. Students to graph academic progress on data notebook. 3. Review reports on a monthly basis with students and staff. 4. Communicate and demonstrate Moby Max to parents during Math Night. 5. Post student math growth in hallways. | Teacher(s) | 5/30/2020 | Title I | 3,000 | On Target | |
| 3 LEP | To provide required teacher training and planning in implementing district curriculum via Region 11 or conferences | <ol style="list-style-type: none"> 1. Communicate to math/science teachers about mandatory math training. 2. Teacher submit certificate or Strive listing of courses taken. 3. Monitor math/science classrooms to observe student engagement and collaboration. 4. Communicate via Strive on student engagement seen in the classroom. 5. Provide teacher feedback on math/science walkthroughs. 6. Review math/science lesson plans for compliance. 7. Communicate math expectations to community via workshops. | Teacher(s) | 10/31/2019 | Title I | 3,000 | Below Target | |

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|----|------|--|---|------------|------------|-------------------|--------|--------------|--|
| 4 | LEP | Gifted and Talented students engagement in STEMS curriculum. | <ol style="list-style-type: none"> 1. Allocation of money will be used to engage student participation via assembling model, construction and hand on activities. 2. Students to assemble creative items to illustrate the various thinking modes of students. 3. Students compete in district wide competition or fairs such as Invention Convention. 4. Students demonstrate products during various parent meetings. 5. Conduct after school Chess program. | Teacher(s) | 5/29/2020 | Gifted & Talented | 752 | Below Target | |
| 5 | SPED | provide transportation for Special Education students to participate field trips to | <ol style="list-style-type: none"> 1. Communicate to parents and students the importance of field trips and how field trips help our Special Education population. 2. Ms. Weiner will gather information from other grades regarding field trips. 3. The teacher will fill out the proper paperwork to complete 4. Student will annotate field trip experience on data notebook. 5. enhance and engage student academics. | Teacher(s) | 5/29/2020 | Special Education | 3,722 | On Target | |
| 6 | LEP | Provide targeted remediation tutoring to increase student skill and strategy implementation in tested areas. | <ol style="list-style-type: none"> 1. hire personnel and assign students for interventions 2. meet with personnel to set expectations for student growth 3. Meet with teacher to allocated affected student for pull out times. 4. monitor push in or pull out lessons; look at lesson plans/curriculum 5. review student growth after each assessment/ chart and monitor | Principal | 10/31/2019 | Title I | 25,585 | On Target | |
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BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

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