Fort Worth Independent School District

057 Rosemont Middle School

2022-2023 Campus Improvement Plan
Mission Statement

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

Vision

“Stronger Together”

Are you READY to Succeed?

- Respectful
- Eager
- Attentive
- Determined
- Your Best

Value Statement

We will prepare our students to be successful EVERYDAY!
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Demographics

Demographics Summary

Rosemont Middle School is a comprehensive 6th, 7th and 8th Grade Campus with over 1300 students. Our demographic population is 91% Hispanic, 5% African American, 64% Limited English Proficient, and 95% of students qualified for free and reduced lunch. The campus has faced the post-pandemic challenges that all other campuses have faced but have not faced a relative drop in performance compared to other campuses around 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 rated as a Tier 2 campus on the 1 to 5 scale. Our fine arts program keeps students engaged in school and is top notch. Our Athletics Program is in the process of an overhaul and local High School Support is given in our Athletics Periods and After School Programs, forging a bond within the pyramid. Our AVID Program is still in the growing stage and will be a driver for us in the near future as our focus this year has focused on College and Career Readiness, Student Recognition and Pride through an advisory period.

The Special Education Department houses 2 Self Contained Classrooms and our Inclusion Staff works well to support all of our learners, while the needs of our GT and Advanced Placement Learners are offered and succeed in High School Courses such as Biology, Algebra, English 1, and Geometry.

Student Attendance Data shows a drop in the 1st semester to around 87% but 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 deescalation and clear procedures that will only improve with our pending advisory period structure.

The Rosemont 6th Grade merger served as bridge year to increase the capacity of all staff and build a culture where we have the added benefit of 3 years to grow our kids to new heights under one school.

Problem Statements Identifying Demographics Needs

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 celebrate when students implement the soft skills necessary to be successful.

Problem Statement 2: Student Attendance has not recovered as expected Post-Pandemic and stayed 4% points below Pre-Pandemic Levels. 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. but are 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

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.

Problem Statements Identifying Student Learning Needs

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: 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: 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," and instead thriving.
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.

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.

Technology Devices and Hotspots are provided to all students in need and turnaround times for these devices are usually same day services. We have 1 Counselor per grade level, 1 Honors Counselor, and 1 Intervention Specialist that leads student support services efforts including 504 and RTI processes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student Cohort Data in our EOC Courses shows our Meets and Masters students to remain high, but we are not growing our number of on level learners to those same levels of Meets and Masters. STUDENT GROUP? 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: Student Discipline Data as of the 5th Six Weeks indicate that 16% of our Males School Wide have been suspended at least once this school year and 83% of our most frequently disciplined students came from the 6th and 7th Grade. Root Cause: Students in 6th and 7th Grade 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 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.

Our Parent Engagement and College and Career Readiness has helped by increasing our parent portal percentage to nearly 60%.

The Rosemont Way has and always will be about relationships. Post Covid Planning is already underway for Professional Learning, Positive Behavior Interventions and Supports, and Student Leadership Initiatives.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Opportunities to be celebrated for tasks well done, leadership opportunities, and student voice were not readily implemented, resulting School Survey data that indicate 70 percent of students are frustrated with their current school environment and feel little pride in their school. Root Cause: Opportunities (such as Advisory Period and Teams) did not exist and resulted in a gap, where no system existed for sharing information and common expectations schoolwide so that all students have opportunities to engage in positive events and behaviors.
Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**
- District goals
- Campus goals
- 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

**Accountability Data**
- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Accountability Distinction Designations

**Student Data: Assessments**
- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

**Student Data: Student Groups**
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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.
- Section 504 data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

**Employee Data**
057 Rosemont Middle School
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9 of 34
Professional learning communities (PLC) data
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

**Support Systems and Other Data**

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
District Goals

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 _53__% to _55__% by May 2023. 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 _49__% to _55__% by May 2023.

Evaluation Data Sources: NWEA Cycle Reports

Strategy 1: Improve the Quality of Tier 1 Instruction by ensuring PLC's, Lesson Plans, and Lesson Delivery are all aligned and result in student growth.

Strategy's Expected Result/Impact: PLC's will result in more engaging and rigorous lessons for our students.

Campus Data will be incorporated into all lesson plans and action plans will strategically address our student gaps.

Academic Language Development Strategies will be implemented campus wide to address our high need student group's (ELL and Low SES) learning gaps.

ELA Specific Interventions will be addressed by ensuring equitable class ratios, strategic selection of our students into Structured Literacy, and opportunities for online and in person tutoring options for all students.

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: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Action Step 1 Details

**Action Step 1:** Incorporate a strong data response and instructional action planning PLC Cycle that grows teacher capacity and effectiveness.

- **Intended Audience:** Staff that impacts students (ALL!)
- **Date(s) / Timeframe:** BOY, MOY, EOY
- **Provider / Presenter / Person Responsible:** Data Analyst, Instructional Coach, Administration, Department Heads
- **Collaborating Departments:** All Core and SEL Supports
- **Delivery Method:** In Person
- **Funding Sources:**
  - Data Analyst - Title I (211) - 211-13-6119-04N-057-30-510-000000-23F10 - $79,611
  - Title I (211) - 211-13-6116-04N-057-30-510-000000-23F10 - $2,000
  - Title I (211) - 211-13-6329-04N-057-30-510-000000-23F10 - $2,000

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Action Step 2 Details

**Action Step 2:** Develop and follow the RMS Teacher Proration Guide Document to ensure that teachers are getting consistent, timely, and calibrated feedback from all campus Admin.

- **Intended Audience:** Teachers
- **Date(s) / Timeframe:** Weekly updates in Administration Team Meetings and scheduled calibrated walks each month.
- **Provider / Presenter / Person Responsible:** Principal Sanchez

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**Strategy 2:** Enhance the capacity of the Instructional Leadership Team (Department Heads, Instructional Coach, Data Coach, Administration) in the guiding, coaching, and monitoring our Disciplinary Literacy Framework schoolwide.

**Strategy's Expected Result/Impact:** Teachers at Proficient on TTESS Walk Throughs will be at 90%

Student Growth on MWEA MAP and District Benchmarks will net increasing results by student cohort and relative to district comparison groups.

**Staff Responsible for Monitoring:** Department Heads, Instructional Coach, Assistant Principals

**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
**Action Step 1**

**Details:** Supplement our FWISD Disciplinary Literacy Framework by incorporating school wide use of Academic Language Development Strategies and associated academic tools and supplies.

**Intended Audience:** ELL Students and any below level or regressing reader

**Date(s) / Timeframe:** BOY/MOY/EOY

**Funding Sources:**
- Title I (211) - 211-11-6399-04N-057-30-510-000000-23F10 - $8,482
- Title I (211) - 211-11-6329-04N-057-30-510-000000-23F10 - $2,000
- Title I (211) - 211-12-6329-04N-057-30-510-000000-23F10 - $5,000
- SCE (199 PIC 24) - 199-11-6399-001-057-24-273-000000 - $20,230

**Strategy 3:** Leverage all professional development opportunities in and out of state that will help us attain higher levels of proficiency in our teachers that attend PD with assurances that it will align to our FWISD Teaching Frameworks and Drivers.

**Strategy's Expected Result/Impact:**
- Increased Teacher Efficacy for those that attend
- Increased Student Achievement and Engagement
- Teacher Leadership Opportunities to provide campus Professional Development to colleagues

**Staff Responsible for Monitoring:** Principal and Assistant Principals

**TEA Priorities:**
- Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**ESF Levers:**
- Lever 1: Strong School Leadership and Planning
- Lever 2: Effective, Well-Supported Teachers
- Lever 4: High-Quality Curriculum
- Lever 5: Effective Instruction
## Action Step 2 Details

**Action Step 2**: Incorporate Learning Walks at BOY/MOY/EOY to ensure RMS Look Fors are aligned to District Standards and meeting our academic needs/growth and informing our current Professional Learning Needs.

**Intended Audience**: Instructional Leadership Team and All Teaching Staff

**Date(s) / Timeframe**: October 2022, January 2022, May 2022

**Provider / Presenter / Person Responsible**: Principal Sanchez and AP Jeremy Trettel

**Delivery Method**: Learning Walks, ILT Meetings, and PD during PLC/Professional Learning Week

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0% No Progress  100% Accomplished  ➡️ Continue/Modify  ✗ Discontinue
**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 _94_% to _96_% by May 2023. 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 ___% to ___% by May 2023.

**Evaluation Data Sources:** STAAR Data

**Strategy 1:** Analyze and identify students that can be placed in Honors Classes based on MAP Data results after BOY Window closes the week of September 11th.

**Strategy's Expected Result/Impact:** Increased Rigor for students via Honors classes

**Staff Responsible for Monitoring:** Jordan Rodriguez (AP over Math) and Keshia Shaw-Mack (Data Analyst)

**Title I:**
2.4, 2.5, 2.6
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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<tr>
<th>Action Step 1 Details</th>
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<tr>
<td><strong>Action Step 1:</strong> Monitor Student Group Data in Honors Classes to ensure that targeted student groups are receiving proper opportunities to access the curriculum via High Impact Tutoring and Online Supplemental Learning in Grades 6-8.</td>
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<td><strong>Provider / Presenter / Person Responsible:</strong> ILT</td>
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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 _53_ % to _55_ % by May 2023.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (Special Education) from _44_ % to _50_ % by May 2023.

Evaluation Data Sources: MAP Data Cycle Reports EOY

Strategy 1: Improve Tier 1 Math Instruction using the new Carnegie Math Curriculum and leveraging PLC, Instructional, and Math, and Literacy Frameworks to increase student achievement as evidenced by walkthroughs, student work samples, and student data walls.

Strategy's Expected Result/Impact: Increased proficiency in lesson delivery using Carnegie Math as evidenced by walk through data.

Student Performance Tasks will increase in quality and rigor during Studying Student Work PLC's.

Staff Responsible for Monitoring: Math Assistant Principal, Math Department Head

Title I:
2.4
- TEA Priorities:
  Build a foundation of reading and math
- ESF Levers:
  Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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<td>Action Step 1: Provide appropriate levels of funding toward personnel (1 additional FTE), training (via PLC), and Resources (Supplies) to ensure students can display artifacts of their learning daily.</td>
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Strategy 2: Daily Instruction will be provided at grade level appropriate depth and complexity within all performance tasks, activities, assignments, interventions, and formative assessments so that all students can be challenged appropriately.

Strategy's Expected Result/Impact: 90% of Teachers will be proficient in challenging our students daily and growing every child by more than 1 years growth.
Targeted students will attend extended learning opportunities as identified by student data sources

**Staff Responsible for Monitoring:** Math Assistant Principal, Math Department Head

**TEA Priorities:**
Build a foundation of reading and math

- **ESF Levers:**
Leaver 2: Effective, Well-Supported Teachers, Leaver 5: Effective Instruction

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<td><strong>Action Step 1:</strong> Provide technology and physical supplies and resources to all Math Teachers to ensure that Demonstrations of Learning can be incorporated in a variety of ways.</td>
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- No Progress
- Accomplished
- Continue/Modify
- Discontinue

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057 Rosemont Middle School
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**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 _73_% to _75_% by May 2023. 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 _73__% to _75_% by May 2023.

**Evaluation Data Sources:** STAAR Year to Year Trend Data

**Strategy 1:** Analyze and identify students that can be placed in Honors Classes based on MAP Data results after BOY Window closes the week of September 11th.

**Strategy's Expected Result/Impact:** Increased Rigor for students via Honors classes

**Staff Responsible for Monitoring:** Valerie Barron (AP over ELA) and Keshia Shaw-Mack (Data Analyst)

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<td>- <strong>ESF Levers:</strong></td>
<td>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</td>
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<td><strong>Action Step 1:</strong> Monitor Student Group Data in Honors Classes to ensure that targeted student groups are receiving proper opportunities to access the curriculum via High Impact Tutoring and Online Supplemental Learning in Grades 6-8.</td>
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- 100% Accomplished
- Continue/Modify
- Discontinue
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 33% to 35% by May 2023.
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 _30__% to _35_% by May 2023.

Evaluation Data Sources: STAAR DATA PRELIMINARY

Strategy 1: Develop and maintain a growth mindset culture where every child's maximum potential is identified through data rich conversations, celebrations, and interventions.

Strategy's Expected Result/Impact: Data and Strategy Room will inform instructional and socioemotional decision making that is student centered.

Teachers will be able to have clear, concise, and data driven responses for action plans and interventions

Students expected to perform at the Meets and Masters Level will be tracked for regression early and addressed sooner

Staff Responsible for Monitoring: Data Analyst and Assistant Principal over "Specialized" Student Groups

TEA Priorities:
Connect high school to career and college
- ESF Levers:

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<td><strong>Action Step 1:</strong> Development of an action planning room where instructional conversations, student intervention plans, and monitoring of student data can ensure that student action plans are prioritized correctly.</td>
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<td><strong>Intended Audience:</strong> Teachers</td>
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<td><strong>Collaborating Departments:</strong> All Core</td>
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**Strategy 2:** Advisory Lessons will be implemented campus wide, ensuring that all students are receiving access to socioemotional learning, academic advisement, intervention, data supports, and CCMR programming.

**Strategy's Expected Result/Impact:** Counseling and Student Support Team Members will be a more cohesive unit, resulting in actionable interventions for any student needing academic advisement and support.

Advisory Lesson Structure will result in a higher percentage of students equipped with CCMR skills that will lead to academic success.

**Staff Responsible for Monitoring:** Campus Advisory Committee and Principal

**Title I:**

- **TEA Priorities:**
  Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**
  Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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<td><strong>Action Step 1:</strong> Student Support Services Team Members and Student Case Load Management will identify students in most need of supports (SEL) to ensure that academic content is accessible.</td>
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<td><strong>Intended Audience:</strong> Tier 3 Support Students</td>
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<td><strong>Date(s) / Timeframe:</strong> Bi-Weekly Meetings after 6 weeks has been completed</td>
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<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Step 2:</strong> Development and adjustment of our Advisory Lesson Structure will ensure that student CCMR, SEL, Instructional, and PBIS Needs are all met to ensure the School Experience for every child is maximized.</td>
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<td><strong>Funding Sources:</strong> - Title I (211) - 211-11-6116-0PD-057-30-510-000000-23F10 - $4,000, - Title I (211) - 211-11-6499-04N-057-30-510-000000-23F10 - $3,000</td>
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</table>

- **No Progress**
- **Accomplished**
- **Continue/Modify**
- **Discontinue**
**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 13% to 20% by May 2023.

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 _18_% to _31_% by May 2023.

- **High Priority**

- **Evaluation Data Sources:** MATH DATA PRELIMINARY

**Strategy 1:** Monitor the identification and progress of our African American Student Population into Honors Classes, Tutoring Initiatives, and access to Online Intervention Programs with intentionality while checking for progress.

- **Strategy's Expected Result/Impact:** Students in target group will receive more direct support opportunities and an added lens to remove any barriers to access will be added.

- **Staff Responsible for Monitoring:** Instructional Leadership Team and Student Academic Support Team.

**Title I:**
2.4, 2.5, 2.6

- **ESF Levers:**
  - Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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

**School Performance Objective 1:** Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 13% to 10% by May 2023.

- **Evaluation Data Sources:** Focus Attendance Reports.
  Removed all COVID Absences (otherwise, 43% of students had attendance below 90%)

**Strategy 1:** Leverage our Student Support Services Team in conjunction with our Parent Engagement Specialist and Front Office Personnel to lead outreach, prevention, and communication to students and parents directly before attendance trends become problematic.

- **Strategy's Expected Result/Impact:** Increased levels of proactive student/parent contact.

  - Caseload of students needing support is more readily identified
  - Increased Attendance for Chronically Absent students

- **Staff Responsible for Monitoring:** AP over "Specialized" Student Groups

**TEA Priorities:**
Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**
  Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

<table>
<thead>
<tr>
<th>Action Step Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Step 1:</strong> Utilize the PBIS and Attendance Funds to positively celebrate attendance rate increases by student and build relationships with chronically absent students.</td>
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<tr>
<td><strong>Action Step 2:</strong> Identify Chronic Attendance Caseload and begin outreach at the end of the 1st six weeks to determine educational interventions needed.</td>
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<tr>
<td><strong>Intended Audience:</strong> Chronic Absentee Students new to our campus and previously unidentified.</td>
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</tbody>
</table>
**Date(s) / Timeframe:** Each 6 Weeks  
**Provider / Presenter / Person Responsible:** Parent Engagement Specialist and Student Academic Support Team.  
**Collaborating Departments:** Counseling, Intervention, and Administration  
**Delivery Method:** Parent Phone Contact and Formal Meetings for more truant cases.

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<th>%</th>
<th>Accomplished</th>
<th>→</th>
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</table>
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 discipline referrals by school personnel from 1,003 to 800 by May 2023. Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 119 to 100 by May 2023.

Evaluation Data Sources: Cycle Report Data as of 5th Six Weeks...

Strategy 1: Leverage our Advisory Period to address common socioemotional needs and school appropriate behaviors/reactions with the support of our Student Support Services Team to ensure we are proactive in efforts to curb student misbehavior.

Strategy's Expected Result/Impact: Increased Positive Behaviors through PBIS

Decreased amount of incidents where teenagers engage in violent behaviors

Staff Responsible for Monitoring: PBIS Team Members
Advisory Team Members

TEA Priorities:
Connect high school to career and college
- ESF Levers:
Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
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<tr>
<td><strong>Action Step 1</strong>: Leverage Advisory Period to promote PBIS incentives for active participation and attained goals as developed by Advisory committee.</td>
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<td><strong>Funding Sources</strong>: - BEA (199 PIC 25) - 199-11-6499-001-057-25-273-000000 - $3,000</td>
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<tr>
<td><strong>Action Step 2</strong>: Identify and Leverage &quot;Planning and Lesson Development&quot; Pullouts and Extra Duty Days for the committee to develop lessons for the Advisory Period.</td>
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<tr>
<td><strong>Intended Audience</strong>: All Students</td>
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</table>
**Date(s) / Timeframe:** Lessons given daily and planning sessions each 6 Weeks  
**Provider / Presenter / Person Responsible:** All Teachers will participate in the development, delivery, and or creation of lessons and timeline.  
**Collaborating Departments:** Department Heads and Instructional Leadership Team  
**Delivery Method:** In Person Daily Lessons and Mtgs

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**Strategy 2:** Leverage our Student Support Services and Administration Teams to train staff on growth mindsets, deescalation techniques, working with the teenage mind, and promoting PBIS methodologies to promote positive behavior.

**Strategy's Expected Result/Impact:** Increased Positive Behaviors through PBIS

Teachers are able to leverage their relationships with students to decreased the likelihood of a reaction where students display escalated reactions to redirection

Student Incentives will promote an environment where doing the right thing is rewarded

**Staff Responsible for Monitoring:** SSS Team and Administration

**TEA Priorities:**  
Recruit, support, retain teachers and principals, Connect high school to career and college  
- **ESF Levers:**  

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**Action Step 1 Details**

**Intended Audience:** Teachers and Students  
**Date(s) / Timeframe:** Ongoing throughout the entire year. Lessons Daily, Training Bi-Weekly  
**Provider / Presenter / Person Responsible:** Advisory Committee  
**Delivery Method:** In Person Training and Delivery of Lessons

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<th>Summative</th>
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<tr>
<td>Nov</td>
<td>Jan</td>
<td>Mar</td>
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</table>
### Action Step 2 Details

**Action Step 2:** Seek input and develop a list of incentives that will motivate students to provide high levels of citizenship, effort, and achievement. Purchase of Incentives will begin as early as the 1st six weeks.

- **Intended Audience:** Students
- **Date(s) / Timeframe:** Ongoing
- **Provider / Presenter / Person Responsible:** Jordan Rodriguez and Advisory Teachers
- **Delivery Method:** In Person and Student Surveys

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<td>Jan</td>
<td>Mar</td>
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</table>

- **No Progress**
- **Accomplished**
- **Continue/Modify**
- **Discontinue**
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 29 to 20 by May 2023.

   Evaluation Data Sources: Discipline Cycle Report Data as of 5th six weeks

Strategy 1: Leverage RTI Tier 3 Intervention and Response System where Counselors, Intervention Specialists, and Teachers are able to support all students with the highest levels of disciplinary infractions.

   Strategy's Expected Result/Impact: Consistent Support for our highest need students

   Collaboration will increase amongst our SSS Team

   Quicker identification of inequitable student group trend data so that appropriate action can be taken.

   Staff Responsible for Monitoring: Student Support Services Team and AP over "Specialized" Student Groups

   TEA Priorities:
   Connect high school to career and college, Improve low-performing schools
   - ESF Levers:
   Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

<table>
<thead>
<tr>
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<tr>
<td><strong>Action Step 1</strong>: Student Academic Support Services Administrator will provide data each six weeks on our discipline data by student group and identify practices and behaviors that need to be incorporated into our Advisory Lesson Structures.</td>
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<tr>
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<tr>
<td><strong>Date(s) / Timeframe</strong>: Each Six Weeks</td>
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<td><strong>Provider / Presenter / Person Responsible</strong>: Jeremy Trettel</td>
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<td><strong>Delivery Method</strong>: Professional Development and Advisory Lessons</td>
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[Progress Tracker: 0% No Progress, 100% Accomplished, Continue/Modify, Discontinue]
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 2023.

Evaluation Data Sources: PTA, Fine Arts Shows, Beautification Events, Fairs

Strategy 1: Develop and collaborate with the PTO and ensure that a clear calendar of events and celebrations are identified on the school wide calendar.

Title I:
4.1, 4.2
- TEA Priorities:
Connect high school to career and college
- ESF Levers:
Lever 3: Positive School Culture

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
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<tbody>
<tr>
<td><strong>Action Step 1:</strong> Ensure that Parent Engagement Specialist has the technology, time, and planning tools necessary to grow our parental involvement and positive online presence of the school.</td>
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<table>
<thead>
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<tr>
<td><strong>Action Step 2:</strong> Publish School Calendar for ease of access online and send frequent call outs at least 1 week in advance for all school events.</td>
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<td><strong>Intended Audience:</strong> Parents</td>
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<tr>
<td><strong>Date(s) / Timeframe:</strong> Ongoing</td>
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<td><strong>Provider / Presenter / Person Responsible:</strong> Rachel Diaz and April Beltran</td>
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State Compensatory

Budget for 057 Rosemont Middle School

Total SCE Funds:
Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

Personnel for 057 Rosemont Middle School

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<td>Jalie Morris</td>
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<td>Keshia Shaw-Mack</td>
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<td>TBD</td>
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<td>TITLE 1 TEACHER-MATH</td>
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<tr>
<td>TBD</td>
<td>Science Lab TA</td>
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</tbody>
</table>
Title I

1. Comprehensive Needs Assessment (CNA)

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

CIP was developed through collaboration for needs assessments in Department and Faculty Meeting Feedback.

Action Planning was further organized by aligning toward district priorities.

Notes and Surveys were taken throughout second semester and end of year exit interviews were held with all teachers.

2.2: Regular monitoring and revision

Data Analysis and Adjustments were taken through multiple data sources and as an enhancement for this year, we are making adjustments for our Student academic Support Services Team and Structure.

2.4: Opportunities for all children to meet State standards

Our plan will address all students through Tier 1 Instructional Standards that are designed to meet all learners. Furthermore, our Intervention and Data tracking structures are designed to offer additional learning opportunities for targeted students and any student that wishes to engage. Incentives for students to attend have also been allocated.

2.5: Increased learning time and well-rounded education

Much like our goal to reach all students through Tier 1 Instructional Standards that are designed to meet all learners... our Intervention and Data tracking structures have been designed to offer additional learning opportunities for targeted students and offer Incentives (where applicable) for students to attend and show growth.

2.6: Address needs of all students, particularly at-risk

Our Campus Improvement Plan has been supplemented by a targeted improvement plan that will address all students that need additional supports and have been identified. Our aim is to grow all students, but especially at grade level (Meets and Masters) performance. These student groups include African American, SPED, and Emergent Bilingual students.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Our plan is evaluated at BOY, MOY, and EOY for efficiency of implementation and results as part of Principal Evaluation (TPRESS) and Teacher TTESS Goal Progression.
4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

This is completed annually through our Parent Open House and posted on our website. It is further communicated at our parent events in September.

4.2: Offer flexible number of parent involvement meetings

Our PTA, Fine Arts, and Open House Events provide parent involvement opportunities.

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

Our Targeted Improvement Plan is being finalized and does incorporate strategic analysis and targeted support for our students in various student groups as identified by Federal Data Standards. Specifically, our AA Reading at Meets and Masters, SPED in Math Meets and Masters, AA Math Growth, and Overall Scores as we shift towards a higher percentage of students at Meets and Masters Post Pandemic, not simply Approaching Grade Level Standards.
# Campus Funding Summary

## Title I (211)

<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
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### Title I (211)

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Sub-Total $361,630.00

Budgeted Fund Source Amount $361,630.00

+-/ Difference $0.00

### SCE (199 PIC 24)

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Sub-Total $20,230.00

Budgeted Fund Source Amount $20,230.00

+-/ Difference $0.00

### Parent Engagement

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<td>Strategy</td>
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### BEA (199 PIC 25)

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