

Carrollton-Farmers Branch Independent School District

Rosemeade Elementary

2022-2023 Campus Improvement Plan



Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

Motto

High Expectations for ALL

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Comprehensive Needs Assessment

Revised/Approved: May 18, 2022

Demographics

Demographics Summary

Rosemeade is recognized as a small neighborhood school located in North Carrollton. Rosemeade is well known as a campus with family traditions and a history of high achievement. More importantly, Rosemeade Elementary's nurturing and supportive environment promotes student growth as well as parent and community involvement, thereby, enhancing the quality of education.

Rosemeade serves students in grades pre-k through fifth grade. In May 2022, Rosemeade had approximately 453 students in attendance. The staff at Rosemeade includes thirty-four teachers, seventeen paraprofessionals, and two administrators. The student population is 32% White, 10% African American, 40% Hispanic, and 14% Asian. Additionally, the campus serves 46% economically disadvantaged students, 14% special education students, 10 % gifted and talented students, and 17% Emergent Bilingual Students. The attendance rate is 98.9% overall. Data indicates that Rosemeade has a 7% mobility rate.

Anchored in the tradition of the "Rosemeade Way," the school's foundation and key strategy is high expectations for each student. Beginning the first day of school, students are introduced to the "Roadrunners 4R's - Be respectful, reliable, resourceful, and responsible. Modeled by faculty, staff, and students, these character traits encourage and challenge all students to develop to their full potential academically, emotionally, socially, and culturally.

Rosemeade is a high-performing campus that demonstrates student growth and received an “A” rating for 2019 from the Texas Education Agency. The curriculum is challenging and rigorous – meeting the varied needs of all of the students. Teachers are highly qualified and work with one another and district personnel to grow as educators to meet the varied needs of students.

Demographics Strengths

Rosemeade Elementary has many strengths:

- 70% of Staff at Rosemeade have 6 years of teaching experience or greater.
- 100% of Teachers at Rosemeade hold a Bachelors Degree
- 25% of Teachers at Rosemeade hold both Bachelors and Masters Degrees,
- The campus is sought-after due to its word-of-mouth reputation from current and previous Rosemeade families. There is often a wait list for enrollment into the campus.
- Rosemeade has an active PTA that supports the campus throughout the year. Each year, the PTA is recognized and receives multiple awards at the state and district level.
- Each year, 100% of the staff join PTA.
- Many teachers choose to continue teaching at our campus due to the support and collaboration within their team and the campus.
- Rosemeade has a diverse community of learners.
- Staff members strive to know each child by name and need.

- Rosemeade has committees to help track and monitor discipline and attendance data.

Problem Statements Identifying Demographics Needs

Problem Statement 1: During the 2021-2022 school year, 10% of Rosemeade students were categorized as Gifted and Talented according to the TAPR report. **Root Cause:** There is a lack of knowledge in supporting students who could be on the verge of becoming gifted and talented. Continued training in depth and complexity is needed as well as training to plan lessons that support critical thinking, rigor and problem solving.

Problem Statement 2 (Prioritized): Additional training is needed to support diverse learners with different learning styles from various cultures, backgrounds and socioeconomic groups. **Root Cause:** After COVID, there has been a wide-range of academics in the classroom since some students worked from home, some had no support, and others had an immense amount of support.

Student Learning

Student Learning Summary

At Rosemeade Elementary, teachers analyzed data individually and collaboratively to help plan instruction to meet the needs of all students. School personnel focused on closing student achievement gaps that happened in large part due to COVID. Teachers utilized formative assessments to help guide instruction throughout each unit.

Below is the summary achievement results for STAAR performance for students in grades 3-5 at Rosemeade Elementary.

<u>2022 STAAR</u>	<u>DID NOT</u> <u>MEET Grade</u>	<u>APPROACHES</u>	<u>MEETS</u>	<u>MASTERS</u>
<u>Rosemeade Students</u>	<u>level</u> <u>Performance</u>	<u>Grade Level</u> <u>Performance</u>	<u>Grade Level</u> <u>Performance</u>	<u>Grade Level</u> <u>Performance</u>
3rd Grade Math	6%	94%	74%	39%
3rd Grade Reading	3%	97%	72%	48%
4th Grade Math	23%	77%	39%	25%
4th Grade Reading	12%	88%	70%	38%
5th Grade Math	26%	74%	47%	30%
5th Grade Reading	16%	84%	67%	46%
5th Grade Science	35%	65%	33%	14%

Below is a deeper analysis of grades 3-5 STAAR performance compared to the previous year and 2022 CFBISD STAAR scores.

<u>STAAR 3rd Grade</u> <u>Reading</u>	<u>DID NOT</u> <u>MEET Grade</u> <u>level</u> <u>Performance</u>	<u>APPROACHES</u> <u>Grade Level</u> <u>Performance</u>	<u>MEETS</u> <u>Grade Level</u> <u>Performance</u>	<u>MASTERS</u> <u>Grade Level</u> <u>Performance</u>
Rosemeade 2021	13%	87%	58%	31%
Rosemeade 2022	3%	97%	72%	48%
CFBISD 2022	22%	78%	54%	34%

<u>STAAR 3rd Grade</u> <u>Math</u>	<u>DID NOT</u> <u>MEET Grade</u> <u>level</u> <u>Performance</u>	<u>APPROACHES</u> <u>Grade Level</u> <u>Performance</u>	<u>MEETS</u> <u>Grade Level</u> <u>Performance</u>	<u>MASTERS</u> <u>Grade Level</u> <u>Performance</u>
Rosemeade 2021	21%	79%	33%	4%
Rosemeade 2022	6%	94%	74%	39%
CFBISD 2022	29%	71%	46%	22%

<u>STAAR- 4th Grade</u> <u>Reading</u>	<u>DID NOT</u> <u>MEET Grade</u> <u>level</u> <u>Performance</u>	<u>APPROACHES</u> <u>Grade Level</u> <u>Performance</u>	<u>MEETS</u> <u>Grade Level</u> <u>Performance</u>	<u>MASTERS</u> <u>Grade Level</u> <u>Performance</u>
Rosemeade 2021	37%	63%	35%	13%
Rosemeade 2022	12%	88%	70%	38%
CFBISD 2022	25%	75%	52%	28%

<u>STAAR 4th Grade</u> <u>Math</u>	<u>DID NOT</u> <u>MEET Grade</u> <u>level</u> <u>Performance</u>	<u>APPROACHES</u> <u>Grade Level</u> <u>Performance</u>	<u>MEETS</u> <u>Grade Level</u> <u>Performance</u>	<u>MASTERS</u> <u>Grade Level</u> <u>Performance</u>
Rosemeade 2021	38%	62%	35%	18%
Rosemeade 2022	23%	77%	39%	25%
CFBISD 2022	32%	68%	40%	19%

<u>STAAR 5th Grade</u> <u>Reading</u>	<u>DID NOT</u> <u>MEET Grade</u> <u>level</u> <u>Performance</u>	<u>APPROACHES</u> <u>Grade Level</u> <u>Performance</u>	<u>MEETS</u> <u>Grade Level</u> <u>Performance</u>	<u>MASTERS</u> <u>Grade Level</u> <u>Performance</u>
Rosemeade 2021	13%	87%	51%	40%
Rosemeade 2022	16%	84%	67%	46%
CFBISD 2022	21%	79%	56%	37%

<u>STAAR 5th Grade</u> <u>Math</u>	<u>DID NOT</u> <u>MEET Grade</u> <u>level</u> <u>Performance</u>	<u>APPROACHES</u> <u>Grade Level</u> <u>Performance</u>	<u>MEETS</u> <u>Grade Level</u> <u>Performance</u>	<u>MASTERS</u> <u>Grade Level</u> <u>Performance</u>
Rosemeade 2021	14%	86%	67%	47%
Rosemeade 2022	26%	74%	47%	30%
CFBISD 2022	27%	73%	44%	25%

<u>STAAR 5th Grade Science</u>	<u>DID NOT MEET Grade level Performance</u>	<u>APPROACHES Grade Level Performance</u>	<u>MEETS Grade Level Performance</u>	<u>MASTERS Grade Level Performance</u>
Rosemeade 2021	23%	77%	31%	15%
Rosemeade 2022	35%	65%	33%	14%
CFBISD 2022	42%	58%	32%	15%

- The current Emergent Bilingual students under-performed in 4th and 5th grade compared to the other sub-populations. In 4th grade math and reading, 40% of Emergent Bilingual students scored approaches or higher on the STAAR test. In 5th grade math and reading, 67% of Emergent Bilingual students scored approaches or higher on the STAAR test. In 5th grade science, 33% of Emergent Bilingual students scored approaches or meets on the STAAR test.
- The Special Education (Sp-Ed) scores in 4th and 5th grade math, 5th grade reading and 5th grade science under-performed compared to peers. In 4th grade math, 58% of Sp-Ed students received approaches or higher on the STAAR test. In 5th Grade math, 50% of Sp-Ed students received a rating of approaches or higher on the STAAR test. In 5th grade reading, 60% of Sp-Ed students scored approaches or higher. In 5th grade science 44% of Sp-Ed students scored approaches or higher on the STAAR test.
- In 5th grade science, 39% of Hispanic students scored approaches or higher on the STAAR test.
- 5th Grade achievement on the STAAR test decreased from the 5th Grade scores from the previous year.

MAP Reading	Fall 2021			Spring 2022		
	Approaches	Meets	Masters	Approaches	Meets	Masters
Kindergarten	96%		35%	24%	89%	20%
First	80%		34%	18%	81%	24%
Second	77%		27%	14%	80%	12%

MAP Math	Fall 2021			Spring 2022		
	Approaches	Meets	Masters	Approaches	Meets	Masters
Kindergarten	89%		35%	24%	89%	17%
First	88%		34%	18%	72%	17%
Second	76%		11%	11%	72%	20%

Students reading levels per grade level at the approaches or higher are listed below.

**Student Reading Levels -
Approaches or Higher**

Grade	4th Nine Weeks
Kindergarten	83.00%
First Grade	73.92%
Second Grade	72.50%
Third Grade	91.81%
Fourth Grade	82.15%
Fifth Grade	74.44%

During the 22-23 school year, we will collect and analyze data on student growth using resources such as:

- Response to Intervention
- After School Tutoring
- Fountas and Pinnell
- NWEA MAP
- iStation
- Dream-box
- TELPAS
- Common Formative Assessments
- Informative classroom data
- STAAR results

Student Learning Strengths

Our Student Learning Strengths at Rosemeade include:

- STAAR performance across content areas remains above district levels.
- First and Second Grade MAP scores increased from the beginning of the school year until the end of the school year.
- Third Grade Reading STAAR scores increased by 10% at the approaches and above level from the prior year.
- Third Grade Math STAAR scores increased by 15% at the approaches and above level from the prior year.
- Fourth Grade Reading STAAR scores increased by 25% at the approaches and above level from the prior year.
- Fourth Grade Math STAAR scores increased by 15% at the approaches and above level from the prior year.
- The ESSER Teacher tracked data throughout the year to partner with first grade to help close the achievement gap.

- As a whole, students who were fourth graders during the 2020-2021 school year increased their Reading Scores at the approaches and above level by 21%
- As a whole, students who were fourth graders during the 2020-2021 school year increased their Math Scores at the approaches and above level by 14%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The 2021 Reading STAAR testing indicated that 65% of 4th grade students passed with approaching grade level. **Root Cause:** 4th Grade students were online/at-home learners for the majority of the school year. There was an ELA teacher change at mid-year in 4th Grade.

Problem Statement 2 (Prioritized): In viewing MAP 21-22 scores to STAAR 2022 scores, K-2 students have less students at the meets and masters level then 3-5 grade students. **Root Cause:** K-2 Teachers work to ensure students have the necessary foundational skills and help them to get at least to the approaches level.

Problem Statement 3: The current Emergent Bilingual students under-performed in 4th and 5th grade STAAR tests compared to other sub-populations. **Root Cause:** Emergent Bilinguals struggle with academic vocabulary.

Problem Statement 4 (Prioritized): The current Special Education students under-performed on the 4th and 5th grade STAAR test compared to other sub-populations. **Root Cause:** Lack of training for the Special Education teacher and General Education teachers on specific strategies to use to help close the gap .

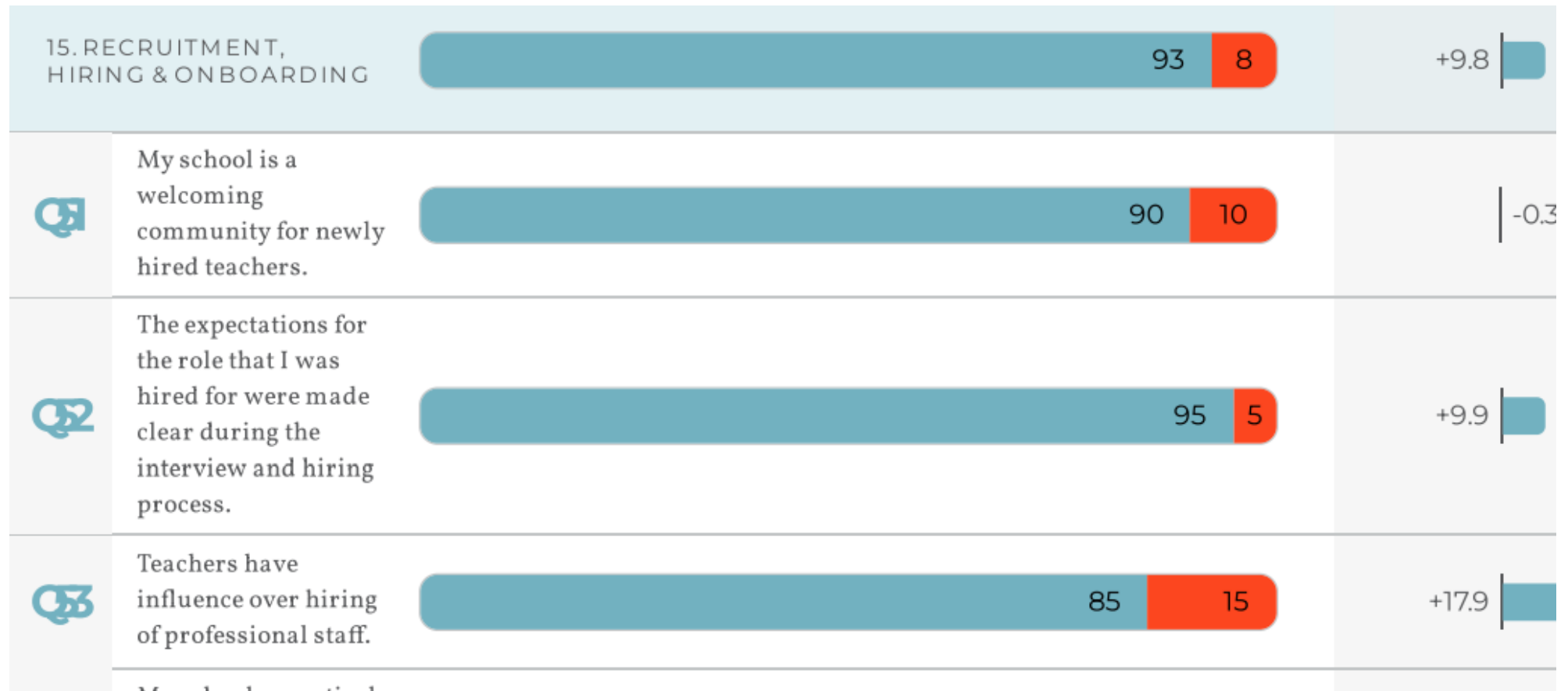
School Processes & Programs

School Processes & Programs Summary

Rosemeade Elementary serves students in grades pre-kindergarten through fifth grade. The staff strives to know each student by name and need to help them become life-long learners. In an effort to help students reach their full potential, Rosemeade personnel participates in district-level training throughout the school year, study the district curriculum to learn essential TEKS, and collaborate with others as a Professional Learning Community. Staff members have attended the Solution Tree training for PLCs and MTSS. During the upcoming school year, Rosemeade will heavily focus on Response to Intervention, Professional Learning Communities, and tracking student growth. For the 2022-2023 school year, the master schedule has been revamped to help build in time for Tier 2 and Tier 3 instruction into the school day.

Recruiting and retaining highly effective teachers is a team effort. From the initial interview process, team members are present with Rosemeade administrators to help make decisions that include finding the candidate that is the best fit and most qualified for students. The interview process includes sharing important job details with potential candidates to ensure the interviewee finds the right fit for them as well. During the school year, new teachers are supported through the campus mentorship program that pairs the mentee with a veteran mentor in the building. New teachers also meet at least once a month with campus administration to share and receive information that is beneficial to help the teacher during the school year.

Below is staff feedback from the Upbeat Survey Report.





My school proactively
recruits teachers
from diverse
backgrounds.

100

+11.9

Rosemeade Elementary has an active PTA with over two hundred members. The partnership with Rosemeade Staff, parents, and community members is one-of-a-kind. PTA is involved in supporting Rosemeade through a variety of events including the Back to School Bash, Walk to School Day, Fall Carnival, Literacy Night, Family Math Night, Field Day, Sock Hop, and PTA Meetings. Our PTA also provides a t-shirt for students and helps with field trip costs.

School Processes & Programs Strengths

Rosemeade has many process and program strengths:

- The Pre-K program helps establish an academic foundation for our students.
- Students each have access to technology
- Students learn the importance of keeping the environment clean and help to ensure recycling is happening at Rosemeade.
- Bi-Weekly PLC meetings allow teachers and administrators to review data to drive instruction and develop interventions and enrichment.
- SNAP meetings at least three times during the school year to check in on each student.
- Students participate in setting MAP goals during the year.
- Response to Intervention structured time allows teachers to work with small groups of students to help focus on specific academic areas.
- Staff incentives and motivational treats throughout the year.
- The Sunshine committee helps share positivity throughout the campus

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers need further training on the impact Professional Learning Communities have on student achievement and student growth . **Root Cause:** Veteran staff members are not as trusting of the PLC process because what they have done in the past has been mostly successful.

Problem Statement 2 (Prioritized): RTI needs to be implemented with fidelity. **Root Cause:** Not having training and clarification on RTI expectations. Newer teachers do not understand the process.

Perceptions

Perceptions Summary

At Rosemeade Elementary, the campus strives to educate the whole child which includes knowing each individual by name and specific needs. The staff partners with parents to help students reach their highest potential not only in school but in life as well. Each day, students at Rosemeade focus on the 4 R's which are being Responsible, Reliable, Respectful, and Resourceful. As new teachers and families come into our school, it is essential that a culture of high expectations for student learning is maintained. At Rosemeade, the staff works to narrow the performance gap among all student groups and particularly among our Lower Socioeconomic and Special Education Students.

In an effort to help all students and staff feel safe at Rosemeade, a safety plan is in place that is reviewed and practiced during the school year. In the most recent released Upbeat Survey results, staff members shared the following:

- 95% of staff feel physically safe on campus.
- 95% of staff feel Rosemeade Elementary is a physically safe environment for students.
- 95% of staff feel they have someone to turn to when they need help.
- 100% of staff feel successful at supporting students' academic development.

Expectations for student behavior are high and the campus is fortunate to have students who take accountability for their actions and who help support their peers within the classroom. Staff members work diligently to set examples and model appropriate behavior expectations. During the school year, a behavior committee analyzes behavior data four times a year to help the team see trends and to ensure all students are getting the necessary support.

In the Upbeat Survey results, staff members shared the following in regards to behavior:

- 70% of staff feel that rules for student behavior are consistently reinforced by teachers in this school, even for students who are not in their class.
- 85% of staff feel that Disciplinary practices are applied fairly to students in our school.

Rosemeade places a priority on creating a family and community-friendly school environment. Throughout the school year, Parent Square, the school's website, social media, phone calls, flyers, e-mails, and face-to-face conversations are used to share information with parents. Rosemeade's PTA supports our school through fundraising, donations, Back to School Bash, Walk to School Day, Red Ribbon Week, Fall Carnival, Literacy Night, Family Math Night, Field Day, Teacher Appreciation Activities, and the Sock Hop. Our PTA also provides a t-shirt for students and helps with field trip costs.

Perceptions Strengths

Rosemeade Elementary celebrates these strengths:

- Rosemeade values stakeholder relationships and partnerships.
- Students express their love for attending school.
- PTA membership increased four years in a row.
- Parent involvement and PTA membership has increased.
- 95% of staff believe that Teachers at Rosemeade build trusting relationships with parents.
- 95% of staff believe that Parents and teachers at Rosemeade work together as partners.
- 95% of staff believe that Parents at Rosemeade have confidence in teachers.
- 95% of staff believe Teachers at Rosemeade have appropriate discretion over how to teach their classes.
- 95% of staff believe Administrators view teachers as experts.
- 95% of staff would recommend Rosemeade as a good place to work.

- 100% of staff understand the vision of Rosemeade.
- 100% of staff understand their role in accomplishing our vision.
- 100% of staff believe that families are proactively involved in the school community at Rosemeade.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to the Upbeat Survey, 75% of staff look forward to coming to work each day. **Root Cause:** Teachers do not always maintain a work/life balance with the demands of the job.

Problem Statement 2: According to the Upbeat Survey, 55% of teachers do not believe they are compensated for taking on extra responsibilities at work. **Root Cause:** State funding does not always allow funding for additional work within the school.

Priority Problem Statements

Problem Statement 4: Teachers need further training on the impact Professional Learning Communities have on student achievement and student growth .

Root Cause 4: Veteran staff members are not as trusting of the PLC process because what they have done in the past has been mostly successful.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 1: Additional training is needed to support diverse learners with different learning styles from various cultures, backgrounds and socioeconomic groups.

Root Cause 1: After COVID, there has been a wide-range of academics in the classroom since some students worked from home, some had no support, and others had an immense amount of support.

Problem Statement 1 Areas: Demographics

Problem Statement 3: In viewing MAP 21-22 scores to STAAR 2022 scores, K-2 students have less students at the meets and masters level then 3-5 grade students.

Root Cause 3: K-2 Teachers work to ensure students have the necessary foundational skills and help them to get at least to the approaches level.

Problem Statement 3 Areas: Student Learning

Problem Statement 5: RTI needs to be implemented with fidelity.

Root Cause 5: Not having training and clarification on RTI expectations. Newer teachers do not understand the process.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 2: The current Special Education students under-performed on the 4th and 5th grade STAAR test compared to other sub-populations.

Root Cause 2: Lack of training for the Special Education teacher and General Education teachers on specific strategies to use to help close the gap .

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8

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
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

- Study of best practices

Guiding Objectives

Revised/Approved: August 4, 2022





Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 2023, 67% of 3rd grade students will reach the Meets or Masters level in reading as reported on STAAR.

HB3 Guiding Objective

Evaluation Data Sources: STAAR, Fountas & Pinnell, NWEA MAP Assessment, and District Common Formative Assessments

Strategy 1 Details	Reviews			
Strategy 1: Conduct guided reading groups and small group instruction daily in all grade levels. Strategy's Expected Result/Impact: Reduce the number of below level and approaches level readers in all grade levels. Staff Responsible for Monitoring: Grade Level Chair - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 2 - School Processes & Programs 1 Funding Sources: Books for Classrooms - 211 Title I - \$775	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Analyze Fall and Winter MAP results to determine specific student needs and plan targeted small group instruction and interventions. Strategy's Expected Result/Impact: Reduce the number of below level and approaches level readers in all grade levels. Staff Responsible for Monitoring: Grade Level Chair - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2 - School Processes & Programs 1 Funding Sources: Instructional Coaches - 211 Title I - \$51,885, Substitutes - 211 Title I - \$3,000	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Utilize Title-1 Tutors to support academics through small group instruction. Strategy's Expected Result/Impact: Increase in reading levels for each student. Staff Responsible for Monitoring: Title-1 Small Group Tutor - TEA Priorities: Build a foundation of reading and math Funding Sources: Title-1 Small Group Tutor - 211 Title I - \$11,500	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1 Problem Statements:





Demographics
Problem Statement 2: Additional training is needed to support diverse learners with different learning styles from various cultures, backgrounds and socioeconomic groups. Root Cause: After COVID, there has been a wide-range of academics in the classroom since some students worked from home, some had no support, and others had an immense amount of support.
Student Learning
Problem Statement 2: In viewing MAP 21-22 scores to STAAR 2022 scores, K-2 students have less students at the meets and masters level then 3-5 grade students. Root Cause: K-2 Teachers work to ensure students have the necessary foundational skills and help them to get at least to the approaches level.
School Processes & Programs
Problem Statement 1: Teachers need further training on the impact Professional Learning Communities have on student achievement and student growth . Root Cause: Veteran staff members are not as trusting of the PLC process because what they have done in the past has been mostly successful.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By May 2023, 54% of 3rd grade students will reach the Meets or Masters level in math as reported on STAAR.

HB3 Guiding Objective

Evaluation Data Sources: Map, STAAR , Dream-box and small group instruction data.

Strategy 1 Details	Reviews			
Strategy 1: Analyze essential TEKS and plan instruction designed with the essential TEKS in mind. Strategy's Expected Result/Impact: An increase of students performing on grade level. Staff Responsible for Monitoring: Grade Level Chair - TEA Priorities: Build a foundation of reading and math Problem Statements: School Processes & Programs 1, 2	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Goal 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Teachers need further training on the impact Professional Learning Communities have on student achievement and student growth . Root Cause: Veteran staff members are not as trusting of the PLC process because what they have done in the past has been mostly successful.
Problem Statement 2: RTI needs to be implemented with fidelity. Root Cause: Not having training and clarification on RTI expectations. Newer teachers do not understand the process.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By May 2023, the percentage of Economically Disadvantage students scoring at the meets level or higher will increase by 10%.





Evaluation Data Sources: MAP and STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Participate and engage in Professional Learning Communities and Data Dives to focus on student needs, monitoring data and planning next steps. Strategy's Expected Result/Impact: 10% increase in Economically Disadvantaged students performing at or above grade level. Staff Responsible for Monitoring: Grade Level Chair - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By May 2023, the percentage of Hispanic students scoring at the meets level or higher will increase by 10%.

Evaluation Data Sources: MAP and STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Participate and engage in Professional Learning Communities and Data Dives to focus on student needs, monitoring data and planning next steps. Strategy's Expected Result/Impact: 10% increase in Hispanic students performing at or above grade level. Staff Responsible for Monitoring: Grade Level Chair - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2 - School Processes & Programs 1, 2	Formative			Summative
	Oct	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Goal 4 Problem Statements:

Student Learning
Problem Statement 2: In viewing MAP 21-22 scores to STAAR 2022 scores, K-2 students have less students at the meets and masters level then 3-5 grade students. Root Cause: K-2 Teachers work to ensure students have the necessary foundational skills and help them to get at least to the approaches level.
School Processes & Programs
Problem Statement 1: Teachers need further training on the impact Professional Learning Communities have on student achievement and student growth . Root Cause: Veteran staff members are not as trusting of the PLC process because what they have done in the past has been mostly successful. Problem Statement 2: RTI needs to be implemented with fidelity. Root Cause: Not having training and clarification on RTI expectations. Newer teachers do not understand the process.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: By May 2023, the percentage of Special Education students scoring at the meets level or higher will increase by 10%.

Evaluation Data Sources: MAP and STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Participate and engage in Professional Learning Communities and Data Dives to focus on student needs, monitoring data and planning next steps. Strategy's Expected Result/Impact: 10% increase in Special Education students performing at or above grade level. Staff Responsible for Monitoring: Grade Level Chair - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 4	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5 Problem Statements:

Student Learning
Problem Statement 4: The current Special Education students under-performed on the 4th and 5th grade STAAR test compared to other sub-populations. Root Cause: Lack of training for the Special Education teacher and General Education teachers on specific strategies to use to help close the gap .

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 1: By May 2023, 100% of CFBISD required safety and security drills will be conducted and monitored throughout the school year for effectiveness.





Evaluation Data Sources: Documentation completed and turned in to CFBISD's Safety and Security department.

Strategy 1 Details		Reviews			
Strategy 1: Present professional development on the safety and security drills will occur during August. Scheduled Drills will be placed on the master calendar and communicated to staff. Strategy's Expected Result/Impact: Improve response to ensure safety Staff Responsible for Monitoring: Principal		Formative			Summative
		Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 2: Throughout the school year, Rosemeade school grounds will be clean and accessible.





Evaluation Data Sources: Work orders and Campus Walkthrough Data

Strategy 1 Details	Reviews			
Strategy 1: Walk the school grounds to check on campus needs and submit work order request as needed. Strategy's Expected Result/Impact: Rosemeade will maintain a welcoming and clean environment for the school community. The principal and secretary will monitor the building on a bi-weekly basis. Staff Responsible for Monitoring: Head Custodian Funding Sources: - 199 General Budget	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2023, parent involvement in each grade level will be increase by 20%.





Evaluation Data Sources: Parent Square newsletters, Parent Square Communication, Parent Involvement activities and general communication.

Strategy 1 Details	Reviews			
Strategy 1: Create monthly grade level newsletters to communicate school related news, information and supports for parents to engage in their child's learning including academic, social and emotional resources. Strategy's Expected Result/Impact: Parents feel connected and informed about events on campus. Staff Responsible for Monitoring: Grade Level Chair	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct a minimum of ten events parents can participate. These events will include Literacy Night, Math Night, Open House, Curriculum Night, The Fall Carnival, and more.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Plan parent engagement events on the master calendar. Share the event dates and information with appropriate stakeholders to help promote the events. Strategy's Expected Result/Impact: A partnership with the school community where everyone feels safe and welcomed. Staff Responsible for Monitoring: Principal Funding Sources: Books, Materials, Literacy Night and Science Night - 211 Title I - \$2,200	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 1: By May 2023, the number of office referrals students receive will decrease by 10%.





Evaluation Data Sources: Discipline Data in TEAMS

Strategy 1 Details	Reviews			
Strategy 1: Utilize Sanford Harmony SEL curriculum, students will learn appropriate social and emotional skills needed to be successful. Strategy's Expected Result/Impact: Increase in desired appropriate school behaviors. Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Determine appropriate counseling lessons to help support specific needs based on teacher feedback. Strategy's Expected Result/Impact: Students learning appropriate expected behaviors and how to cope with differences. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Utilize discipline data to monitor student discipline referrals. Strategy's Expected Result/Impact: Teachers will learn how to work with students struggling to make appropriate behavior choices and students will be aware of the choices they make. Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Use restorative practices, behavioral strategies and systematic procedures and expectations. Strategy's Expected Result/Impact: Positive behavior for students.	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Guiding Objective 5: Optimize All Available Resources

Goal 1: By May 2023, all subpopulations will increase performance in Meets and Masters on STAAR by 10%

Evaluation Data Sources: PLC's, MAP, DCFA, and SNAP

Strategy 1 Details	Reviews			
Strategy 1: Review the impact MTSS and PLC's are having on student achievement. Strategy's Expected Result/Impact: Increased student MAP scores, increased performance on DCFA's and other classroom assessments. Staff Responsible for Monitoring: Principal Problem Statements: School Processes & Programs 1, 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Use MAP scores to view STAAR projected proficiency. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Grade Level Chair	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Teachers need further training on the impact Professional Learning Communities have on student achievement and student growth . Root Cause: Veteran staff members are not as trusting of the PLC process because what they have done in the past has been mostly successful.
Problem Statement 2: RTI needs to be implemented with fidelity. Root Cause: Not having training and clarification on RTI expectations. Newer teachers do not understand the process.

State Compensatory

Budget for Rosemeade Elementary

Total SCE Funds: \$169,028.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Tutoring and small group instruction

Plan Notes

HB 3 Board Goals (Revised 2022)

Early Childhood Literacy Closing the Gaps Student Groups

Grade 3 Reading	District	Campus	African Amer	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	English Learner
2017 STAAR	44	60	*	64	57	*	78		*	*	49	*
2018 STAAR	44	61	*	*	71	*	*		*	*	52	*
2019 STAAR	43	49	20	52	62		50			43	38	29
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020											
2021 STAAR	36	61	56	43	80		*			38	39	*
2022 STAAR	39	64	59	46	83		3			41	42	3
2023 STAAR	42	67	62	49	86		6			44	45	6
2024 STAAR	46	70	65	52	89		9			47	48	9

Early Childhood Mathematics Closing the Gaps Student Groups

Grade 3 Math	District	Campus	African Amer	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	English Learner
2017 STAAR	48	71	*	73	67	*	89		*	*	69	*
2018 STAAR	46	65	*	64	71	*	82		*	*	56	*
2019 STAAR	48	61	20	48	76		100			71	54	71
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020											
2021 STAAR	25	35	22	22	50		*			23	26	*
2022 STAAR	33	45	22	32	60		100			40	36	71
2023 STAAR	41	54	23	41	69		100			57	47	73
2024 STAAR	48	64	23	51	79		100			74	57	74

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Laura Sherer	Principal
Administrator	Marci Kinch	Assistant Principal
Classroom Teacher	Christina Chaplin	Pre-K Teacher
Classroom Teacher	Haley Moffett	Kindergarten Teacher
Classroom Teacher	Kristin Smith	1st Grade Teacher
Classroom Teacher	Emily Hamill	4th Grade Teacher
Classroom Teacher	Paula McGuire	5th Grade Teacher
Classroom Teacher	Jodi Grider	Special Education Teacher
Classroom Teacher	Joshua Farr	Music Teacher
Non-classroom Professional	Amber Rollerson	Librarian
Non-classroom Professional	Brittney West	Counselor
Parent	Chloe Spitzer	Parent
Parent	Jessica Mohrweis	Parent
Parent	Ashley Waits	Parent
Parent	Irma Smith	Parent
Community Representative	Larry Conner	Community Member
Community Representative	Greg Frost	Community Member

Campus Funding Summary

211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Books for Classrooms		\$775.00
1	1	2	Instructional Coaches		\$51,885.00
1	1	2	Subsitutes		\$3,000.00
1	1	3	Title-1 Small Group Tutor		\$11,500.00
3	1	3	Books, Materials, Literacy Night and Science Night		\$2,200.00
Sub-Total					\$69,360.00
Budgeted Fund Source Amount					\$69,360.00
+/- Difference					\$0.00
Grand Total Budgeted					\$69,360.00
Grand Total Spent					\$69,360.00
+/- Difference					\$0.00