

Fort Worth Independent School District
057 Rosemont Middle School
2024-2025 Campus Improvement Plan



Mission Statement

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

Vision

“Stronger Together”

Are you **READY** to Succeed?

Respectful

Eager

Attentive

Determined

Your Best

Value Statement

We will prepare our students to be successful EVERYDAY!

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Comprehensive Needs Assessment

Revised/Approved: September 27, 2024

Demographics

Demographics Summary

Rosemont Middle School is a comprehensive 6th, 7th and 8th Grade Campus projected to have over 1,150 students next year. Our demographic population is 88% Hispanic, 5% African American, 59% ELL, and 92% of students qualified for free and reduced lunch. We experienced a slight shift in data as our boundaries changed in 2023-2024 and will continue to see that shift through the next two years.

The campus continues maintaining their performance relative to peers across the city according to STAAR Benchmarks and MAP Growth Data. As of MOY Testing, Rosemont Middle School performed above District Average on MAP Reading in 6th and 8th Grade, MAP Math in 6th and 7th Grade, while overall Achievement was at FWISD Average. We are currently rated as a Focus Level Campus on our District School Performance Framework and rated as a 3 Star campus on the 1 to 5 scale. Our fine arts program keeps students engaged in school and is one of the most recognized in the district. We have a thriving Band and Choir Program, and growing Theatre, Orchestra, Mariachi, and Art Programs.

Our Athletics Program receives local High School Support via our Athletics Periods and After School Programs, forging a bond within the pyramid. Our AVID Program is recognized formally and still in the growing stage. AVID will incorporate a higher percentage of Honors Students next year per our scheduling drivers as we ramp up our focus on College and Career Readiness, Student Recognition and School Pride through an advisory period, which is entering Year 3 at RMS.

The Special Education Department houses 4 Self Contained Classrooms (SEAS and three RISE Units) and our Inclusion Staff works well to support all of our learners, while the needs of our GT and Advanced Learners are offered and succeed in High School Courses such as Biology, Algebra, English 1, and Geometry. We have collaborated with the ELL and GT Department to incorporate more Professional Learning into our classrooms in 2024 and 2025.

Student Attendance Data shows an MOY attendance rate of 93%, which is a 2% increase from MOY last year. Our cohort of chronically absent students has decreased from 29% to 21% this year. We are still concerned that 21% of our students are chronically absent, so we will continue to leverage supports towards them.

Student Discipline begins with strong systems for our students to follow with clear expectations. Vigilance and implementation of these systems is important. A small percentage of students, around 5% of our student population has engaged in a physical confrontation. Our top 5% of students with Discipline Concerns account for 55% of our Suspensions. That leaves 35, 95% of our student with a minority of our discipline. Our goal is to engage 100% of our students in the school, its programs, and their life long goals. This requires buy in from all staff. We have continued to emphasize a renewed commitment on de-escalation techniques and clear procedures that will help improve overall behaviors and instances on non-compliance.

We continue to plan on strengthening our systems as it will be absolutely necessary as the bond program will force us to analyze the entire building layout, structures, and expectations.

Demographics Strengths

Limited growth and a well-rounded school experience are a trademark of Rosemont Middle School.

Our students and teachers have shown annual gains of more than a year's growth on reading MAP Data the past several years (All Students).

Our Honors Program (nearly 20% of the campus body) is near the top in FWISD in terms of Achievement at the Meets and Master Level (Biology, Algebra, English 1 EOC's)

Our students are extremely active in the Fine Arts and each of our programs has shown increased levels of enrollment and recognition over the past 3 years. Of note, we have 150 students in Theatre Arts, nearly 150 in our choir, over 200 in Band, an additional 120 in our mariachi/Orchestra Program, and nearly 500 students taking Art.

Our school size leads to total Discipline incidents that are high, but it does not accurately reflect the clear majority of our students (over 1000+) have no Suspensions this school year.

We have great kids that do amazing things every day!

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student Discipline Data indicates a core group of 5% of our students have met multiple indicators that require more intensive interventions and support (Attendance/Discipline/Grades/Academic Regression/Socio-Emotional Needs) **Root Cause:** A Student Support Team that encompasses not only a Student Support Case load, but a concurrent school wide effort where staff models and celebrates when students implement the soft skills necessary to be successful.

Problem Statement 2 (Prioritized): Student Attendance has recovered as expected Post-Pandemic, but a core group of students (2%) continue to be excessively truant (30+ UNX Absences). **Root Cause:** Our system that encourages high levels of student attendance daily, weekly, and by 6 weeks period for all students and chronic absentee students is not publicized or rewarding students in a way that reaches our chronically absent students.

Student Learning

Student Learning Summary

Our Students show growth in ELA and Math MAP Data yet gaps continue to be more than 1+ years behind, on average. At this pace, they will not be able to reach college readiness.

Recent analysis through our State of School presentations, displayed positive data trends using district local assessments. We have shown positive growth compared to relative campuses while district benchmark data ranked our performance above those campuses as well.

NWEA MAP Growth Data for this year has shown positive growth, as expected. Our growth however is not present in all grade level contents and student groups. Of note, we have our largest gains in 7th ELA, 8th ELA, and 7th Math.

Our campus wide goals have taken our RMS Look Fors and aligned them with our District Priorities. Of note, we have narrowed our focus to some key drivers that focus on DDI Best Practices, including standards based alignment, daily Aligned exit tickets, and academic language development this past year and will tighten it even further through our data practices.

Student Learning Strengths

Teachers polled will attest to our students inquisitive nature and ability to share their thoughts as areas of strength. Our overall student body wants to please their teachers and will work hard where relationships have been built.

Our students want to be social and will perform if engaged in the work.

Academically, we have a thriving Accelerated and Honors Cohort that consistently outperforms their peers district wide on STAAR EOC.

Our status as a majority Emergent Bilingual School (over 700 coded Limited English Proficient Students) has not stopped us from meeting our growth targets in ELA!

We are also happy to share that we have 12 TIA Designated Teachers on our campus. 11 of those are currently 7th or 8th grade teachers.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Math MAP Growth has shown that we grow at a faster rate than most FWISD schools yet STAAR Student Achievement is not seeing growth year to year in our Math STAAR achievement at Approaches, Meets, and Masters. **Root Cause:** We struggle to provide Math Interventions outside of our 50 Minute Math Block. We need to find a Student/Standards Specific Intervention that can supplement Tier 1 Instruction.

Problem Statement 2 (Prioritized): ELA MAP Growth data has ranked near the top of the district yet achievement in ELA is below district average consistently in 6th grade Approaches, Meets, and Masters. **Root Cause:** Early Identification for all Below Grade Level Readers and Writers needs to be completed in June in order to schedule our students into appropriate intervention classes.

School Processes & Programs

School Processes & Programs Summary

Teacher Hiring and Quality are driven by our individual academic departments and we have been fortunate enough to keep the majority of our staff in place through the pandemic. Our PLC Structures have been enhanced this year through the DDI Process and will continue to improve as we incorporate Science and Social Studies next year into the daily PLC Cycle.

This process is further enhanced by our veteran led staff which can claim 12 TIA Recipients in its ranks.

Our Rosemont Instructional Drivers are centered around state standards, district expectations for a learning cycle, and campus needs that address academic language. Additional Student Support for Reading and Math have been allocated through our double blocked math and ELA classes for select learners that are funded through Title 1.

We have 1 been down Counselor for the majority of the year as well as without our 2nd Intervention Specialist since November. This has hampered our student support services efforts but remain in compliance with all mandatory 504, RTI, and academic counseling processes.

Our Advisory Program is in year 2 and has assisted us in creating a culture that can directly address any needs that come up in the socioemotional and academic spectrum.

School Processes & Programs Strengths

The majority (nearly 80%) of our teachers have 5 or more years of experience in the classroom. This has helped create an environment where new teachers quickly assimilate to the high expectations on campus. PLC's (Formal and Informal) are held and a strong sense of common planning is evident in classroom observations.

We have high levels of participation in extracurricular events. Teachers strive to provide extra support to our students who need extra support.

Our overall campus safety plan relies on the support of all stakeholders and adults on campus to monitor the traffic flow in between class periods and other transition times.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student Performance at approaches traditionally meets or exceeds FWISD Averages, but we struggle to grow our on level learners in the Meets and Masters performance levels. **Root Cause:** Consistent checks for understanding that are rigorous and aligned throughout the lesson create missed opportunities that allow for gaps in student mastery.

Problem Statement 2: Student Discipline Data as of the 4th Six Weeks indicate that 11% of our Males School Wide have been suspended at least once this school year and 35% of our African American Males (15/42) have been suspended at least once. Of those, most frequently disciplined students came from the 8th Grade. **Root Cause:** Systems, Procedures, and Expectations are not clearly taught, explained, and enforced consistently enough school wide (Teacher to Teacher, Admin to Admin)

Perceptions

Perceptions Summary

Rosemont Middle School Educators lead by example and the expectation is that adults model appropriate behaviors that are expected of their students.

Through our constantly changing campus layout, students need to have clear expectations for student safety and clear instructions for daily academic learning. These expectations are taught and practiced.

While we have hallway and instructional expectations in place. We occasionally struggle with discipline during unstructured times and transitions.

Perceptions Strengths

The Rosemont Way has and always will be about relationships.

Best Bronco Recipients (75 each 6 weeks) remain engaged in a positive way in various school activities throughout the year. Expectations for recipients are communicated regularly to stakeholders.

Professional Learning that speaks to positive behavior interventions and supports (PBIS) and Student Leadership Initiatives are very well received by staff.

At least 50% of Rosemont students are involved in activities outside of academics such as fine arts, athletics, and student leadership.

Students taking honors classes consistently outperform peers and show levels of achievement and growth.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Opportunities to be celebrated for tasks well done, leadership opportunities, and student voice were not as well received by students as we expected them to be. **Root Cause:** Opportunities (such as Advisory Period) focused on individual growth in many Socio-Emotional Areas, but celebration activities were not met high levels of excitement despite seeking student input. Data Systems and Tracking of Data, specifically for growth, were not leveraged for spontaneous celebrations.

Priority Problem Statements

Problem Statement 1: Opportunities to be celebrated for tasks well done, leadership opportunities, and student voice were not as well received by students as we expected them to be.

Root Cause 1: Opportunities (such as Advisory Period) focused on individual growth in many Socio-Emotional Areas, but celebration activities were not met high levels of excitement despite seeking student input. Data Systems and Tracking of Data, specifically for growth, were not leveraged for spontaneous celebrations.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Student Attendance has recovered as expected Post-Pandemic, but a core group of students (2%) continue to be excessively truant (30+ UNX Absences).

Root Cause 2: Our system that encourages high levels of student attendance daily, weekly, and by 6 weeks period for all students and chronic absentee students is not publicized or rewarding students in a way that reaches our chronically absent students.

Problem Statement 2 Areas: Demographics

Problem Statement 3: ELA MAP Growth data has ranked near the top of the district yet achievement in ELA is below district average consistently in 6th grade Approaches, Meets, and Masters.

Root Cause 3: Early Identification for all Below Grade Level Readers and Writers needs to be completed in June in order to schedule our students into appropriate intervention classes.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Student Performance at approaches traditionally meets or exceeds FWISD Averages, but we struggle to grow our on level learners in the Meets and Masters performance levels.

Root Cause 4: Consistent checks for understanding that are rigorous and aligned throughout the lesson create missed opportunities that allow for gaps in student mastery.

Problem Statement 4 Areas: 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: April 8, 2024

Goal 1: Early Literacy

Increase the percentage of 6th grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 44.7% to 55% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 37.7% to 45% by May 2025.

High Priority

Evaluation Data Sources: MAP MOY DATA REPORTS 2023-2024

Strategy 1: Improve the quality of classroom instruction by focusing on quality planning, effective communication strategies throughout the lesson, and highly rigorous and aligned assessments for all students.

Strategy's Expected Result/Impact: PLC's will be focused on lesson planning, student outcomes, and data driven response to those outcomes. Academic Language Development Training and Strategies will target our highest need student groups (Emerging Bilinguals and Special Education)

Staff Responsible for Monitoring: Department Heads, Dean of Instruction

Title I:

2.4

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Leverage PLC's and Faculty Meetings to incorporate effective data practices that include formative, unit, and summative data cycles.</p> <p>Intended Audience: All Staff that impacts students</p> <p>Provider / Presenter / Person Responsible: Dean of Instruction, Dept. Administrators, Instructional Coach</p> <p>Date(s) / Timeframe: Daily Formative Assessments, Bi-Weekly Unit Checks, and BOY, MOY, EOY Summative Reflections</p> <p>Collaborating Departments: All Core Departments and CCMR/Advisory Team</p> <p>Delivery Method: Professional Development Week, PLC's, Faculty Meetings</p> <p>Funding Sources: - TITLE I (211) - 211-13-6399-04N-057-30-510-000000-25F10 - \$2,496.20, - TITLE I (211) - 211-11-6399-04N-057-30-510-000000-25F10 - \$14,475, - GT (199 PIC 21) - \$2,652</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Ensure that Teacher Coaching/Monitoring Visits are prorated based on teacher need, embed actionable next steps with accountability.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Administrative Team</p> <p>Date(s) / Timeframe: Weekly Check Ins during Admin Meetings and monthly Calibrated Walks with individual Admin Team Members</p> <p>Delivery Method: Positive Classroom Instructional Trends will be celebrated and replicated campus wide, while areas for improvement will be quickly addressed and improved upon through individual coaching feedback and professional learning.</p> <p>Funding Sources: - TITLE I (211) - 211-13-6399-04N-057-30-510-000000-25F10 - \$6,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Strategically place an additional FTE into a grade level of need to provide additional learning time to targeted students via Structured Literacy.</p> <p>Intended Audience: Bottom 25% Readers</p> <p>Provider / Presenter / Person Responsible: AP Rodriguez (Master Schedule) Dean of Instruction Shaw-Mack AP Barron (ELA)</p> <p>Date(s) / Timeframe: August 2024</p> <p>Collaborating Departments: ELA</p> <p>Funding Sources: - TITLE I (211) - 211-11-6119-04N-057-30-510-000000-25F10 - \$62,500</p>	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 2: Develop clear expectations for the Academic Language Development Strategies and Tools necessary to address our Emergent Bilingual Students and their needs

Strategy's Expected Result/Impact: Teachers will be 90% proficient in their implementation of the RMS Instructional Look For's (as defined in August 2024 PD)

Student Growth Indicators as measured by MAP will place us in the top 10% of Middle School Campuses (top 3)

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.5

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 2 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Develop and incorporate all Instructional Leaders on the campus (Department Heads, Aspiring Administrators, Instructional Coach, Dean of Instruction, Administration) to guide, coach, and lead school wide implementation of the RMS Instructional Expectations, Effective Data Meetings, and Data Action Plans.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Date(s) / Timeframe: Professional Development Calendar embedded throughout the year</p> <p>Collaborating Departments: All Teachers</p> <p>Funding Sources: - SPED (199 PIC 23) - \$4,000, - SPED (199 PIC 23) - \$6,910</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Incorporate best practices in Talk, Read, Talk, Write and GT Higher Level Questioning Strategies, through professional development opportunities, to increase levels of communication and rigor in daily instruction.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Administration</p> <p>Date(s) / Timeframe: August 2024 through November 2024</p> <p>Collaborating Departments: Gifted and Talented Department/Emergent Bilingual Department,</p> <p>Funding Sources: - BEA (199 PIC 25) - 199-11-6399-001-057-25-273-000000 - \$5,464, - SCE (199 PIC 24) - 199-11-6112-001-057-24-273-000000- - \$3,000, - SCE (199 PIC 24) - 199-11-6396-001-057-24-273-000000- - \$3,000, - SCE (199 PIC 24) - 199-11-6399-001-057-24-273-000000- - \$9,696</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Obtain library books that are targeted for our language center and EB students in an effort to increase literacy</p> <p>Intended Audience: EB and language center students</p> <p>Provider / Presenter / Person Responsible: librarian</p> <p>Date(s) / Timeframe: August 2024 through November 2024</p> <p>Collaborating Departments: EB department and librarian</p> <p>Delivery Method: none</p> <p>Funding Sources: - TITLE I (211) - 211-12-6329-04N-057-30-510-000000-25F10 - \$11,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Obtain technology to assist with language acquisition through District programs such as Lexia and Mathia. Technology includes, chargers, headphones, adaptors, power strips, and other tools to assist with learning.</p> <p>Intended Audience: All students</p> <p>Provider / Presenter / Person Responsible: Administration</p> <p>Date(s) / Timeframe: Aug - Nov 2024</p> <p>Collaborating Departments: Department chairs</p> <p>Delivery Method: none</p> <p>Funding Sources: - TITLE I (211) - 211-11-6396-04N-057-30-510-000000-25F10</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: ELA MAP Growth data has ranked near the top of the district yet achievement in ELA is below district average consistently in 6th grade Approaches, Meets, and Masters. **Root Cause:** Early Identification for all Below Grade Level Readers and Writers needs to be completed in June in order to schedule our students into appropriate intervention classes.

School Processes & Programs

Problem Statement 1: Student Performance at approaches traditionally meets or exceeds FWISD Averages, but we struggle to grow our on level learners in the Meets and Masters performance levels. **Root Cause:** Consistent checks for understanding that are rigorous and aligned throughout the lesson create missed opportunities that allow for gaps in student mastery.

Goal 1: Early Literacy

Increase the percentage of 6th grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 2: Increase the percentage of students who score at meets or above in English 1 from 95.9% to 97% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 95.6% to 97% by May 2025.

High Priority

Evaluation Data Sources: STAAR DATA

Strategy 1: Analyze, Identify, Track, and Grow students that can be placed in Honors Classes based on MAP Data results at EOY Spring 2023 and BOY Fall 2023 Windows

Strategy's Expected Result/Impact: Increased Representation of targeted student group in Honors Level Classes

Staff Responsible for Monitoring: ELA Administrator (Barron)

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Incorporate best practices in Talk, Read, Talk, Write and GT Higher Level Questioning Strategies, through professional development opportunities, to increase levels of communication and rigor in daily instruction. Intended Audience: All Students, All Students in Honors Classes Provider / Presenter / Person Responsible: GT Department, Administration Date(s) / Timeframe: August through November 2024 Collaborating Departments: GT Department Funding Sources: - GT (199 PIC 21)	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Utilize the Master Schedule to develop and maximize access to Honors Courses for at least 20% of all students Provider / Presenter / Person Responsible: Administration, Teachers (Recommendations) Date(s) / Timeframe: May 2024- August 2024	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: ELA MAP Growth data has ranked near the top of the district yet achievement in ELA is below district average consistently in 6th grade Approaches, Meets, and Masters. Root Cause: Early Identification for all Below Grade Level Readers and Writers needs to be completed in June in order to schedule our students into appropriate intervention classes.</p>

Goal 2: Early Math

Increase the percentage of 6th grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 39.6% to 45% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 38.7% to 45% by May 2025.

High Priority

Evaluation Data Sources: NWEA MAP MOY DATA

Strategy 1: Utilize PLC's and Weekly Data Mtg Cycle to ensure standards aligned planning cycle at grade level rigor.

Strategy's Expected Result/Impact: Each Rosemont Middle School Grade Level Team will plan together and ensure lessons and activities are aligned to state standards so that students MAP Growth Data pushes into the top 1/3 of FWISD Middle Schools.

Staff Responsible for Monitoring: Jordan Rodriguez (AP) and Sheila Sharp (Math Dept Head)

Title I:

2.4

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Strategically place an additional FTE into the Math Department so that an additional 100 students grade level of need to provide additional learning time to targeted students via Enhanced Math.</p> <p>Intended Audience: Students in lowest 25th percentile</p> <p>Provider / Presenter / Person Responsible: AP Rodriguez (Math AP and Master Schedule) + Dean of Instruction</p> <p>Date(s) / Timeframe: May 2023-August 2023</p> <p>Funding Sources: - TITLE I (211) - 211-11-6399-04N-057-30-510-000000-25F10 - \$5,000, - TITLE I (211) - 211-11-6119-04N-057-30-510-000000-25F10 - \$62,500</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Leverage Professional Development Opportunities (FWISD, Region 11, State, National) in an effort to gain proficiency (through re-delivery of training) to colleagues schoolwide.</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Funding Sources: - TITLE I (211) - 211-13-6411-04N-057-30-510-000000-25F10 - \$6,000, - TITLE I (211) - 211-23-6411-04N-057-30-510-000000-25F10 - \$6,224</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Strategy 2: Develop, Create, and Monitor Grade Level Math Fluency Tools that will provide essential background and sheltered instruction for our students in the lowest 25th percentile.

Strategy's Expected Result/Impact: Below Grade Level Math Students will have the opportunity to access rigorous problems more readily during Tier 1 Instruction, through the use of tutoring, online practice, and measured fluency tools at home.

Staff Responsible for Monitoring: Math Department (through PLC and Planning)

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Monitor and Publicly Celebrate students efforts when they increase their math fluency, specifically math fluency that is necessary for students to connect to the upcoming curriculum.</p> <p>Intended Audience: Enhanced Math Students</p> <p>Provider / Presenter / Person Responsible: Math Dept by Grade level</p> <p>Date(s) / Timeframe: PLC/Weekly Celebrations/Each 6 weeks based on growth MAP Growth MOY/EOY</p> <p>Delivery Method: PLC's and Celebration Boards</p> <p>Funding Sources: - BASIC (199 PIC 11) - 199-11-6411-XXX-057-11-273-000000- - \$6,000, - BASIC (199 PIC 11) - 199-11-6112-XXX-057-11-273-000000- - \$3,000, - BASIC (199 PIC 11) - 199-11-6329-XXX-057-11-273-000000- - \$4,500, - BASIC (199 PIC 11) - 199-11-6398-XXX-057-11-273-000000- - \$4,000, - BASIC (199 PIC 11) - 199-11-6321-XXX-057-11-273-000000- - \$18,148</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Utilize advisory time as a school-wide intervention for math students to use a targeted, online platform program such as Aleks.</p> <p>Intended Audience: All math students</p> <p>Provider / Presenter / Person Responsible: All teachers with an advisory class</p> <p>Date(s) / Timeframe: 1-2 times per week during advisory class</p> <p>Collaborating Departments: Math department teachers will be able to see and use this data.</p> <p>Delivery Method: PLC's</p> <p>Funding Sources: Aleks - TITLE I (211) - 211-11-6399-04N-057-30-510-000000-25F10 - \$20,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Student Performance at approaches traditionally meets or exceeds FWISD Averages, but we struggle to grow our on level learners in the Meets and Masters performance levels. Root Cause: Consistent checks for understanding that are rigorous and aligned throughout the lesson create missed opportunities that allow for gaps in student mastery.</p>

Goal 2: Early Math

Increase the percentage of 6th grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 2: Increase the percentage of students who score at MEETS or above in Algebra 1 from 65.2% to 75% by May 2025.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 59.1% to 65% by May 2025.

High Priority

Evaluation Data Sources: MOY MS Companion Guide

Strategy 1: Provide Instructional Support and Planning Partners for Algebra Teacher so that she has a planning think partner for her curriculum through Curriculum Planning Days

Strategy's Expected Result/Impact: Increase % of students that attain Meets/Masters Performance by 15%

Staff Responsible for Monitoring: Admin over Math (J Rodriguez)

Title I:

2.4





- TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Leverage Instructional Coach, Admin Coaching, and MS Algebra Colleagues at MS Math PD Opportunities to build as rigorous an Algebra Lesson as possible daily.</p> <p>Provider / Presenter / Person Responsible: Algebra Teacher/Instructional Coach</p> <p>Date(s) / Timeframe: Instructional Planning Days per District Calendar</p> <p>Collaborating Departments: Math</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: Student Performance at approaches traditionally meets or exceeds FWISD Averages, but we struggle to grow our on level learners in the Meets and Masters performance levels. **Root Cause:** Consistent checks for understanding that are rigorous and aligned throughout the lesson create missed opportunities that allow for gaps in student mastery.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 1: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 28.6% to 35% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 20.9% to 30% by May 2025.

High Priority

Evaluation Data Sources: MOY Summary from ADQ based on MAP

Strategy 1: Celebrate students that exhibit growth on MAP, Report Cards, and Teacher Selected Students for Growth on visible and social media displays and celebrations/events





Strategy's Expected Result/Impact: Students request for more schoolwide celebrations will be highly publicized in and around campus, creating a growth mindset culture, and ultimately a data driven one where students expect to succeed through hard work.

Staff Responsible for Monitoring: Data Analyst
Admin Team
Parent Engagement Specialist

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Connect high school to career and college
- **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Leverage Advisory Time and upgrade current lessons to meet the needs of students. We will strategically monitor and self assess student performance, opportunities to improve academically, and celebrate their own growth.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: All Staff will participate in Advisory Supports and Implementation</p> <p>Date(s) / Timeframe: Strategically at BOY/MOY/EOY and each 3rd and 6th Weeks of the Grading period.</p> <p>Delivery Method: Advisory</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Utilize Advisory Time and school wide ownership of the Advisory Lesson Implementation Process. All students will be provided with socioemotional learning, academic advisement, intervention, and CCMR Programming netting a well rounded student experience for all.</p> <p>Provider / Presenter / Person Responsible: Advisory Committee (Campus Wide)</p> <p>Date(s) / Timeframe: August 2024</p> <p>Collaborating Departments: Counseling, Intervention, and CCMR</p> <p>Funding Sources: - TITLE I (211) - 211-11-6112-0PD-057-30-510-000000-25F10 - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Strategically upgrade our current processes for managing our Tier 3 MTSS Case load so that they can access the supports they need at Tier 1 (Advisory) and Tier 3 Levels (SASS Case Load 5-7% of student population)</p> <p>Provider / Presenter / Person Responsible: MTSS TEAM</p> <p>Date(s) / Timeframe: Bi-Weekly</p> <p>Collaborating Departments: Teachers (Through Advisory) and MTSS Team</p>	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Student Performance at approaches traditionally meets or exceeds FWISD Averages, but we struggle to grow our on level learners in the Meets and Masters performance levels. Root Cause: Consistent checks for understanding that are rigorous and aligned throughout the lesson create missed opportunities that allow for gaps in student mastery.</p>

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025.

Performance Objective 2: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 16.4% to 25% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 4.7% to 15% by May 2025.

High Priority

Evaluation Data Sources: MOY Summary from ADQ based on MAP

Strategy 1: Brand and Celebrate students that exhibit growth through the strategic scheduling of growth mindset celebrations based on data tracking and efforts made in school based intervention programs.

Strategy's Expected Result/Impact: Students continued request for more schoolwide celebrations will be highly publicized in and around campus, creating a growth mindset culture, and ultimately a data driven one where students expect to succeed through hard work.

Staff Responsible for Monitoring: Admin Team
Parent Engagement Specialist





Title I:
2.4, 2.5, 2.6

- **TEA Priorities:**
Connect high school to career and college

- **ESF Levers:**
Lever 1: Strong School Leadership and Planning

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Leverage Advisory Time strategically to monitor and self assess student performance, opportunities to improve, and their own growth Provider / Presenter / Person Responsible: ALL TEACHERS through Advisory Admin for implementation and Planner Checks Date(s) / Timeframe: Strategically at BOY, MOY, EOY and each 3/6 week grading period.	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Leverage Advisory Time and a campus wide ownership of the Advisory Lesson Implementation Process that will provide students with socioemotional learning, academic advisement, intervention, and CCMR Programming netting a well rounded student experience for all.</p> <p>Provider / Presenter / Person Responsible: Advisory Committee (TBD)</p> <p>Date(s) / Timeframe: August 2023</p> <p>Collaborating Departments: Counseling, Intervention, and CCMR</p> <p>Funding Sources: - CTE (199 PIC 22) - \$3,455</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: Opportunities to be celebrated for tasks well done, leadership opportunities, and student voice were not as well received by students as we expected them to be. Root Cause: Opportunities (such as Advisory Period) focused on individual growth in many Socio-Emotional Areas, but celebration activities were not met high levels of excitement despite seeking student input. Data Systems and Tracking of Data, specifically for growth, were not leveraged for spontaneous celebrations.</p>

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 21.5% to 17% by May 2025.

Decrease the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 33.7% to 24% by May 2025.

High Priority

Evaluation Data Sources: Attendance Data 2023-2024 as of MOY ADQ Companion

Strategy 1: Incorporate all hands on deck approach to truancy prevention by utilizing our Student Academic Support Services Team, Front Office and Parent Engagement Specialist to strategically address our most truant students early and often throughout the year.

Strategy's Expected Result/Impact: Student Truancy cases will drop by 5% due to the increased contact with home/guardians, Efficient Student Caseload management, and incentives for improvement.

Staff Responsible for Monitoring: Attendance Administrator over SASS

Title I:

2.4, 2.6, 4.1, 4.2

- TEA Priorities:





Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: Utilize PBIS and Attendance Funds to positively celebrate increases in Attendance/Effort each 6 weeks by grade level and by truant case load Provider / Presenter / Person Responsible: Attendance and PBIS Administrator Date(s) / Timeframe: Each 6 weeks Funding Sources: - TITLE I (211) - 211-11-6499-04N-057-30-510-000000-25F10 - \$5,000	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Early Identify and Intervention Supports for our chronic attendance caseload (parents and students) will seek out root causes of student absences for more immediate referrals to our MTSS Team</p> <p>Intended Audience: Truant Student Population</p> <p>Provider / Presenter / Person Responsible: Rachel Diaz (PES) SASS Team (Counselors and Interventionists)</p> <p>Funding Sources: - TITLE I (211) - 211-61-6129-04L-057-30-510-000000-25F10 - \$32,276</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Student Attendance has recovered as expected Post-Pandemic, but a core group of students (2%) continue to be excessively truant (30+ UNX Absences). Root Cause: Our system that encourages high levels of student attendance daily, weekly, and by 6 weeks period for all students and chronic absentee students is not publicized or rewarding students in a way that reaches our chronically absent students.</p>

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 2: Increase positive response by students to the learning environment on the district's climate survey from ___% to ___% by May 2025.

Increase positive response by African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2025.

Strategy 1: Increase the participation rate in school wide incentive events using the support of our Student Council Representatives and other Student Leadership Organizations

Strategy's Expected Result/Impact: Higher Morale and School Pride as measured by our school wide surveys and participation rates

Staff Responsible for Monitoring: STUDENT COUNCIL REPRESENTATIVES

Title I:

2.6

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Demographics 2 - Perceptions 1

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Student Attendance has recovered as expected Post-Pandemic, but a core group of students (2%) continue to be excessively truant (30+ UNX Absences). Root Cause: Our system that encourages high levels of student attendance daily, weekly, and by 6 weeks period for all students and chronic absentee students is not publicized or rewarding students in a way that reaches our chronically absent students.
Perceptions
Problem Statement 1: Opportunities to be celebrated for tasks well done, leadership opportunities, and student voice were not as well received by students as we expected them to be. Root Cause: Opportunities (such as Advisory Period) focused on individual growth in many Socio-Emotional Areas, but celebration activities were not met high levels of excitement despite seeking student input. Data Systems and Tracking of Data, specifically for growth, were not leveraged for spontaneous celebrations.

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 3: Decrease the number of out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 72 to 60 by May 2025.

High Priority

Evaluation Data Sources: Discipline Data 2023-2024 as of MOY ADQ Companion(Needs update for EOY)

Strategy 1: Identify primary locations and types of misbehavior and referrals (non-suspension) so that clear expectations are set and systems are easily implemented.

Strategy's Expected Result/Impact: Decreased "minor" referrals for issues such as social media bullying, off task behaviors in restrooms/hallways, and tardies.

Staff Responsible for Monitoring: Advisory Team
SBDM
Instructional Leadership Team
Counseling Team

Title I:





2.5

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Demographics 2 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Utilize Uncommon Schools Rubric to address campus wide behaviors that result in unproductive behaviors, such as Truancy, Tardy Issues, and Social Media Distractions. Intended Audience: Parents and Students Provider / Presenter / Person Responsible: Administrative Team Date(s) / Timeframe: August 2023	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Leverage Advisory Period to address ongoing socioemotional supports, student response to adversarial situations, and proactive efforts to address student trends in misbehavior. PBIS Incentives for Active Participation and positive efforts will be rewarded through Advisory Structures.</p> <p>Provider / Presenter / Person Responsible: Advisory Team SBDM Instructional Leadership Team Counseling Team</p> <p>Funding Sources: - TITLE I (211) - 211-11-6499-04N-057-30-510-000000-25F10 - \$4,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Utilize Strategic Planning and Lesson Creation Days as pullouts/extra duty for the committee to develop lessons for the Advisory Period.</p> <p>Intended Audience: Advisory Committee</p> <p>Date(s) / Timeframe: Each 6 Weeks and during Summer</p> <p>Collaborating Departments: Department Heads and Instructional Leadership Team</p> <p>Funding Sources: - TITLE I (211) - 211-13-6116-04N-057-30-510-000000-25F10 - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 2: Utilize MTSS, our Student Academic Support Services and Administration Teams to train staff on Best Practices for working with Teenagers using research based methodologies such as De-escalation Skills, Growth Mindset, PBIS Methodology, and Motivating the Teenage Brain in an effort to promote positive behavior shifts.

Strategy's Expected Result/Impact: Increased PBIS evidence throughout the campus through visual displays and Social Media Presence, Increased Teacher-Student Relationships and a School Culture where skills such as de-escalation are modeled for our students.

Staff Responsible for Monitoring: School Admin and Counseling





Title I:

2.6

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Demographics 2 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Utilize Advisory Work Sessions, Faculty Meetings, and Campus Based PD Days to train and practice Restorative Best Practices for all students and especially those who have been disproportionately affected.</p> <p>Provider / Presenter / Person Responsible: Advisory and SASS Team</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Funding Sources: - TITLE I (211) - 211-13-6329-04N-057-30-510-000000-25F10 - \$1,500, - TITLE I (211) - 211-13-6399-04N-057-30-510-000000-25F10 - \$4,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: Student Attendance has recovered as expected Post-Pandemic, but a core group of students (2%) continue to be excessively truant (30+ UNX Absences). Root Cause: Our system that encourages high levels of student attendance daily, weekly, and by 6 weeks period for all students and chronic absentee students is not publicized or rewarding students in a way that reaches our chronically absent students.</p>
Perceptions
<p>Problem Statement 1: Opportunities to be celebrated for tasks well done, leadership opportunities, and student voice were not as well received by students as we expected them to be. Root Cause: Opportunities (such as Advisory Period) focused on individual growth in many Socio-Emotional Areas, but celebration activities were not met high levels of excitement despite seeking student input. Data Systems and Tracking of Data, specifically for growth, were not leveraged for spontaneous celebrations.</p>

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from ___% to ___% by May 2025. Increase the positive perception of parents of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from ___% to ___% by May 2025.

Strategy 1: Publicize Events on our Campus Calendar and seek input from student and parent stakeholders on relevant events. Incorporation of Fine Arts, Academic Nights, Beautification Events, Sporting Events that tie the community together and Parent Engagement. Meetings to maximize attendance and ensure a variety of ties exist for parents to attend throughout the year.

Strategy's Expected Result/Impact: School Pride and Attendance at Events will increase morale of all Rosemont Middle School Stakeholders.

Staff Responsible for Monitoring: Parent Engagement Specialist
Lead Admin Assistant
Principal

Title I:
4.1, 4.2
- ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Publish School Calendar for all events on RMS Web Page, utilize Blackboard App for all call outs associated with major events and post pictures through all available social media apps. Funding Sources: - UNDISTRIBUTED (199 PIC 99) - 199-36-6399-XXX-057-99-273-000000- - \$35,648	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Parent Engagement Seminars focused on Parent Involvement and School Improvement Provider / Presenter / Person Responsible: PES Diaz and SASS Team Funding Sources: - FAMILY ENGAGEMENT (211) - 211-61-6121-04L-057-30-510-000000-25F10 - \$1,000, - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-057-30-510-000000-25F10 - \$1,000, - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-057-30-510-000000-25F10 - \$4,684	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:

Perceptions

Problem Statement 1: Opportunities to be celebrated for tasks well done, leadership opportunities, and student voice were not as well received by students as we expected them to be. **Root Cause:** Opportunities (such as Advisory Period) focused on individual growth in many Socio-Emotional Areas, but celebration activities were not met high levels of excitement despite seeking student input. Data Systems and Tracking of Data, specifically for growth, were not leveraged for spontaneous celebrations.

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		Supplies and materials for instructional use	211-11-6399-04N-057-30-510-000000-25F10	\$14,475.00
1	1	1	1		Supplies and materials for professional development	211-13-6399-04N-057-30-510-000000-25F10	\$2,496.20
1	1	1	2		Supplies and materials for professional development	211-13-6399-04N-057-30-510-000000-25F10	\$6,000.00
1	1	1	3		Title I Reading/ Mathematics Teacher	211-11-6119-04N-057-30-510-000000-25F10	\$62,500.00
1	1	2	3		Reading materials for library use	211-12-6329-04N-057-30-510-000000-25F10	\$11,000.00
1	1	2	4		Technology for instructional use	211-11-6396-04N-057-30-510-000000-25F10	\$0.00
2	1	1	1		Title I Reading/ Mathematics Teacher	211-11-6119-04N-057-30-510-000000-25F10	\$62,500.00
2	1	1	1		Supplies and materials for instructional use	211-11-6399-04N-057-30-510-000000-25F10	\$5,000.00
2	1	1	2		Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-057-30-510-000000-25F10	\$6,224.00
2	1	1	2		Travel for Teachers (PD)	211-13-6411-04N-057-30-510-000000-25F10	\$6,000.00
2	1	2	2	Aleks	Supplies and materials for instructional use	211-11-6399-04N-057-30-510-000000-25F10	\$20,000.00
3	1	1	2		Subs for professional development	211-11-6112-0PD-057-30-510-000000-25F10	\$2,000.00
4	1	1	1		Snacks or incentives for students	211-11-6499-04N-057-30-510-000000-25F10	\$5,000.00
4	1	1	2		Family Engagement Specialist	211-61-6129-04L-057-30-510-000000-25F10	\$32,276.00
4	3	1	2		Snacks or incentives for students	211-11-6499-04N-057-30-510-000000-25F10	\$4,000.00

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	1	3		Extra duty for summer planning (off contract days)	211-13-6116-04N-057-30-510-000000-25F10	\$1,000.00
4	3	2	1		Reading materials for professional development	211-13-6329-04N-057-30-510-000000-25F10	\$1,500.00
4	3	2	1		Supplies and materials for professional development	211-13-6399-04N-057-30-510-000000-25F10	\$4,000.00
Sub-Total							\$245,971.20
Budgeted Fund Source Amount							\$245,971.20
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	2		Snacks for parents to promote participation	211-61-6499-04L-057-30-510-000000-25F10	\$4,684.00
4	4	1	2		Supplies and materials for parental involvement	211-61-6399-04L-057-30-510-000000-25F10	\$1,000.00
4	4	1	2		Extra duty for family engagement activities after hours (Support Staff)	211-61-6121-04L-057-30-510-000000-25F10	\$1,000.00
Sub-Total							\$6,684.00
Budgeted Fund Source Amount							\$6,684.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	2	1		INSTRUCTION TRAVEL - EMPLOYEE ONLY	199-11-6411-XXX-057-11-273-000000-	\$6,000.00
2	1	2	1		INSTRUCTION FURN&EQUIP < \$5000	199-11-6398-XXX-057-11-273-000000-	\$4,000.00
2	1	2	1		INSTRUCTION SUBS - PROFESSIONAL	199-11-6112-XXX-057-11-273-000000-	\$3,000.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	2	1		INSTRUCTION OTHER READING MATERIALS	199-11-6329-XXX-057-11-273-000000-	\$4,500.00
2	1	2	1		INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-057-11-273-000000-	\$18,148.00
Sub-Total							\$35,648.00
Budgeted Fund Source Amount							\$35,648.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		GENERAL SUPPLIES		\$2,652.00
1	2	1	1		GENERAL SUPPLIES		\$0.00
Sub-Total							\$2,652.00
Budgeted Fund Source Amount							\$2,652.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	2		INSTRUCTIONAL MATERIALS		\$3,455.00
Sub-Total							\$3,455.00
Budgeted Fund Source Amount							\$3,455.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1		INSTRUCTIONAL MATERIALS		\$6,910.00
1	1	2	1		FURN&EQUIP < \$5000		\$4,000.00
Sub-Total							\$10,910.00
Budgeted Fund Source Amount							\$10,910.00
+/- Difference							\$0.00

SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	2		Technology for instructional use	199-11-6396-001-057-24-273-000000-	\$3,000.00
1	1	2	2		Supplies and materials for instructional use	199-11-6399-001-057-24-273-000000-	\$9,696.00
1	1	2	2		Subs for supplemental instruction	199-11-6112-001-057-24-273-000000-	\$3,000.00
Sub-Total							\$15,696.00
Budgeted Fund Source Amount							\$15,696.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	2		Supplies and materials - instruction	199-11-6399-001-057-25-273-000000	\$5,464.00
Sub-Total							\$5,464.00
Budgeted Fund Source Amount							\$5,464.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1		COCURRICULAR/ EXTRACURRIC GENERAL SUPPLIES	199-36-6399-XXX-057-99-273-000000-	\$35,648.00
Sub-Total							\$35,648.00
Budgeted Fund Source Amount							\$35,648.00
+/- Difference							\$0.00
Grand Total Budgeted							\$362,128.20
Grand Total Spent							\$362,128.20
+/- Difference							\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024