

# **Carrollton-Farmers Branch Independent School District**

## **Rosemeade Elementary**

### **2023-2024 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: April 26, 2023

## 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 and parent and community involvement, thereby, enhancing the quality of education.

Rosemeade serves students in grades pre-k through fifth grade. In May 2023, Rosemeade had approximately 457 students in attendance. The staff at Rosemeade includes thirty-four teachers, seventeen paraprofessionals, and two administrators. The student population is 30% White, 10% African American, 41% Hispanic, and 13% Asian. Additionally, the campus serves 45% economically disadvantaged students, 15% special education students, 7 % gifted and talented students, and 22% Emergent Bilingual Students. Data from 21-22 indicates that Rosemeade has a 7% mobility rate. The attendance rate is 98.3%, a slight decrease from the previous year. The number of tardies across all grade levels is excessive and takes away from student achievement.

Anchored in the tradition of the "Rosemeade Way," the school's foundation and critical 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 the previous school year 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:

- 63% 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:** The number of students identified as gifted and talented is underrepresented at 7% compared to the district at 10% and the state at 8%. **Root Cause:** Teachers need training in identifying potential GT students by using criteria other than MAP scores and focusing on student work in the classroom.

**Problem Statement 2 (Prioritized):** The number of tardies across all grade levels is excessive and impacts student achievement. **Root Cause:** The cumulative number of instructional minutes lost due to being late has not been emphasized to students, staff, and parents. Arriving at school on time has not been celebrated.

# 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-19. 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.

### 3<sup>rd</sup> Grade Reading Scores

<i>Year</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>
2021	87%	58%	31%
2022	97%	72%	48%
2023	Will be available in Fall 2023		

### 3<sup>rd</sup> Grade Math Scores

<i>Year</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>
2021	79%	33%	4%
2022	94%	74%	39%
2023	Will be available in Fall 2023		

### 4<sup>th</sup> Grade Reading Scores

<i>Year</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>
2021	63%	35%	13%
2022	88%	70	38%
2023	Will be available in Fall 2023		

### 4<sup>th</sup> Grade Math Scores

<i>Year</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>
2021	62%	35%	18%
2022	77%	39%	25%

2023 Will be available in Fall 2023

### 5th Grade Reading Scores

<i>Year</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>
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2021	87%	51%	40%
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2022	84%	67%	46%
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2023 Will be available in Fall 2023

### 5<sup>th</sup> Grade Math Scores

<i>Year</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>
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2021	86%	67%	47%
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2022	74%	47%	30%
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2023 Will be available in Fall 2023

### 5th Grade Science Scores

<i>Year</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>
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2021	77%	31%	15%
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2022	65%	33%	14%
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2023 Will be available in Fall 2023

## 22-23 MAP Student Growth Summary Report Fall 2022

<b>Grade</b>	<b>Reading</b>	<b>Math</b>
Kinder	NA	NA
First	43%	48%
Second	75%	61%
Third	57%	73%
Fourth	64%	69%
Fifth	44%	60%

## 22-23 MAP Student Growth Summary Report Spring 2023

<b>Grade</b>	<b>Reading</b>	<b>Math</b>
Kinder	58%	51%
First	61%	52%
Second	55%	61%
Third	57%	55%
Fourth	43%	59%
Fifth	58%	68%

## 2022-23 Fountas and Pinnell Summary Report



STAAR Scores increased from 2021 to 2022 in all areas for grades 3 and 4 both in math and reading. Grade 5 showed an increase in reading at the meets and master level in 2022 but showed a decrease in math in approaches, meets, and masters.

MAP Math data indicates that students in grades 1, 3, 4, and 5 did not demonstrate the projected growth. MAP Reading data indicates that students in grades 2 and 4 did not demonstrate the projected growth.

Fountas and Pinnell data indicate at least 50% of students are moving reading up in levels in grades K-3, but 4th and 5th grade have students remaining at the same level for 2 or more nine weeks.

During the 22-23 school year, we collected and analyzed 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 in 2021 and 2022.
- Kindergarten MAP data shows that at least 50% of students met their projected growth in reading and math.
- First grade MAP data shows that more than 50% of students met their projected growth in reading and math.
- MAP data indicates our students did not meet projected growth in reading and math from the fall of 2022 to the spring of 2023 in grades 2 through 5.

Previous data from 2021 and 2022 indicate:

- 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.
- 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 (Prioritized):** Not all students in grades 1-5 are meeting the anticipated growth in Reading or Math on the MAP test. **Root Cause:** Instructional staff lacks the skills and training for delivering effective Tier 1 instruction followed by effective small group instruction for Tiers 2 and 3. Students need to set goals and understand how and what they can do to improve their performance. Consistent data tracking systems are not in place to track students' progress.

**Problem Statement 2 (Prioritized):** Students are not moving up in reading levels according to established Fountas and Pinnell criteria expectations every nine weeks. **Root Cause:** Training is needed on administering the assessment and identifying and using effective strategies to move students to the next level.

**Problem Statement 3 (Prioritized):** The number of tardies across all grade levels is excessive and impacts student achievement. **Root Cause:** The cumulative number of instructional minutes lost due to being late has not been emphasized to students, staff, and parents. Arriving at school on time has not been celebrated.

**Problem Statement 4:** The number of students identified as gifted and talented is underrepresented at 7% compared to the district at 10% and the state at 8%. **Root Cause:** Teachers need training in identifying potential GT students by using criteria other than MAP scores and focusing on student work in the classroom.

**Problem Statement 5 (Prioritized):** Teachers need further training on the PLC process and need to utilize, analyze, and track data effectively to see the impact Professional Learning Communities have on student achievement and student growth. **Root Cause:** 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 and the PLC process is in the infancy stages at the current time because the teachers are in the second year of implementation.

# 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 lifelong learners. To help students reach their full potential, Rosemeade personnel participate 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. During the upcoming school year, Rosemeade will heavily focus on Response to Intervention, Professional Learning Communities, and tracking student growth. For the 2023-2024 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.

The Upbeat Survey is given to all staff members to collect data to improve school culture and increase teacher retention. Upbeat Survey results as it relates to Recruitment, Hiring and Onboarding:

90% of educators reported my school is a welcoming community for newly hired teachers

93% of educators reported the expectations for the role that I was hired for were made clear during the interview and hiring process

93% of educators reported teachers have influence over the hiring of professional staff

93% of educators reported my school proactively recruits teachers from diverse backgrounds.

Survey results as it relates to Collaboration and Professional Development:

77% of educators reported teachers at my school trust each other

87% of educators reported teachers at my school do meaningful work together in teams.

87% of educators reported teachers at my school help each other improve their instructional practice.

90% of educators reported the work environment at my school supports teachers' ongoing professional development.

80% of educators reported the professional development available to me helps me improve my teaching.

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.
- Each student has access to technology devices and programs.
- Students learn the importance of keeping the environment clean and help to ensure recycling is happening at Rosemeade.
- Weekly PLC meetings allow teachers and administrators to review data to drive instruction and develop interventions and enrichment.
- SNAP meetings occur at least three times during the school year to check in on each student.
- Students set MAP goals in Reading and Math 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 and student incentives and motivational treats are shared throughout the year.
- The Sunshine Committee helps share positivity throughout the campus and PTA shows appreciation to the staff throughout the year.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Teachers need further training on the PLC process and need to utilize, analyze, and track data effectively to see the impact Professional Learning Communities have on student achievement and student growth. **Root Cause:** 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 and the PLC process is in the infancy stages at the current time because the teachers are in the second year of implementation.

**Problem Statement 2 (Prioritized):** Not all students in grades 1-5 are meeting the anticipated growth in Reading or Math on the MAP test. **Root Cause:** Instructional staff lacks the skills and training for delivering effective Tier 1 instruction followed by effective small group instruction for Tiers 2 and 3. Students need to set goals and understand how and what they can do to improve their performance. Consistent data tracking systems are not in place to track students' progress.

**Problem Statement 3 (Prioritized):** Students are not moving up in reading levels according to established Fountas and Pinnell criteria expectations every nine weeks. **Root Cause:** Training is needed on administering the assessment and identifying and using effective strategies to move students to the next level.

**Problem Statement 4 (Prioritized):** Problem Statement: Inconsistent implementation and follow-through with behavior expectations and discipline practices **Root Cause:** There is a need for teachers, and students to have clear, written behavior expectations throughout all areas of the building such as the hallway, playground, cafeteria, and classroom.

**Problem Statement 5:** The use of Restorative Discipline and Sanford Harmony strategies to help our students use problem solving skills is inconsistent. **Root Cause:** There is a need to train staff to utilize these programs to focus and practice the strategies and methods to address the behavioral/emotional needs of our students.

# 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:

- 87% of staff feel physically safe on campus.
- 83% of staff feel Rosemeade Elementary is a physically safe environment for students.
- 93% of staff feel they have someone to turn to when they need help.
- 90% 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.
- 90% 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 have increased.
- 97% of staff believe that Teachers at Rosemeade build trusting relationships with parents.
- 97% of staff believe that Parents and teachers at Rosemeade work together as partners.
- 97% of staff believe that Parents at Rosemeade have confidence in teachers.
- 93% of staff believe Teachers at Rosemeade have appropriate discretion over how to teach their classes.
- 90% of staff believe Administrators view teachers as experts.

- 90% of staff would recommend Rosemeade as a good place to work.
- 90% 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 (Prioritized):** Problem Statement: Inconsistent implementation and follow-through with behavior expectations and discipline practices **Root Cause:** There is a need for teachers, and students to have clear, written behavior expectations throughout all areas of the building such as the hallway, playground, cafeteria, and classroom.

**Problem Statement 2:** The use of Restorative Discipline and Sanford Harmony strategies to help our students use problem solving skills is inconsistent. **Root Cause:** There is a need to train staff to utilize these programs to focus and practice the strategies and methods to address the behavioral/emotional needs of our students.

# Priority Problem Statements

**Problem Statement 1:** Not all students in grades 1-5 are meeting the anticipated growth in Reading or Math on the MAP test.

**Root Cause 1:** Instructional staff lacks the skills and training for delivering effective Tier 1 instruction followed by effective small group instruction for Tiers 2 and 3. Students need to set goals and understand how and what they can do to improve their performance. Consistent data tracking systems are not in place to track students' progress.

**Problem Statement 1 Areas:** Student Learning - School Processes & Programs

**Problem Statement 2:** Students are not moving up in reading levels according to established Fountas and Pinnell criteria expectations every nine weeks.

**Root Cause 2:** Training is needed on administering the assessment and identifying and using effective strategies to move students to the next level.

**Problem Statement 2 Areas:** Student Learning - School Processes & Programs

**Problem Statement 3:** The number of tardies across all grade levels is excessive and impacts student achievement.

**Root Cause 3:** The cumulative number of instructional minutes lost due to being late has not been emphasized to students, staff, and parents. Arriving at school on time has not been celebrated.

**Problem Statement 3 Areas:** Demographics - Student Learning

**Problem Statement 4:** Problem Statement: Inconsistent implementation and follow-through with behavior expectations and discipline practices

**Root Cause 4:** There is a need for teachers, and students to have clear, written behavior expectations throughout all areas of the building such as the hallway, playground, cafeteria, and classroom.

**Problem Statement 4 Areas:** School Processes & Programs - Perceptions

**Problem Statement 5:** Teachers need further training on the PLC process and need to utilize, analyze, and track data effectively to see the impact Professional Learning Communities have on student achievement and student growth.

**Root Cause 5:** 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 and the PLC process is in the infancy stages at the current time because the teachers are in the second year of implementation.

**Problem Statement 5 Areas:** Student Learning - School Processes & Programs



# 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)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

## Employee Data

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

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **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

# Guiding Objectives

Revised/Approved: July 25, 2023

## Guiding Objective 1: Optimize Engaging and Diverse Learning

**Goal 1:** By May 2024, 75% or more of our students will be at the meets or above on the Fountas and Pinnell reading summative assessment.

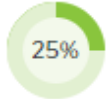


**High Priority**







**HB3 Guiding Objective**

**Evaluation Data Sources:** Fountas and Pinnell Assessment

Reading Levels

F&P Summary Report Each Nine weeks provided by the Assessment Dept

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide training on administering the Fountas and Pinnell Assessment and teachers will complete a progress monitoring chart tracking students' performance every 3 to 9 weeks depending on performance levels. Conduct guided reading and small group instruction daily at all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in reading levels. Decrease in students remaining on the same level for a long period of time and no interventions provided. Increase in the number of students at the masters level</p> <p><b>Staff Responsible for Monitoring:</b> Reading teachers, Principal, Assistant Principal, and LA coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 3</p> <p><b>Funding Sources:</b> Reading Materials - 211 Title I - 211-11-6399-00-118-99-000 - \$1,460</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Identify essential standards and analyze data during PLC's to plan small group reading instruction reading instruction for all students. Teachers in grades 3-5 will focus on having students use text evidence when answering questions, make inferences, and be able to retell, paraphrase, and summarize the texts.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in reading levels            Increase in comprehension and skills            Reduce the number of below and approaches level in all grade levels</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principal, Instructional Coaches</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math  <b>- ESF Levers:</b>            Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Substitutes for training of teachers - 211 Title I - 211-11-6112-00-118-30-000 - \$1,934, Classroom Materials to support targeted small group instruction - 211 Title I - 211-11-6399-00-118-99-000 - \$2,000, Instructional Coaches - 211 Title I - 211-11-6119-00-118-30-000 - \$47,406</p>	Formative			Summative
	Oct	Jan	Mar	June
			N/A	
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Not all students in grades 1-5 are meeting the anticipated growth in Reading or Math on the MAP test. <b>Root Cause:</b> Instructional staff lacks the skills and training for delivering effective Tier 1 instruction followed by effective small group instruction for Tiers 2 and 3. Students need to set goals and understand how and what they can do to improve their performance. Consistent data tracking systems are not in place to track students' progress.</p>
<p><b>Problem Statement 2:</b> Students are not moving up in reading levels according to established Fountas and Pinnell criteria expectations every nine weeks. <b>Root Cause:</b> Training is needed on administering the assessment and identifying and using effective strategies to move students to the next level.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> Not all students in grades 1-5 are meeting the anticipated growth in Reading or Math on the MAP test. <b>Root Cause:</b> Instructional staff lacks the skills and training for delivering effective Tier 1 instruction followed by effective small group instruction for Tiers 2 and 3. Students need to set goals and understand how and what they can do to improve their performance. Consistent data tracking systems are not in place to track students' progress.</p>
<p><b>Problem Statement 3:</b> Students are not moving up in reading levels according to established Fountas and Pinnell criteria expectations every nine weeks. <b>Root Cause:</b> Training is needed on administering the assessment and identifying and using effective strategies to move students to the next level.</p>



**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 2:** By May 2024, the percentage of students meeting their projected goal in MAP reading and math will increase to 60%.

**High Priority**

**HB3 Guiding Objective**

**Evaluation Data Sources:** Reading and Math MAP scores  
Classroom Assessments  
District Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Analyze Fall and Winter MAP data to determine specific student needs and plan targeted small group instruction and interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> An improvement in student growth for math and reading and improvement in students meeting their goals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 5 - School Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> Supplemental intervention and resources to support at-risk students - 199-SCE State Comp Ed (SCE) - \$187,400</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide extended time for teachers to attend and participate in professional development, collaborate, and develop plans based on students' classroom performance and MAP data.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student achievement Increase in different levels of Tier support planning Increase in teacher morale by using time during the day</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches,</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 2, 3</p> <p><b>Funding Sources:</b> Substitutes for professional development - 211 Title I - 211-11-6112-00-118-30-000 - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Track data in order to improve student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will gain an understanding of their performance and where they are expected to be at the end of the year, and what they need to do to get there.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Utilize Title 1 tutors to support academics through small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in reading levels and math skills for each student.</p> <p><b>Staff Responsible for Monitoring:</b> Small Group Tutors</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Small Group Tutors - 211 Title I - 211-11-6117-00-118-30-000 - \$6,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2 Problem Statements:**

### Student Learning

**Problem Statement 1:** Not all students in grades 1-5 are meeting the anticipated growth in Reading or Math on the MAP test. **Root Cause:** Instructional staff lacks the skills and training for delivering effective Tier 1 instruction followed by effective small group instruction for Tiers 2 and 3. Students need to set goals and understand how and what they can do to improve their performance. Consistent data tracking systems are not in place to track students' progress.

**Problem Statement 2:** Students are not moving up in reading levels according to established Fountas and Pinnell criteria expectations every nine weeks. **Root Cause:** Training is needed on administering the assessment and identifying and using effective strategies to move students to the next level.

**Problem Statement 5:** Teachers need further training on the PLC process and need to utilize, analyze, and track data effectively to see the impact Professional Learning Communities have on student achievement and student growth. **Root Cause:** 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 and the PLC process is in the infancy stages at the current time because the teachers are in the second year of implementation.

### School Processes & Programs

**Problem Statement 1:** Teachers need further training on the PLC process and need to utilize, analyze, and track data effectively to see the impact Professional Learning Communities have on student achievement and student growth. **Root Cause:** 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 and the PLC process is in the infancy stages at the current time because the teachers are in the second year of implementation.








**Problem Statement 2:** Not all students in grades 1-5 are meeting the anticipated growth in Reading or Math on the MAP test. **Root Cause:** Instructional staff lacks the skills and training for delivering effective Tier 1 instruction followed by effective small group instruction for Tiers 2 and 3. Students need to set goals and understand how and what they can do to improve their performance. Consistent data tracking systems are not in place to track students' progress.

**Problem Statement 3:** Students are not moving up in reading levels according to established Fountas and Pinnell criteria expectations every nine weeks. **Root Cause:** Training is needed on administering the assessment and identifying and using effective strategies to move students to the next level.

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

**Goal 1:** By May 2024, 100% of CFBISD required safety and security drills will be conducted and monitored throughout the school year for effectiveness.

**Evaluation Data Sources:** Safety and Security documentation spreadsheet, documentation log, faculty agendas with discussions, invite Carrollton Fire and Police Department to observe drill and provide feedback.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Schedule monthly required drills on the master calendar and conduct an after-action review with the staff.  <b>Strategy's Expected Result/Impact:</b> Improve response time and the knowledge of what to do in an emergency. Decrease the apprehension of staff and students so they know what to do and where to go during an emergency.  <b>Staff Responsible for Monitoring:</b> Administrators and Security Officer  <b>Problem Statements:</b> School Processes &amp; Programs 4 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 4:</b> Problem Statement: Inconsistent implementation and follow-through with behavior expectations and discipline practices <b>Root Cause:</b> There is a need for teachers, and students to have clear, written behavior expectations throughout all areas of the building such as the hallway, playground, cafeteria, and classroom.</p>
Perceptions
<p><b>Problem Statement 1:</b> Problem Statement: Inconsistent implementation and follow-through with behavior expectations and discipline practices <b>Root Cause:</b> There is a need for teachers, and students to have clear, written behavior expectations throughout all areas of the building such as the hallway, playground, cafeteria, and classroom.</p>









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

**Goal 2:** By May 2024, the Rosemeade staff will collaborate to develop efficient and organized dismissal procedures that will keep students and parents safe after school.

**High Priority**

**Evaluation Data Sources:** Dismissal Procedures

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create car tags and dismissal procedures and communicate to all staff and parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Car tags will increase the knowledge that students are dismissed to the correct parent, guardian, or caregiver.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers, Security Officer</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	 65%	 75%		
<p>  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 2 Problem Statements:**







School Processes & Programs
<p><b>Problem Statement 4:</b> Problem Statement: Inconsistent implementation and follow-through with behavior expectations and discipline practices <b>Root Cause:</b> There is a need for teachers, and students to have clear, written behavior expectations throughout all areas of the building such as the hallway, playground, cafeteria, and classroom.</p>
Perceptions
<p><b>Problem Statement 1:</b> Problem Statement: Inconsistent implementation and follow-through with behavior expectations and discipline practices <b>Root Cause:</b> There is a need for teachers, and students to have clear, written behavior expectations throughout all areas of the building such as the hallway, playground, cafeteria, and classroom.</p>

### Guiding Objective 3: Optimize Community Engagement

**Goal 1:** Rosemeade Elementary will promote at least ten different events that parents can attend during the 2023-24 school year.

#### HB3 Guiding Objective

**Evaluation Data Sources:** School Calendar  
Social Media Postings  
Parent Feedback

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Meet with staff and PTA to identify events such as musical performances, educational nights for families such as math and literacy nights, parent conferences, curriculum night, fall carnival, and other events.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent /community involvement Parents and the community feel connected to the school Increase staff and parent interactions</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4 - Perceptions 1</p> <p><b>Funding Sources:</b> Reading and Math Materials for Literacy Night for Parents - 211 Title I - 211-61-6399-00-118-99-000 - \$1,500</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				


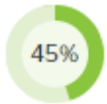

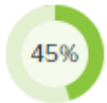




#### Goal 1 Problem Statements:

School Processes & Programs
<p><b>Problem Statement 4:</b> Problem Statement: Inconsistent implementation and follow-through with behavior expectations and discipline practices <b>Root Cause:</b> There is a need for teachers, and students to have clear, written behavior expectations throughout all areas of the building such as the hallway, playground, cafeteria, and classroom.</p>
Perceptions
<p><b>Problem Statement 1:</b> Problem Statement: Inconsistent implementation and follow-through with behavior expectations and discipline practices <b>Root Cause:</b> There is a need for teachers, and students to have clear, written behavior expectations throughout all areas of the building such as the hallway, playground, cafeteria, and classroom.</p>

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

**Goal 1:** During the school year, the number of tardies per day will decrease from 25 to 10 or less and student attendance will increase to 98.5 %

**Evaluation Data Sources:** Tardy Notebook  
Attendance Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a school wide incentive plan for attendance and being on time.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in attendance Decrease in the number of tardies Increase in instructional time for the student</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Attendance Clerk</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 3</p> <p><b>Funding Sources:</b> Attendance Incentives and Materials - 211 Title I - 211-11-6399-00-118-99-000 - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Contact parents when a student has 3 or more absences/tardies. Contacts can be done by administrators and teachers. Meetings will be held every nine weeks to determine the next steps such as a home visit, required parent conference, referral to the court system, or setting up and utilizing a behavior contract.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student attendance Increase communication with the parent</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Clerk, Counselor, Administrators</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 3 - School Processes &amp; Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1 Problem Statements:**

### Demographics

**Problem Statement 2:** The number of tardies across all grade levels is excessive and impacts student achievement. **Root Cause:** The cumulative number of instructional minutes lost due to being late has not been emphasized to students, staff, and parents. Arriving at school on time has not been celebrated.

### Student Learning

**Problem Statement 1:** Not all students in grades 1-5 are meeting the anticipated growth in Reading or Math on the MAP test. **Root Cause:** Instructional staff lacks the skills and training for delivering effective Tier 1 instruction followed by effective small group instruction for Tiers 2 and 3. Students need to set goals and understand how and what they can do to improve their performance. Consistent data tracking systems are not in place to track students' progress.

**Problem Statement 3:** The number of tardies across all grade levels is excessive and impacts student achievement. **Root Cause:** The cumulative number of instructional minutes lost due to being late has not been emphasized to students, staff, and parents. Arriving at school on time has not been celebrated.

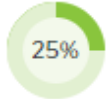





### School Processes & Programs

**Problem Statement 2:** Not all students in grades 1-5 are meeting the anticipated growth in Reading or Math on the MAP test. **Root Cause:** Instructional staff lacks the skills and training for delivering effective Tier 1 instruction followed by effective small group instruction for Tiers 2 and 3. Students need to set goals and understand how and what they can do to improve their performance. Consistent data tracking systems are not in place to track students' progress.

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

**Goal 2:** By May 2024, the number of office referrals will decrease 10%.

**Evaluation Data Sources:** Discipline Data in Teams  
 Nine week Discipline meeting

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize restorative practices, morning meetings/SEL curriculum, and appropriate behavior expectations to increase student success</p> <p><b>Strategy's Expected Result/Impact:</b> Positive behavior for students                      Increase in desired schoolwide appropriate behavior                      Students learning appropriate behaviors and how to cope with differences</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Counselor. Teachers</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				







**Goal 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> The number of tardies across all grade levels is excessive and impacts student achievement. <b>Root Cause:</b> The cumulative number of instructional minutes lost due to being late has not been emphasized to students, staff, and parents. Arriving at school on time has not been celebrated.</p>
<b>Student Learning</b>
<p><b>Problem Statement 3:</b> The number of tardies across all grade levels is excessive and impacts student achievement. <b>Root Cause:</b> The cumulative number of instructional minutes lost due to being late has not been emphasized to students, staff, and parents. Arriving at school on time has not been celebrated.</p>

**Guiding Objective 5:** Optimize All Available Resources

**Goal 1:** By December 2023, the Rosemeade staff will collaborate to develop efficient and organized behavior expectations for the hallway, cafeteria, and playground to improve students following the desired expectations 95% of the time.

**Evaluation Data Sources:** Behavior Expectation Posters  
Discipline Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish campus action teams to develop written expectations for behavior at the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and staff learning expectations for appropriate behaviors Increase in desired schoolwide appropriate behavior Positive behavior for students</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Team Leads</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 4:</b> Problem Statement: Inconsistent implementation and follow-through with behavior expectations and discipline practices <b>Root Cause:</b> There is a need for teachers, and students to have clear, written behavior expectations throughout all areas of the building such as the hallway, playground, cafeteria, and classroom.</p>
Perceptions
<p><b>Problem Statement 1:</b> Problem Statement: Inconsistent implementation and follow-through with behavior expectations and discipline practices <b>Root Cause:</b> There is a need for teachers, and students to have clear, written behavior expectations throughout all areas of the building such as the hallway, playground, cafeteria, and classroom.</p>

# State Compensatory

## Budget for Rosemeade Elementary

**Total SCE Funds:** \$187,400.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

The supplemental programs and services provided with SCE funds include activities such as: state assessment remediation, PreK-3rd Readiness Skill Support, Core-Subject Small Group Instruction, Emergent Bilingual Support, and Summer School.

# Title I

## 1.1: Comprehensive Needs Assessment

A comprehensive needs assessment is conducted on an annual basis. Multiple data sources are used from various stakeholders (parents, administrators, teachers, and community members) via surveys, meeting participation, etc. The areas of assessment include demographics, student achievement, school processes and programs, and perceptions. The school-wide focus is on academic student achievement as measured by growth throughout the school year.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

A campus improvement plan is developed based on the comprehensive needs assessment findings. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

## 2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. The campus Leadership Team and Rosemeade's Campus Improvement Committee are involved in monitoring and adjusting the campus improvement plan.

## 2.3: Available to parents and community in an understandable format and language

Information is available to parents and community members in an understandable format and language. The district and campus websites include a feature which translates all content. Fliers that are sent home include both English and Spanish. Community meetings are held in English and Spanish.

## 2.4: Opportunities for all children to meet State standards

Progress monitoring of Math and Reading data is used to determine students in need of academic support. SNAP meetings are held regularly to determine which students are in need of Tier 2 & Tier 3 interventions. Parents are provided resources to help support student progress.

## 2.5: Increased learning time and well-rounded education

Based on need as identified via the SNAP process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

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

Rosemeade's CIP includes strategies to support all students, with an area of focus for students struggling with social emotional balance, bilingual emergent students and students receiving special education services.

## 3.1: Annually evaluate the schoolwide plan



A campus improvement plan is developed based on the comprehensive needs assessment finding. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

#### **4.1: Develop and distribute Parent and Family Engagement Policy**

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online survey, during the spring of the previous school year. Updated policies are reviewed and disseminated at the beginning of the school year via ParentSquare and orientation meetings.

#### **4.2: Offer flexible number of parent involvement meetings**

There are multiple opportunities offered to parents in order to encourage participation in campus community meetings. These opportunities span different hours of the day in order to accommodate different schedules and they also span different formats including virtual meetings, face to face meetings, and recorded presentations.

# Campus Advisory Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Dreama Mayfield	Principal
Administrator	Kori Johnson	Assistant Principal
Classroom Teacher	Christina Chaplin	Pre- K Teacher
Classroom Teacher	Haley Moffett	Kindergarten Teacher
Classroom Teacher	Kristin Smith	First Grade Teacher
Classroom Teacher	Alan Rodriguez	Second Grade Teacher
Classroom Teacher	Amanda Fowler	Third Grade Teacher
Classroom Teacher	Emily Hamill	Fourth Grade Teacher
Classroom Teacher	Paula McGuire	Fifth 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 Waites	Parent
Parent	Irma Smith	Parent
Community Representative	Larry Conner	Community Member
Community Representative	Greg Frost	Community Member