

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Herrera, Alberto

Campus Name: 161 - Rosen ES, Sam

Executive Director: Miguel Elizondo

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: 80

Special Education: 7.1

Dual Language/ESL: 60.2

Gifted and Talented: 6.9

Career and Technology: 0

Percentage of at-risk students: 80.8

Percentage of English Language (EL) students: 63.3

Percentage of economically disadvantage students: 94.1

2020-2021 Campus Site-Based Committee

Name	Role
Alberto Herrera	Principal
Carrie Rodriguez-Flores	Campus Non-Teacher Professional
Jennifer Pedroza	Campus Non-Teacher Professional
Cristina Armenta	District Level Staff
Natosha Farrell	Campus Non-Teacher Professional
Inavi Jimo	Community Representative
Bernard Whitney	Business Representative
Liliana Vargas	Teacher
Shelli Aulisio	Teacher
Taysha Caldwell	Teacher
Shelly Minton	Teacher
Peter Hernandez	Other
Rosy Cruz	Parent
Diana Hernandez	Parent
Victoria Negrete	Parent

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Rosen ES, Sam. 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 62	78 - C
Domain 2: School Progress 79	
Domain 3: Closing The Gaps 76	

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 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"> 93%(456/490) low SES 96%(471/490) Hispanic population 98% of students logged into Google Classrooms during COVID-19 school closure 	<ol style="list-style-type: none"> Increasing attendance rate from 95.1%. Decline in student enrollment for the past 4 years (2017-2018 - 587; 2018-2019 - 488; 2019-2020 - 490; 2020-2021 - 420) School closure for last 11 weeks of school. 	<ol style="list-style-type: none"> Improve student achievement and student growth in Reading, Math, & Writing as measured by STAAR. Improve team effectiveness in data-driven planning and modifying TIER 1 instruction during PLC planning. Educate parents/families on factors that affect student success such as SEL, study skills/habits, & instructional support at home.
Student Achievement	<ol style="list-style-type: none"> Consistent use of A3K has produced increases in Lexile levels in grades 2-5 (Avg Lex Change 2019 - 2nd = 198, 3rd = 104, 4th = 121, 5th = 144) 80% of 5th grade students Approached grade level as measured by Math STAAR 2019 86% participation on AR success index 	<ol style="list-style-type: none"> 0% of 4th grade RP Writing students Meet grade level as measured by the 2019 Writing STAAR. 79 (scaled score) Academic Growth in 4th & 5th Grade Reading and Math for 2019 STAAR (Overall C score) 62 (scaled score) Academic Achievement 3rd - 5th All tests (Overall D score) 	<ol style="list-style-type: none">
School Culture and Climate	<ol style="list-style-type: none"> Social emotional support for students in PK-5 Improved staff morale (93.8% in Engagement, Environment, & Safety based on Fall FWISD Stakeholder Climate survey) and teacher retention Improvement in parent attendance at school events. (Average of 35% of families attending school events as of Feb 2020) 	<ol style="list-style-type: none"> Team Effectiveness – need for more time to plan effectively and refocus IPCs as needed. Increase awareness of academic achievement, behavioral supports, and student growth to parents through virtual after school events and workshops. Grade-level and grade specific parent workshops with childcare and snacks. 	
Staff Quality/ Professional Development	<ol style="list-style-type: none"> Weekly PLC to review data, discuss refocus plans for low SEs, and update IPCs as needed Weekly data meetings for 2nd-5th moved to an 87 minute time slot to allow for more in-depth planning 6 weeks IPCs were created at each grade level (K-5th) to highlight curriculum areas and areas of needed growth based on PLC data. 	<ol style="list-style-type: none"> Monitor focus areas each 3 weeks & 6 weeks to ensure progress of lowest, high-leverage SEs and other student growth expectations on IPCs. PD on literacy instruction across content areas to improve writing, engagement, and rigor by incorporating vertical teaming to align to campus goals. PD to increase proficiency in distance learning platforms and technology programs to flip learning and reach students at home. 	
Curriculum, Instruction, and Assessment	<ol style="list-style-type: none"> Instructional Coaches and Admin support and feedback through weekly walkthroughs and PLCs. 67 Lexile point (298L Sept/365L Jan) growth of 2nd - 5th grade Achieve Lexile Levels by MOY Level Set. Oral Reading Rates in MAP fluency increased from 17.6% BOY to 25.6% MOY for K-3rd grades. 	<ol style="list-style-type: none"> 2% of students identified with Dyslexia shows need to modify screening and training for teachers on how to identify students. Walkthrough feedback continues to show misalignment of IPCs/Lesson Plans and DOL shows need for more planning time and refinement of planning processes. 11 week closure caused gaps in learning and immediate need for enrichment across all grade levels. 	

Family and Community Involvement	1.	217% increase in participation of the Spring parent survey.	1.	Morning routine revamp to ensure COVID-19 safety measures are taken as we initiate breakfast in the classroom for 100% of students.
	2.	100% new PTO board members and increased participation of parents at meetings	2.	Increase parent volunteers at school in all grade levels
	3.	98% of families connected to Google Classroom during the Spring school shutdown. 91% of families are connected to Google Classroom at the beginning of the 20-21 schoolyear.	3.	Increase awareness of parent ESL classes provided by the district.
School Context and Organization	1.	20 teachers involved in after school events to extend the learning and social emotional growth of our students.	1.	Offer parenting classes to cover SEL components, suicide awareness, instructional support at home, and technology learning platforms to help promote awareness.
	2.	100% of teachers moved to an online learning classroom using Google Classrooms.	2.	Increase positive customer service experience so that all stakeholders feel their participation is not only needed, but wanted by all school personnel.
	3.		3.	192 Chromebooks and 20 iPads were issued to families without technology during COVID-19 pandemic.

Academic Excellence Goals

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

Campus Name: 161 - Rosen ES, Sam

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	Early Literacy -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.	--	31.00	--	47	
	Percent of students in grades 1st - 3rd oral reading rates on or above grade level as measured by MAP Fluency scores will increase from beginning-of-year to end-of-year (baseline) benchmarks.	17.9%	12.4%	5.5%	50%	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	100% of K- 5th literacy teachers will monitor student progress through weekly data-driven PLCs, 6 weeks progress checks, and program benchmarks (BOY, MOY, EOY MAP & District Benchmarks). ESF LEVER 5.2 & 5.3	Purchase materials and supplies to support Tier 1 instruction and accelerated learning due to COVID-19 school closures.	Instructional Leadership,Teacher (s),Data Analyst	10/30/2020	SCE	4,124	Not Started	By consistently monitoring student progress, we will improve 1st-3rd MAP Fluency from 12.4% to 50% Meets and STAAR Reading from 31% of students scoring at Meets to 47% scoring at Meets.
2	Title I	100% of K- 5th literacy teachers will monitor student progress through weekly data-driven PLCs, 6 weeks progress checks, and program benchmarks (BOY, MOY, EOY MAP & District Benchmarks). ESF LEVER 5.2 & 5.3	Purchase materials and supplies to support Tier 1 instruction and accelerated learning due to COVID-19 school closures.	Instructional Leadership,Teacher (s),Data Analyst	10/30/2020	Bilingual	1,533	Not Started	By consistently monitoring student progress, we will improve 1st-3rd MAP Fluency from 12.4% to 50% Meets and STAAR Reading from 31% of students scoring at Meets to 47% scoring at Meets.
3	Title I	100% of K- 5th literacy teachers will monitor student progress through weekly data-driven PLCs, 6 weeks progress checks, and program benchmarks (BOY, MOY, EOY MAP & District Benchmarks). ESF LEVER 5.2 & 5.3	Purchase data management system to streamline data disaggregation during PLCs resulting in higher performance at Meets level.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	10/30/2020	Title I	4,300	Not Started	By consistently monitoring student progress, we will improve 1st-3rd MAP Fluency from 12.4% to 50% Meets and STAAR Reading from 31% of students scoring at Meets to 47% scoring at Meets.
4	Title I	100% of K- 5th literacy teachers will monitor student progress through weekly data-driven PLCs, 6 weeks progress checks, and program benchmarks (BOY, MOY, EOY MAP & District Benchmarks). ESF LEVER 5.2 & 5.3	We will hire a Data Analyst that will collaborate with Instructional Coach to assist teachers in creating lesson plans & disaggregating data to improve Tier 1 instruction & meet our goals.	Instructional Leadership,Data Analyst	6/21/2021	Title I	39,690	On Target	By consistently monitoring student progress, we will improve 1st-3rd MAP Fluency from 12.4% to 50% Meets and STAAR Reading from 31% of students scoring at Meets to 47% scoring at Meets.

5	Title I	100% of K- 5th literacy teachers will monitor student progress through weekly data-driven PLCs, 6 weeks progress checks, and program benchmarks (BOY, MOY, EOY MAP & District Benchmarks). ESF LEVER 5.2 & 5.3	100% of Special Education teachers will utilize funds to support SPED student needs to ensure their growth and progress.	Teacher(s)	10/30/2020	Special Education	1,266	Not Started	By consistently monitoring student progress, we will improve 1st-3rd MAP Fluency from 12.4% to 50% Meets and STAAR Reading from 31% of students scoring at Meets to 47% scoring at Meets.
6	Title I	100% of K- 5th literacy teachers will monitor student progress through weekly data-driven PLCs, 6 weeks progress checks, and program benchmarks (BOY, MOY, EOY MAP & District Benchmarks). ESF LEVER 5.2 & 5.3	100% of teachers will utilize funds to support GT student needs to ensure their growth and enrichment.	Teacher(s)	10/30/2020	Gifted & Talented	252	Not Started	By consistently monitoring student progress, we will improve 1st-3rd MAP Fluency from 12.4% to 50% Meets and STAAR Reading from 31% of students scoring at Meets to 47% scoring at Meets.
7	Title I	Monitor the effectiveness of Tier 1 instruction to ensure focused plan development/refinement through regular data monitoring. ESF LEVER 1.2	Review expectation of Fundamental Four to support Tier 1 instruction and order instructional materials by Dec 2020	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	12/18/2020	Title I	3,986	Not Started	With improved instructional alignment, delivery, and data monitoring, students we will improve 1st-3rd MAP Fluency from 12.4% to 50% and STAAR Reading from 31% of students scoring at Meets to 47% scoring at Meets.
8	Title I	Monitor the effectiveness of Tier 1 instruction to ensure focused plan development/refinement through regular data monitoring. ESF LEVER 1.2	Set virtual & master schedule for times to include the Fundamental Four within the FWISD Instructional Framework & Literacy Framework by Oct 2020.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	10/30/2020	Title I	300	On Target	With improved instructional alignment, delivery, and data monitoring, students we will improve 1st-3rd MAP Fluency from 12.4% to 50% and STAAR Reading from 31% of students scoring at Meets to 47% scoring at Meets.
9	Title I	Monitor the effectiveness of Tier 1 instruction to ensure focused plan development/refinement through regular data monitoring. ESF LEVER 1.2	Review targeted TEKS in PLCs, develop 6 week check-ups, and create data-driven TEKS based on Refocus Plans developed during PLCs.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	5/31/2021	Title I	250	Not Started	With improved instructional alignment, delivery, and data monitoring, students we will improve 1st-3rd MAP Fluency from 12.4% to 50% and STAAR Reading from 31% of students scoring at Meets to 47% scoring at Meets.
10	Title I	Monitor the effectiveness of Tier 1 instruction to ensure focused plan development/refinement through regular data monitoring. ESF LEVER 1.2	Purchase culturally relevant books for students to accomplish goal.	Principal,Assistant Principal,Instructional Leadership,Student Support Services,Data Analyst	12/18/2020	Title I	4,000	Not Started	With improved instructional alignment, delivery, and data monitoring, students we will improve 1st-3rd MAP Fluency from 12.4% to 50% and STAAR Reading from 31% of students scoring at Meets to 47% scoring at Meets.

11	Title I	Monitor the effectiveness of Tier 1 instruction to ensure focused plan development/refinement through regular data monitoring. ESF LEVER 1.2	Review expectation of Fundamental Four to support Tier 1 instruction and order instructional materials by Dec 2020	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	12/18/2020	Local (Basic Allotment)	3,221	On Target	With improved instructional alignment, delivery, and data monitoring, students we will improve 1st-3rd MAP Fluency from 12.4% to 50% and STAAR Reading from 31% of students scoring at Meets to 47% scoring at Meets.
12	Title I	100% of K-5th grade teachers will attend weekly PLC/Data meetings utilizing the FWISD PLC model and Teaching Trust framework to analyze data, find gaps in learning, and implement TEKS specific reteach plans with monthly follow-up/feedback on the reteach from the administration team. ESF LEVER 5.2 & 5.3	Set dates for weekly PLC/data meetings and review expectations for meeting attendance by Oct 2020.	Principal,Assistant Principal,Instructional Leadership,Data Analyst	10/30/2020	Title I	200	Not Started	By refining PLC systems and improving instructional alignment, delivery, and data monitoring, we will improve 1st-3rd MAP Fluency from 12.4% to 50% Meets and STAAR Reading from 31% of students scoring at Meets to 47% scoring at Meets.
13	Title I	100% of K-5th grade teachers will attend weekly PLC/Data meetings utilizing the FWISD PLC model and Teaching Trust framework to analyze data, find gaps in learning, and implement TEKS specific reteach plans with monthly follow-up/feedback on the reteach from the administration team. ESF LEVER 5.2 & 5.3	Review targeted focus TEKS from each grade, find gaps, and set a refocus plan every week by Dec 2020.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	12/18/2020	Title I	300	Not Started	By refining PLC systems and improving instructional alignment, delivery, and data monitoring, we will improve 1st-3rd MAP Fluency from 12.4% to 50% Meets and STAAR Reading from 31% of students scoring at Meets to 47% scoring at Meets.
14	Title I	100% of K-5th grade teachers will attend weekly PLC/Data meetings utilizing the FWISD PLC model and Teaching Trust framework to analyze data, find gaps in learning, and implement TEKS specific reteach plans with monthly follow-up/feedback on the reteach from the administration team. ESF LEVER 5.2 & 5.3	Using weekly data, benchmarks, MAP Growth/MAP Fluency Data and walkthrough feedback, the Admin Team, Data Analyst, & Instructional Coach will help teachers develop action plans by Dec 2020.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	12/18/2020	Title I	100	Not Started	By refining PLC systems and improving instructional alignment, delivery, and data monitoring, we will improve 1st-3rd MAP Fluency from 12.4% to 50% Meets and STAAR Reading from 31% of students scoring at Meets to 47% scoring at Meets.
15	Title I	100% of K-5th grade teachers will attend weekly PLC/Data meetings utilizing the FWISD PLC model and Teaching Trust framework to analyze data, find gaps in learning, and implement TEKS specific reteach plans with monthly follow-up/feedback on the reteach from the administration team. ESF LEVER 5.2 & 5.3	Admin team and coaches will monitor and offer feedback during weekly walkthroughs by Dec. 2020.	Principal,Assistant Principal,Instructional Leadership,Data Analyst	12/18/2020	Title I	200	On Target	By refining PLC systems and improving instructional alignment, delivery, and data monitoring, we will improve 1st-3rd MAP Fluency from 12.4% to 50% Meets and STAAR Reading from 31% of students scoring at Meets to 47% scoring at Meets.

16	Title I	100% of students will engage in goal setting that fosters student ownership to show progress towards goals (e.g. MAP Growth, Benchmarks, STAAR, MAP Fluency) by May 2021. ESF LEVER 5.4	Student Achievement recognitions at every six weeks, semester, and EOY to promote academic growth and goal setting in all students by Dec. 2020	Teacher(s)	12/18/2020	Title I	100	Not Started	By engaging in goal setting, we will foster student ownership of goals to increase 1st-3rd MAP Fluency from 12.4% to 50% and STAAR Reading from 31% of students scoring at Meets to 47% scoring at Meets.
17	Title I	100% of students will engage in goal setting that fosters student ownership to show progress towards goals (e.g. MAP Growth, Benchmarks, STAAR, MAP Fluency) by May 2021. ESF LEVER 5.4	All classrooms include at least one visible student progress tracking artifact, which is regularly updated.	Teacher(s)	10/30/2020	Title I	200	Not Started	By engaging in goal setting, we will foster student ownership of goals to increase 1st-3rd MAP Fluency from 12.4% to 50% and STAAR Reading from 31% of students scoring at Meets to 47% scoring at Meets.
18	Title I	100% of students will engage in goal setting that fosters student ownership to show progress towards goals (e.g. MAP Growth, Benchmarks, STAAR, MAP Fluency) by May 2021. ESF LEVER 5.4	Purchase technology resources to support MAP Fluency and STAAR Reading/Math goal attainment.	Principal,Assistant Principal,Instructional Leadership,Data Analyst	12/18/2020	Title I	10,000	Not Started	By engaging in goal setting, we will foster student ownership of goals to increase 1st-3rd MAP Fluency from 12.4% to 50% and STAAR Reading from 31% of students scoring at Meets to 47% scoring at Meets.

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: 161 - Rosen ES, Sam

Principal: Herrera, Alberto

Executive Director: Miguel Elizondo

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 at grade level or above in Math will increase from	42	70	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	100% of K- 5th Math teachers will monitor student progress through weekly data-driven PLCs, 6 weeks progress checks, and program benchmarks (BOY, MOY, EOY MAP Growth Math & District Benchmarks). ESF LEVER 5.2 & 5.3	Purchase materials and supplies to support Tier 1 instruction and accelerated learning due to COVID-19 school closures.	Teacher(s)	10/30/2020	SCE	400	Not Started	By consistently monitoring student progress, we will improve from 42% of students scoring at Meets to 58% scoring at Meets in STAAR Math.
2 Title I	100% of K- 5th Math teachers will monitor student progress through weekly data-driven PLCs, 6 weeks progress checks, and program benchmarks (BOY, MOY, EOY MAP Growth Math & District Benchmarks). ESF LEVER 5.2 & 5.3	Leadership will monitor the purchase and implementation of materials to ensure alignment with mission and vision for student success by Nov 2020.	Principal,Assistant Principal,Instructional Leadership,Data Analyst	10/30/2020	Title I	500	Not Started	By consistently monitoring student progress, we will improve from 42% of students scoring at Meets to 58% scoring at Meets in STAAR Math.
3 Title I	100% of K- 5th Math teachers will monitor student progress through weekly data-driven PLCs, 6 weeks progress checks, and program benchmarks (BOY, MOY, EOY MAP Growth Math & District Benchmarks). ESF LEVER 5.2 & 5.3	To address the needs of our students, Data Analyst and and Instructional Coach will coach teachers in creating lesson plans & disaggregating data using culturally relevant pedagogy to improve Tier 1 instruction.	Principal,Assistant Principal,Instructional Leadership,Data Analyst	5/31/2021	Title I	39,690	On Target	By consistently monitoring student progress, we will improve from 42% of students scoring at Meets to 58% scoring at Meets in STAAR Math.
4 Title I	100% of K- 5th Math teachers will monitor student progress through weekly data-driven PLCs, 6 weeks progress checks, and program benchmarks (BOY, MOY, EOY MAP Growth Math & District Benchmarks). ESF LEVER 5.2 & 5.3	Math teachers will embed elements of the Fundamental Four to support Tier 1 instruction.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	5/31/2021	Title I	0	Not Started	By consistently monitoring student progress, we will improve from 42% of students scoring at Meets to 58% scoring at Meets in STAAR Math.
5 Title I	100% alignment of resources with the needs of the school to effectively monitor their impact on the campus mission/vision and improve the quality of instruction. ESF Lever 1.2	Review targeted TEKS in PLCs, develop 3 week/ 6 week check-ups, and create data-driven TEKS based on Refocus Plans developed during PLCs.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	5/31/2021	Title I	250	Not Started	By aligning all resources with the needs of the campus, we will impact the mission/vision by increasing TEKS mastery from 42% of students scoring at Meets to 58% scoring at Meets in STAAR Math.

6	Title I	100% alignment of resources with the needs of the school to effectively monitor their impact on the campus mission/vision and improve the quality of instruction. ESF Lever 1.2	Using weekly data, benchmarks, MAP Growth/MAP Fluency Data and walkthrough feedback, the Admin Team, Data Analyst, & Instructional Coach will help teachers develop action plans by Dec 2020.	Principal,Assistant Principal,Instructional Leadership,Data Analyst	12/18/2020	Title I	100	Not Started	By aligning all resources with the needs of the campus, we will impact the mission/vision by increasing TEKS mastery from 42% of students scoring at Meets to 58% scoring at Meets in STAAR Math.
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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:

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: 161 - Rosen ES, Sam

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Executive Director: Miguel Elizondo

SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Campus will increase number of classes/workshops for families (parenting skills, family support, child development, etc.) as measured by the School Profile from	0	4	EOY
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from	8	4	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	Offer Sam Rosen parents the opportunity to participate in parenting, family support, and child development classes/workshops to create a positive learning environment and an understanding parent's role in their child's educational success. ESF LEVER 3.4	Training and implementation of a ten week Latino Literacy program for families to support literacy in the home for our At-Risk students by Dec 2020.	Instructional Leadership, Teacher(s)	5/31/2021	Title I	1000.00	Not Started	We will increase our parenting, family support, and child development classes/workshops from 0 to 4 sessions to create a positive learning environment and improve parent understanding of their role in their child's educational success.
2 Title I	Offer Sam Rosen parents the opportunity to participate in parenting, family support, and child development classes/workshops to create a positive learning environment and an understanding parent's role in their child's educational success. ESF LEVER 3.4	Hire a Family Communication Specialist to promote communication between parents, teachers, students, and staff regarding educational programs, services, and support for the campus instructional program by Dec. 2020.	Principal, Assistant Principal, Instructional Leadership, Student Support Services, Other	12/18/2020	Title I	36,000	Not Started	We will increase our parenting, family support, and child development classes/workshops from 0 to 4 sessions to create a positive learning environment and improve parent understanding of their role in their child's educational success.
3 Title I	Offer Sam Rosen parents the opportunity to participate in parenting, family support, and child development classes/workshops to create a positive learning environment and an understanding parent's role in their child's educational success. ESF LEVER 3.4	Increase parent and community involvement at SRES by promoting events (postage) and by providing snacks and incentives to encourage attendance and participation by Nov 2020.	Principal, Assistant Principal, Instructional Leadership, Teacher(s), Other, Data Analyst	11/30/2020	Title I	500	Not Started	We will increase our parenting, family support, and child development classes/workshops from 0 to 4 sessions to create a positive learning environment and improve parent understanding of their role in their child's educational success.

4	Title I	100% engagement of all teachers and staff in the SRES (Sam Rosen ES) PBIS Plan to establish shared connections with and among students before delving into intensive core content instruction and implementation of COVID-19 safety measures. ESF LEVERS 3.1, 3.2, & 3.3	Support our vertically aligned PBIS task force to review behavior data and develop plan of action for new year by Sept 2020	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,Data Analyst	9/30/2020	Title I	100	On Target	Teachers will establish shared connections with and among students by engaging in the SRES PBIS Plan to reduce the number of 'Duplicate Incident Referrals', from 8 to 4 (50%) as documented in FWISD Cycle Reports.
5	Title I	100% engagement of all teachers and staff in the SRES (Sam Rosen ES) PBIS Plan to establish shared connections with and among students before delving into intensive core content instruction and implementation of COVID-19 safety measures. ESF LEVERS 3.1, 3.2, & 3.3	Give PD to staff and set PBIS expectations by Sept 2020	Principal,Assistant Principal,Instructional Leadership,Data Analyst	9/30/2020	Title I	100	Completed	Teachers will establish shared connections with and among students by engaging in the SRES PBIS Plan to reduce the number of 'Duplicate Incident Referrals', from 8 to 4 (50%) as documented in FWISD Cycle Reports.
6	Title I	100% engagement of all teachers and staff in the SRES (Sam Rosen ES) PBIS Plan to establish shared connections with and among students before delving into intensive core content instruction and implementation of COVID-19 safety measures. ESF LEVERS 3.1, 3.2, & 3.3	Review behavioral data at MOY and EOY to allow for program adjustments and ensure student success by Dec 2020	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,Data Analyst	12/18/2020	Title I	100	Not Started	Teachers will establish shared connections with and among students by engaging in the SRES PBIS Plan to reduce the number of 'Duplicate Incident Referrals', from 8 to 4 (50%) as documented in FWISD Cycle Reports.
7	Title I	100% engagement of all teachers and staff in the SRES (Sam Rosen ES) PBIS Plan to establish shared connections with and among students before delving into intensive core content instruction and implementation of COVID-19 safety measures. ESF LEVERS 3.1, 3.2, & 3.3	Recruit a Cafeteria Monitor to assist with safety measures & monitoring in the cafeteria during lunch rotations.	Principal,Assistant Principal,Student Support Services	6/18/2021	Local (Basic Allotment)	7,500	Not Started	Teachers will establish shared connections with and among students by engaging in the SRES PBIS Plan to reduce the number of 'Duplicate Incident Referrals', from 8 to 4 (50%) as documented in FWISD Cycle Reports.
8	Title I	100% engagement of all teachers and staff in the SRES (Sam Rosen ES) PBIS Plan to establish shared connections with and among students before delving into intensive core content instruction and implementation of COVID-19 safety measures. ESF LEVERS 3.1, 3.2, & 3.3	Monitor and track parent involvement at school events and develop new ideas to increase virtual participation by Dec. 2020	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,Data Analyst	12/18/2020	Title I	500	On Target	Teachers will establish shared connections with and among students by engaging in the SRES PBIS Plan to reduce the number of 'Duplicate Incident Referrals', from 8 to 4 (50%) as documented in FWISD Cycle Reports.
9	Title I	100% engagement of all teachers and staff in the SRES (Sam Rosen ES) PBIS Plan to establish shared connections with and among students before delving into intensive core content instruction and implementation of COVID-19 safety measures. ESF LEVERS 3.1, 3.2, & 3.3	Maintain De-Escalation room & Counseling Program for students to support a character building program by Oct 2020	Principal,Assistant Principal,Student Support Services	10/30/2020	Local (Basic Allotment)	1,000	Not Started	Teachers will establish shared connections with and among students by engaging in the SRES PBIS Plan to reduce the number of 'Duplicate Incident Referrals', from 8 to 4 (50%) as documented in FWISD Cycle Reports.

10				6/18/2021		0		
11			Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,Other,Data Analyst	6/18/2021	Title I	100		
12				6/18/2021		0		

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:

