

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Sanchez, Xavier

Campus Name: 057 - Rosemont MS

Executive Director: Ahna Gomez

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 2021.

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 2021.

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 2021.

School Profile

Student Enrollment by Program

Attendance Rate: 72.73

Special Education: 11

Dual Language/ESL: 38.8

Gifted and Talented: 12.6

Career and Technology: 68.3

Percentage of at-risk students: 73.1

Percentage of English Language (EL) students: 40.3

Percentage of economically disadvantage students: 96.7

2020-2021 Campus Site-Based Committee

Name	Role
Xavier Sanchez	Principal
Jesus Aguirre	Teacher
Tracey Mince	Teacher
Ken Torres	District Level Staff
April Beltran	Other
Valerie Barron	Other
Alejandro Story	Teacher
David Mince	Teacher
Amanda Hayes	Teacher
Rhonda Hogan	Teacher
Ramon Romero Galvan	Teacher
Luz Almendarez	Campus Non-Teacher Professional
Edward Hernandez	Business Representative
TBD	Parent

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Rosemont MS. The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses:

Beginning with 2021-2022, 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 70	79 - C
Domain 2: School Progress 81	
Domain 3: Closing The Gaps 75	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievemnt in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 1

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 1

Campus Assurances and Certification for the 2020-2021 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 2020-2021

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weaknesses?	Priorities Three to five needs that require intervention. Needs should be prioritized to create the greatest impact.
Demographics	<ol style="list-style-type: none"> Campus enrollment is 912. 93 % Hispanic, 5 % AA, 1. % White, two or More 2.6%, Asian 0.87% 483 LEP 504 - 7th grade 46. 8th grade 32. 88 SPED 7th grade 39/ 8th grade 44. 	<ol style="list-style-type: none"> ADA of 95% decrease discipline referrals by 8% Economically disadvantage 96%. 	<ol style="list-style-type: none"> We will implement a positive school culture centered on providing a safe environment for all students, high expectations, and clearly aligned and responsive student support services. All Students will receive rigorous learning experiences that are measured by objective driven daily lessons, formative assessments that inform teacher next steps, so that each student's needs are met.
Student Achievement	<ol style="list-style-type: none"> Above district average on 82% benchmarks 202 students are in AP/Honors class = 22% of our students are in Honor and AP classes Consistent 11% point monthly increase in students' Lexile-level as measured by Achieve3000 	<ol style="list-style-type: none"> A significant gap exists between 7th grade math and 8th grade math benchmark assessments. Evidence of an achievement gap exists for LEP students on most assessments. Need to improve our performance in written proficiency in all subject areas and TELPAS assessment. 	<ol style="list-style-type: none">
School Culture and Climate	<ol style="list-style-type: none"> We established a PTO after several years of no PTA/PTO. we have increased our parent and community engagement through using Blackboard and social media via Remind, Facebook, Instagram and Twitter. breakfast as faculty once a month 	<ol style="list-style-type: none"> Reduce the number of discipline referrals We need resources to begin a PBIS committee; books, training & funds. 	
Staff Quality/ Professional Development	<ol style="list-style-type: none"> This year we have very low teacher attrition of less than 3% Providing customized PD during PLC periods. We have invested in PD conferences out of district such as NCTM, TCEA, ARC OF TEXAS, TMEA 	<ol style="list-style-type: none"> We need an instructional coach full time. Admin will provide online staff development opportunities for staff. More funds to put towards PDs for more staff to attend, to include Ron Clark Academy. 	
Curriculum, Instruction, and Assessment	<ol style="list-style-type: none"> Continually providing support and education on The Learning Model and its best practices. RMS consistently growing Lexile scores and surpassing the district average in lessons completed. We are implementing ALL in Learning in the core subjects. Providing consistent formative assessments to our students. 	<ol style="list-style-type: none"> Continued needs for co-teaching training and SpEd & LEP instructional differentiation. Continued opportunities to work with counseling staff to integrate social emotional strategies in all subjects. increase our STAAR scores and overall performance by hiring an instructional coach to improve academic achievement. 	
Family and Community Involvement	<ol style="list-style-type: none"> We have established a PTO organization this school year. Increased parent volunteer from none to 3 which are actively involved. we are partnering with MY BROTHER'S KEEPER to provide social and emotional support to our boys. 	<ol style="list-style-type: none"> we need to provide a safe and comfortable environment for parents as a parent resource center. we would like to have another full time parent liaison in order to reach more parents and increase parent involvement. we need to improve in providing more information to parents as the students matriculate throughout the year. BAG- behavior, attendance and grade. 	

School Context and Organization

1.	Increasing Communication with parents and community, via social media and monthly newsletters.	1.	we will hire a full time family and community specialist.		
	2.		We also have the largest JCC program in the district.	2.	we are working on developing a orchestra program and increase students involvement to 150 students.
	3.		collaborative decision making process through SBDM and dept chair meetings.	3.	we will also develop guitar classes as a precorsor to Mariachi band.

Academic Excellence Goals

Fort Worth Independent School District 2020-2021 Academic Excellence Goals Action Plan

Campus Name: 057 - Rosemont MS

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	LITERACY: Percent of students in reading on or above grade level as measured by NWEA MAP Growth will increase from beginning-of-year to end-of-year (baseline)	--	--	--		
	MATH: Percent of students in math on or above grade level as measured by NWEA MAP Growth will increase from beginning-of-year to end-of-year (baseline)	151.25	79.68	28.42		

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	We will be intentional in our implementation of Disciplinary Literacy Strategies by embedding academic language of the content into each lesson, ensuring that our Academic Language is aligned to the standard, and that student learning is measured daily via Formative Assessments.	Provide Training, Feedback, and Implementation Tools to all teachers on Formative Assessments, Effective Lesson Cycles, and Academic Language Development (using the state standards)	Principal,Assistant Principal	10/23/2020	Title I	12,000		Students will receive daily, on level support and feedback on their learning. The end result being, higher levels of student performance at Meets/Masters.
2 Title I	We will be intentional in our implementation of Disciplinary Literacy Strategies by embedding academic language of the content into each lesson, ensuring that our Academic Language is aligned to the standard, and that student learning is measured daily via Formative Assessments.	Identify, target, and provide intervention services for targeted ESL Students through tutoring and in class modifications	Instructional Leadership,Data Analyst	12/18/2020	Bilingual	2,782		Students will receive daily, on level support and feedback on their learning. The end result being, higher levels of student performance at Meets/Masters.
3 Title I	We will be intentional in our implementation of Disciplinary Literacy Strategies by embedding academic language of the content into each lesson, ensuring that our Academic Language is aligned to the standard, and that student learning is measured daily via Formative Assessments.	Identify, target, and provide intervention services for targeted Special Population Students through tutoring and in class modifications	Instructional Leadership,Other,Data Analyst	12/18/2020	Special Education	7,036		Students will receive daily, on level support and feedback on their learning. The end result being, higher levels of student performance at Meets/Masters.
4 Title I	We will be intentional in our implementation of Disciplinary Literacy Strategies by embedding academic language of the content into each lesson, ensuring that our Academic Language is aligned to the standard, and that student learning is measured daily via Formative Assessments.	At Risk Students will be provided instructional materials and supplies to ensure equal access to the learning environment	Principal,Instructional Leadership,Other	12/18/2020	SCE	9,510		Students will receive daily, on level support and feedback on their learning. The end result being, higher levels of student performance at Meets/Masters.
5 Title I	We will be intentional in our implementation of Disciplinary Literacy Strategies by embedding academic language of the content into each lesson, ensuring that our Academic Language is aligned to the standard, and that student learning is measured daily via Formative Assessments.	Subs will be utilized to provide for data analysis and instructional pullout days to allow for real time data analysis and updates to instruction.	Principal,Instructional Leadership,Data Analyst	5/7/2021	Title I	16,000		Students will receive daily, on level support and feedback on their learning. The end result being, higher levels of student performance at Meets/Masters.

6	Title I	We will be intentional in our implementation of Disciplinary Literacy Strategies by embedding academic language of the content into each lesson, ensuring that our Academic Language is aligned to the standard, and that student learning is measured daily via Formative Assessments.	Student Access to Reading Materials will be supported through a rigorous selection of reading materials in our campus library. Initiatives to promote reading will be readily supported.	Instructional Leadership,Other	11/20/2020	Title I	10,000		Students will receive daily, on level support and feedback on their learning. The end result being, higher levels of student performance at Meets/Masters.
7	Title I	We will be intentional in our implementation of Disciplinary Literacy Strategies by embedding academic language of the content into each lesson, ensuring that our Academic Language is aligned to the standard, and that student learning is measured daily via Formative Assessments.	Purchase equipment, supplies, and materials necessary to implement effective Disciplinary Literacy Instruction across all contents.	Principal,Assistant Principal,Instructional Leadership	11/6/2020	Local (Basic Allotment)	16,008		Students will receive daily, on level support and feedback on their learning. The end result being, higher levels of student performance at Meets/Masters.
8	Title I	We will be intentional in our implementation of Disciplinary Literacy Strategies by embedding academic language of the content into each lesson, ensuring that our Academic Language is aligned to the standard, and that student learning is measured daily via Formative Assessments.	Campus Wide Implementation of Student Anchor Charts, Academic Language Development, and Formative Assessment Best Practices will be posted on classroom walls and require the use of a Poster Maker or Similar Tool.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	12/18/2020	Title I	10,000		Students will receive daily, on level support and feedback on their learning. The end result being, higher levels of student performance at Meets/Masters.
9	Title I	We will be intentional in our implementation of Disciplinary Literacy Strategies by embedding academic language of the content into each lesson, ensuring that our Academic Language is aligned to the standard, and that student learning is measured daily via Formative Assessments.	Professional Development that supports DL in the non ELA Contents	Principal,Assistant Principal,Instructional Leadership	12/18/2020	Title I	6,500		Students will receive daily, on level support and feedback on their learning. The end result being, higher levels of student performance at Meets/Masters.
10	Title I	We will be intentional in leveraging both common formative and summative assessments. These will be planned and reviewed throughout the year during our PLC's, allowing for students to receive direct and immediate feedback on their progress. Teachers will use the data to refine their strategies during reteach and tutoring.	Additional teacher to support Math	Principal	8/28/2020	Title I	58,000		Student Performance Data will show that student gaps in learning will be closed for all learners and teacher proficiency in determining gaps will be found quickly and efficiently.
11	Title I	We will be intentional in leveraging both common formative and summative assessments. These will be planned and reviewed throughout the year during our PLC's, allowing for students to receive direct and immediate feedback on their progress. Teachers will use the data to refine their strategies during reteach and tutoring.	Identify, target, and provide intervention services for targeted GT Students through tutoring and in class modifications	Instructional Leadership,Other,Data Analyst	12/18/2020	Gifted & Talented	937		Student Performance Data will show that student gaps in learning will be closed for all learners and teacher proficiency in determining gaps will be found quickly and efficiently.
12	Title I	We will be intentional in leveraging both common formative and summative assessments. These will be planned and reviewed throughout the year during our PLC's, allowing for students to receive direct and immediate feedback on their progress. Teachers will use the data to refine their strategies during reteach and tutoring.	Identify, target, and provide intervention services for targeted Special Population Students through tutoring and in class modifications	Instructional Leadership,Other,Data Analyst	12/18/2020	Special Education	0		Student Performance Data will show that student gaps in learning will be closed for all learners and teacher proficiency in determining gaps will be found quickly and efficiently.
13	Title I	We will be intentional in leveraging both common formative and summative assessments. These will be planned and reviewed throughout the year during our PLC's, allowing for students to receive direct and immediate feedback on their progress. Teachers will use the data to refine their strategies during reteach and tutoring.	Subs will be utilized to provide for data analysis and instructional pullout days to allow for real time data analysis and updates to instruction.	Principal,Instructional Leadership,Teacher (s),Data Analyst	3/19/2021	Title I	6,000		Student Performance Data will show that student gaps in learning will be closed for all learners and teacher proficiency in determining gaps will be found quickly and efficiently.

14	Title I	We will be intentional in leveraging both common formative and summative assessments. These will be planned and reviewed throughout the year during our PLC's, allowing for students to receive direct and immediate feedback on their progress. Teachers will use the data to refine their strategies during reteach and tutoring.	Campus Instructional Coach/Data Analyst will be leveraged to increase Teacher Proficiency in utilizing formative and summative assessment data for student reteach and growth.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	8/28/2020	Title I	80,000	Student Performance Data will show that student gaps in learning will be closed for all learners and teacher proficiency in determining gaps will be found quickly and efficiently.
15	Title I	We will be intentional in leveraging both common formative and summative assessments. These will be planned and reviewed throughout the year during our PLC's, allowing for students to receive direct and immediate feedback on their progress. Teachers will use the data to refine their strategies during reteach and tutoring.	Purchase equipment, supplies, and materials necessary to implement effective PLC's, Lesson Plans, Data Analysis and Response. These artifacts will be posted in individual classrooms, Data Rooms, and Administrator Conference Meeting Areas.	Principal,Assistant Principal,Instructional Leadership,Data Analyst	11/20/2020	Title I	12,720	Student Performance Data will show that student gaps in learning will be closed for all learners and teacher proficiency in determining gaps will be found quickly and efficiently.
16	Title I	We will be intentional in leveraging both common formative and summative assessments. These will be planned and reviewed throughout the year during our PLC's, allowing for students to receive direct and immediate feedback on their progress. Teachers will use the data to refine their strategies during reteach and tutoring.	Intervention Strategies and Tutoring for our Approaches, Meets, and Masters Student Groups will be leveraged by analyzing our MAP Data Student Groups and Skills.	Principal,Instructional Leadership,Teacher (s),Data Analyst	4/30/2021	Title I	8,000	Student Performance Data will show that student gaps in learning will be closed for all learners and teacher proficiency in determining gaps will be found quickly and efficiently.
17	Title I	We will be intentional in leveraging both common formative and summative assessments. These will be planned and reviewed throughout the year during our PLC's, allowing for students to receive direct and immediate feedback on their progress. Teachers will use the data to refine their strategies during reteach and tutoring.	Substitutes will be necessary to provide support to teachers that will require additional planning and adjustments after MAP Data is received, to allow for updated students groupings and skills focused instructional adjustments.	Principal,Assistant Principal,Instructional Leadership	4/30/2021	Title I	5,000	Student Performance Data will show that student gaps in learning will be closed for all learners and teacher proficiency in determining gaps will be found quickly and efficiently.
18	Title I	We will be intentional in leveraging both common formative and summative assessments. These will be planned and reviewed throughout the year during our PLC's, allowing for students to receive direct and immediate feedback on their progress. Teachers will use the data to refine their strategies during reteach and tutoring.	Technology Needs Assessment and Integration of Virtual Learning will require technology upgrades to our campus technology labs and individual teacher laptops, desktops, whiteboards, and any other delivery system that teachers require for effective instruction.	Principal,Instructional Leadership,Other	11/20/2020	Title I	20,000	Student Performance Data will show that student gaps in learning will be closed for all learners and teacher proficiency in determining gaps will be found quickly and efficiently.

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Mission Goals

Fort Worth Independent School District 2020-2021 Mission Goals Action Plan

Campus Name: 057 - Rosemont MS

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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	33	37	EOY
	Stakeholder Satisfaction will increase at the teacher, parent, and student levels by 10% regarding questions centered around school safety and positive	64	75	

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	We will implement a PBIS Plan that will directly positive school culture centered on providing a safe environment for all students, high expectations, and a clearly aligned and responsive student support services.	PBIS- Reset the procedures and expectations for all routines pertinent to student safety and in support of student incentives	Principal,Assistant Principal,Student Support Services	10/30/2020	Title I	5,500		Stakeholder satisfaction will increase in regards to school safety, positive interactions, and decreased discipline referrals resulting in suspension.
2 Title I	We will implement a PBIS Plan that will directly positive school culture centered on providing a safe environment for all students, high expectations, and a clearly aligned and responsive student support services.	Create a PBIS Committee that approves and recommends any individual or campus wide incentives that serve the PBIS Methodology	Principal,Assistant Principal,Teacher (s),Other	10/30/2020	Local (Basic Allotment)	1,500		Stakeholder satisfaction will increase in regards to school safety, positive interactions, and decreased discipline referrals resulting in suspension.
3 Title I	We will implement a PBIS Plan that will directly positive school culture centered on providing a safe environment for all students, high expectations, and a clearly aligned and responsive student support services.	Training and Opportunities to review campus protocols for PBIS Strategies will be include - Positive Relationships - Mindset Shifts -Role Play Scenarios- Incentives Effectiveness- Professional Books	Principal,Assistant Principal,Student Support Services	11/27/2020	Local (Basic Allotment)	5,000		Stakeholder satisfaction will increase in regards to school safety, positive interactions, and decreased discipline referrals resulting in suspension.
4 Title I	We will implement a PBIS Plan that will directly positive school culture centered on providing a safe environment for all students, high expectations, and a clearly aligned and responsive student support services.	Student Support Services will meet weekly and incorporate PBIS aligned, health and wellness activities.	Principal,Student Support Services	10/30/2020	Local (Basic Allotment)	2,000		Stakeholder satisfaction will increase in regards to school safety, positive interactions, and decreased discipline referrals resulting in suspension.
5 Title I	We will implement a PBIS Plan that will directly positive school culture centered on providing a safe environment for all students, high expectations, and a clearly aligned and responsive student support services.	Purchase equipment, supplies, and materials necessary to implement effective PBIS/Safety Plans	Principal,Other	10/30/2020	Local (Basic Allotment)	4,500		Stakeholder satisfaction will increase in regards to school safety, positive interactions, and decreased discipline referrals resulting in suspension.

6	Title I	We will implement a PBIS Plan that will directly positive school culture centered on providing a safe environment for all students, high expectations, and a clearly aligned and responsive student support services.	Leverage our College and Career Readiness Specialist to create a learning space that provides positive incentives to our students as they engage in CCR activities.	Principal, Student Support Services	12/18/2020	Local (Basic Allotment)	2,500		Stakeholder satisfaction will increase in regards to school safety, positive interactions, and decreased discipline referrals resulting in suspension.
7	Title I	All Students will receive rigorous learning experiences that are measured by objective driven daily lessons and frequent formative assessments that inform teacher next steps, and intentional use of Academic Language Supports so that each student's needs are met daily.	PLC's will be leveraged to ensure that teachers have time, materials, and training to collaborate and create effective lesson plans that are aligned to state standards and measure growth daily.	Principal, Assistant Principal, Teacher(s)	11/27/2020	Title I	8,500		Student gaps will be closed post COVID through the frequent use of formative assessment data that is on level and aligned to the state standards.
8	Title I	All Students will receive rigorous learning experiences that are measured by objective driven daily lessons and frequent formative assessments that inform teacher next steps, and intentional use of Academic Language Supports so that each student's needs are met daily.	Principal Feedback on LP's and Implementation will be monitored via Admin Team Instructional Rounds. Adjustments and Instructional Tools necessary to implement findings will be allocated based on the observation outcomes.	Principal, Assistant Principal, Instructional Leadership	10/30/2020	Title I	8,500		Student gaps will be closed post COVID through the frequent use of formative assessment data that is on level and aligned to the state standards.
9	Title I	All Students will receive rigorous learning experiences that are measured by objective driven daily lessons and frequent formative assessments that inform teacher next steps, and intentional use of Academic Language Supports so that each student's needs are met daily.	Training on Formative Assessments and Academic Language Supports will be developed and supplies provided.	Principal, Assistant Principal, Instructional Leadership, Data Analyst	5/28/2021	Title I	12,000		Student gaps will be closed post COVID through the frequent use of formative assessment data that is on level and aligned to the state standards.
10	Title I	All Students will receive rigorous learning experiences that are measured by objective driven daily lessons and frequent formative assessments that inform teacher next steps, and intentional use of Academic Language Supports so that each student's needs are met daily.	Dedicated time will be provided to ensure that teachers can effectively disaggregate summative assessment data and benchmarks to adjust learning groups and strategies to meet the needs of struggling learners.	Principal, Assistant Principal, Teacher (s), Data Analyst	11/13/2020	Title I	4,000		Student gaps will be closed post COVID through the frequent use of formative assessment data that is on level and aligned to the state standards.
11	Title I	All Students will receive rigorous learning experiences that are measured by objective driven daily lessons and frequent formative assessments that inform teacher next steps, and intentional use of Academic Language Supports so that each student's needs are met daily.	Purchase equipment, supplies, and materials necessary to implement effective instructional plans centered around student instruction and engagement.	Principal, Other	11/13/2020	Title I	24,000		Student gaps will be closed post COVID through the frequent use of formative assessment data that is on level and aligned to the state standards.

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Learning Environment Goals

Fort Worth Independent School District 2020-2021 Learning Environment Goals Action Plan

Campus Name: 057 - Rosemont MS

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	The customer satisfaction percentage will increase through positive interaction between families from diverse backgrounds and school staff as measured by the Parent Stakeholder Survey from	64	75	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	We will leverage our Parent Engagement Specialist, Positive Social Media Messaging, and PBIS Strategies to create an overall positive impact in stakeholder satisfaction with the direction of the campus.	Social Media Presence for RMS will increase to a near daily level by October 2020. We will utilize PBIS recognition strategies/materials that will serve as back drops and mementos for positive student behaviors.	Principal, Assistant Principal, Instructional Leadership	10/30/2020	Title I	1,000		Increased staff and student morale will result in an overall positive classroom learning environment that will be reflected in our campus data performance measures.
2 Title I	We will leverage our Parent Engagement Specialist, Positive Social Media Messaging, and PBIS Strategies to create an overall positive impact in stakeholder satisfaction with the direction of the campus.	Parent Engagement Specialist will assist in capturing 100% Parent Online Registration for the start of In Person Learning Window, maintain positive home/school connections in person and virtually.	Other	10/30/2020	Title I	30,000		Increased staff and student morale will result in an overall positive classroom learning environment that will be reflected in our campus data performance measures.
3 Title I	We will leverage our Parent Engagement Specialist, Positive Social Media Messaging, and PBIS Strategies to create an overall positive impact in stakeholder satisfaction with the direction of the campus.	PBIS Campus Committee will be formed and meeting monthly by October 31st, resulting in monthly updates to our campus plan, including purchase of PBIS related equipment, supplies, and materials necessary to implement effective PBIS/Safety Plans.	Other	11/6/2020	Title I	1,000		Increased staff and student morale will result in an overall positive classroom learning environment that will be reflected in our campus data performance measures.
4 Title I	We will leverage our Parent Engagement Specialist, Positive Social Media Messaging, and PBIS Strategies to create an overall positive impact in stakeholder satisfaction with the direction of the campus.	We will utilize our maintenance and operations budget to ensure facility upkeep that meets the standards of our Post Covid Environment.	Other	10/30/2020	Local (Basic Allotment)	2,000		Increased staff and student morale will result in an overall positive classroom learning environment that will be reflected in our campus data performance measures.

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BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

