

Dallas Independent School District
359 Rosemont Upper School
2024-2025 Campus Improvement Plan



Mission Statement

At Rosemont, our mission is to educate, engage, and empower our students to reach their academic potential in order to become lifelong learners and contributors to society.

Vision

At Rosemont, our vision is to be an exemplary campus with established leaders that exemplify a commitment to academic excellence and educating the whole child.

Value Statement

Our mission as students is to learn and to think on our own and to learn to get along with others.

Nuestra Mision como estudienantes es aprender a pensar por si mismo y aprender a llevarse bien con otros.

Table of Contents

.....	2
Our mission as students is to learn and to think on our own and to learn to get along with others.	2
Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
Goal 1: STUDENT OUTCOME GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.	14
Goal 2: STUDENT OUTCOME GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40% to 56% by June 2025.	19
Goal 3: STUDENT OUTCOME GOAL: Student achievement on third-grade state assessment in mathematics at the Meets performance level or above shall increase from 42.3% to 56.0% by June 2025.	22
Goal 4: STUDENT OUTCOME GOAL: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 40% to 50% by June 2025.	25
Goal 5: STUDENT OUTCOME GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42% to 67% by June 2025.	27

Comprehensive Needs Assessment

Demographics

Demographics Summary

Based on information recorded in MyDataPortal, Rosemont Upper serves 443 students in grades 3-8. Our 6th-8th grade is a dual language magnet school. Located adjacent to the Bishop Arts neighborhood, fine arts is at the heart of the campus culture. Our student population is 86.5% Hispanic, 9.4% White, and 2.5% African American students. We serve 38% emergent bilingual students, 18% special education, and 27% talented and gifted learners. Its notable that 94% of our students who receive special education are enrolled in grades 3-5. 69% of our Bison are economically disadvantaged.

Students have an opportunity to participate in over twenty-four extra curricular clubs and activities which range from dance and orchestra to chess and e-sports. On any given day, Rosemont Bison work alongside each other to spearhead community service drives, take an active part in the leadership of the campus, and develop relationships so that every student has a sense of belonging, every day.

We have 21 core teachers, 4 special education teachers, and 5 specialists. We had 91% teacher retention.

Our student attendance was 97%. We had 29 referrals (15 Level I, 13 Level II, 2 Level III). 59% of level I and II referrals were from grades 3-5. 41% of level I and II referrals were from grades 6-8. Both level III referrals were from 8th grade.

Demographics Strengths

As a dual language campus, bilingualism and biculturalism are driving values in our approach to teaching and learning. Community partnership is the backbone of the experience at Rosemont. We have an award-winning Dads' Club and an active PTA and SBDM. We partner with Lower Campus and support an early childhood PTA to establish a pipeline of Bison. Notable community partners include Twelve Hills Nature Preserve, Dallas Children's Theatre, and the Nasher Sculpture center. Upper campus earned both a

2023 Blue Ribbon and a Gold Ribbon award.

Spring 2024 campus climate and culture survey data showed positive growth in every category. The most significant gains were in the areas of positive culture and environment and culture of feedback and support. Student perception surveys improved in both the Fall and Spring semesters with gains in the areas of school environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Emergent bilingual students in grades 3-5 are performing at a lower rate of achievement than their non-emergent counterparts. **Root Cause:** Emergent bilingual learners may struggle to fully comprehend academic content, leading to lower academic performance. Emergent bilingual students need explicit teaching practices and resources to support L1 and L2 language development. 23% of EB students in grades 3-5 also receive special education services. This percentage does not include EB students who also qualify for services for dyslexia.

Problem Statement 2: There is a gradual decline in diversity from 3rd to 8th grade. Grades 6-8 are 98% Hispanic compared to 81% in grades 3-5. **Root Cause:** Grades 6-8 serve students in a dual language magnet program. General education students in grades 3-5 need additional support with Foreign Language in ES to continue into the middle school.

Problem Statement 3: 50% of discipline referrals were classified as Level I offenses, which are typically classroom managed offenses. 50% of discipline referrals were for students who receive special education services. **Root Cause:** The campus needs a schoolwide system for student support that outlines behaviors that are teacher, counselor, and administrator managed. Students need explicit strategies to self-regulate and manage peer-to-peer conflict proactively.

Student Learning

Student Learning Summary

Student learning is captured using 3 primary methods: STAAR, MAP, and district ACPs. In grades 6-8, all students are enrolled in the advanced track. All middle school students are on track to complete Algebra I in 8th grade and receive 5.5 high school credits, as well as a dual language certificate. A breakdown of student learning results is included below.

STAAR: Overall 31% of students achieved mastery in math, 39% achieved mastery in reading, and 13% received mastery in science. 95% of students in Algebra I, 59% of students in Math 8, and 44% of students in Math 6 Advanced earned mastery on the STAAR. In the elementary grades, 19% of third grade, 11% of 4th grade, and 24% of 5th grade earned mastery in math. In reading, 63% of 8th graders, 72% of 7th graders, and 67% of 6th graders earned mastery. For elementary reading, 29% of 5th graders, 25% of 4th graders, and 24% of 3rd graders earned mastery. 8th grade science had 18% mastery and 5th grade science had 9% mastery. Rosemont Upper has 11 African American students enrolled. 64% earned meets or higher on the 2024 STAAR Math and 73% earned meets or higher on the 2024 STAAR reading.

MAP: Based on Math MAP data, 56% of students are in Tier I, 22% in Tier II, and 22% in Tier III. For reading MAP data, 59% of students are in Tier I, 23% in Tier II, and 18% in Tier III. 68% of third grade students are on grade level for reading and 57% for math.

ACP: Rosemont students who took the Science 6 Honors ACP outperformed the district with an average scaled score of 85.5% compared to 79% at the district average. Astronomy students performed marginally higher (3 points) than the district with an average scaled score of 74. Students who took honors TX studies and honors world cultures earned average scale scores of 86.7 and 83.4, respectively. Students outperformed the feeder pattern and the district in both course assessments.

Student Learning Strengths

Overall, the campus met the goal of at least 30% students at the mastery level and at least 60% of students at meets+ for reading with 37% mastery and 65% meets+ in reading. 31% of students mastered the math STAAR (met the goal) and 57% earned meets+ in math. In grades 6-8 for both math and reading, all three goals (90-60-30) were exceeded in grades 6-8 for both math and reading. 18/21 Algebra I students had accelerated growth and 3 students earned a perfect score on the Algebra I EOC.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in 4th grade math achieved at a disproportionately low rate compared to their achievement in reading. **Root Cause:** Students in 4th grade need foundational math skills in order to master the amount of new TEKS that are introduced in 4th grade math. Students need opportunities to make real-world connections and to explore abstract concepts with concrete examples and manipulatives. Students need explicit opportunities to practice problem sets with teacher guidance and feedback aligned to the key concepts.

Problem Statement 2 (Prioritized): Students in 5th and 8th grade science at a disproportionately low rate compared to their achievement in reading. **Root Cause:** Students need time to explore scientific phenomena through concrete labs, scientific experiments, and rich discussion that utilizes academic vocabulary.

School Processes & Programs

School Processes & Programs Summary

Teachers and staff meet weekly for Professional Learning Communities (PLCs) where they work in grade level teams alongside administrators or content leaders to internalize lessons, analyze data, and breakdown key learning concepts. Rosemont Upper uses Amplify, Eureka, and Carnegie curriculums to inform lessons. Teachers and staff meet twice a month for after school professional development. After school PD is aligned to teacher preferences as evidenced in an instructional needs survey. The Stampede Support Team is a leadership comprised of campus administrators, counselor, grade level leads and campus instructional leaders (CILT). The Stampede Support Team meets twice a month to develop a plan to respond to students' academic data and problem solve current needs with the principal. Grade level leads are responsible for team communication and monitoring grade level operational procedures. CILT team members attend districtwide instructional training and support teams with content internalization of curriculum and teaching practice. All Stampede Support members are responsible for providing professional development to staff.

We use weekly PLC meetings to encourage teacher participation in instructional decision making and to develop content expertise. Teachers develop action plans to respond to data from exit tickets, weekly formative assessments (WFAs) and Amplify/Eureka/Carnegie unit assessments. During PLCs, teachers identify key learning from each lesson, collaborate to plan for high levels of reading, writing, listening and speaking from students, and practice/role play the critical parts of first-pass instruction.

Teachers and staff provide input on campus culture and environment in districtwide surveys 2X per year (1 Fall and 1 Spring). At the campus level, teachers provide feedback and input through PLC and on monthly "check in" surveys where they identify 3 things that are going well, 2 things that could be improved and suggestions as to what changes could be made, and 1 thing that should be stopped.

We have a complex arrival and dismissal process for Upper Campus. Since we are temporarily relocated approximately 4 miles from our regular campus site while it is under construction, our students have the option to take district transportation from our regular campus to our temporary location. 268 students utilized regular transportation to and from campus. Additional students use "late" transportation after school clubs, tutoring, and rehearsals. The campus uses a schoolwide system to monitor and track dismissal for all students.

Students have opportunities to participate in clubs and extra curriculars outside of school hours and during the instructional day. Teachers and staff offer 25 different after school clubs and extra curriculars. 100% of students participate in a club or extra curricular activity. 100% of teachers sponsor a club either during the school day or after school.

All students have access to a 1:1 Chromebook device. Students have access to devices at home and at school. The campus has developed a system to provide temporary devices for students who have a broken device. Stampede Support Team will outline expectations for technology usage at the start of the coming school year to ensure consistency with Dallas ISD policy and from class to class.

We offer two tracks for all students to learn the Spanish language. The Dual Language (DL) model and the Foreign Language in Elementary School (FLES) track. The FLES track offers 90 minutes of conversational Spanish connected to a themed curriculum. The program provides opportunities for non-native speakers to participate and cultivate a deeper appreciation for bilingualism, biculturalism, and biliteracy. It also provides a pipeline for general education students to participate in the magnet program for middle school.

The fine arts program at Rosemont incorporates the study of dance, music, and visual arts to empower students to explore realities, relationships, and ideas. We have a theater arts partnership with Dallas Children's Theatre to equip students with tools through fine arts to enhance their physical, emotional, and mental well-being.

School Processes & Programs Strengths

Our incoming middle school enrollment increased from 43 to 75 students. 100% of 6th grade seats are filled with 51 seats filled by rising Rosemont 5th graders. We communicated

our application process to faculty and families to increase transparency. Our application process and rubric was updated to include teacher and student input at each phase. The rubric is aligned to feedback from students and teachers indicating what they felt was most important in order to be successful in the middle school program. All interview and writing questions were created by students and teachers. The FLES track has created a pathway for additional Rosemont students to stay at the campus for middle school years.

100% of students participate in a club or extra curricular activity after school or during the instructional day.

PLC structure and content supported an increase in the quality of instructional feedback and support. From Fall 2023 to Spring 2024 the campus saw significant gains in staff perceptions regarding the culture of feedback and support. Teachers have indicated they value their colleagues who are experts at their craft (96% positive responses on the climate and culture survey). Teachers have expressed a desire for vertical planning and collaboration within contents.

The master schedule was designed to maximize instructional support for academic areas of focus as evidenced in STAAR data. Every specialist will provide push-in support for Tier III learners. Middle school content leads have time built into their schedule to coach instruction and provide intervention for Tier II and Tier III learners during their designated differentiation time. The special education team is fully staffed and case managers are strategically paired with students they can best support based on their individual expertise.

Rosemont Upper has 91% retention rate in teachers. 31% of teachers have earned or are eligible for Distinguished Teacher Review. Over 80% of teachers have more than 3 years of experience. We have 1 teacher with 1 year of experience and 2 teachers new to their roles.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Families are not aware of all of the opportunities available to students at Rosemont Upper. **Root Cause:** The campus needs a system for communicating opportunities for clubs and extra curricular opportunities both outside of school hours and during the instructional day. The campus needs to create space to showcase student outcomes from clubs and extra curriculars.

Problem Statement 2: Students who take assessments in Spanish have lower achievement than their dual language peers who test in English. **Root Cause:** Some of our students who test in Spanish are newcomers who need additional scaffolding and sheltering strategies to support access to content. Teachers need to intentionally plan visual cues, gestures, and explicit connections to cognates to support dual language students in both English and Spanish. We need a system to track students' language acquisition in the FLES over the course of a year.

Perceptions

Perceptions Summary

Mission:

At Rosemont, our mission is to educate, engage, and empower our students to reach their academic potential in order to become lifelong learners and contributors to society.

Vision:

At Rosemont, our vision is to be an exemplary campus with established leaders that exemplify a commitment to academic excellence and educating the whole child.

Motto:

Educating every student, every day.

Overall, staff, students, and families view Rosemont as a positive environment according to campus climate and culture surveys and parent surveys. The campus has instilled procedures and communication protocols that cultivate a safe environment of trust, respect, and positivity. Rosemont takes pride in family partnerships, community involvement, and involving stakeholders in decisions that are influenced and made at the campus level. Parents and community members are actively engaged in what happens on the campus. Rosemont has an active PTA and Dads' club that plan and coordinate community events and teacher/staff recognition throughout the school year. Elementary students have dedicated time in the master schedule for daily SEL and morning meetings. Middle school students have dedicated time in the master schedule for daily advisory classes. The community seeks additional information and education on the strengths of the middle school program as well as the application process.

Teachers and staff provide feedback on climate and culture bi-annually through a Climate and Culture survey. Rosemont Upper saw gains in teacher/staff perception in every area of the survey from Fall 2023 to Spring 2024. Survey results are listed below:

- Beliefs and Priorities: + 8.5%
- Positive Culture and Environment: +16.7%
- Culture of Feedback and Support: +19.1%
- College Going Culture: +4.5%
- Teacher-to-Teacher Trust: +4.7%
- Teacher-to principal Trust: +9.4%

Families provide feedback formally through the districts survey for parent and community involvement and informally through regular communication with teachers and administrators. Families contributed to developing the CNA.

Perceptions Strengths

Rosemont has high levels of parent engagement and opportunities to contribute. Families can join PTA, SBDM, and Dads' Club. Our community liaison coordinates opportunities for families to volunteer time to support campus beautification projects or grade level events like award ceremonies, dances, or class activities.

Exit surveys from outgoing 5th and 8th graders indicates that students felt positively about their experiences and their opportunities to engage in clubs. Students responded favorably to questions about campus safety and instructional support from teachers.

100% of teachers responded favorably that their colleagues provide students feedback to help them improve. The campus has a strong college-going culture (92). 100% of 8th graders received acceptance to their first or second choice for a high school program. Culture of feedback and support and positive culture and environment grew significantly from Fall 2023 to Spring 2024.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Only 76% of staff surveyed stated that the culture of feedback and support was positive. **Root Cause:** Campus perceptions have grown by 19.1% in this area, but we still have room to improve. Professional development could be further differentiated and time could be dedicated to vertical team meetings. Staff need opportunities to observe each learn from each other.

Problem Statement 2 (Prioritized): Rosemont Upper families are less connected and engaged in the culture of the campus than families of students in grades 3-5. **Root Cause:** Middle school families need more opportunities to volunteer in differentiated ways through the 4Ts (time, talent, treasure, and testimony). Increase family engagement and collaboration through campus-wide events, volunteer opportunities, workshops, family nights, and community events.

Priority Problem Statements

Problem Statement 1: Emergent bilingual students in grades 3-5 are performing at a lower rate of achievement than their non-emergent counterparts.

Root Cause 1: Emergent bilingual learners may struggle to fully comprehend academic content, leading to lower academic performance. Emergent bilingual students need explicit teaching practices and resources to support L1 and L2 language development. 23% of EB students in grades 3-5 also receive special education services. This percentage does not include EB students who also qualify for services for dyslexia.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students in 4th grade math achieved at a disproportionately low rate compared to their achievement in reading.

Root Cause 2: Students in 4th grade need foundational math skills in order to master the amount of new TEKS that are introduced in 4th grade math. Students need opportunities to make real-world connections and to explore abstract concepts with concrete examples and manipulatives. Students need explicit opportunities to practice problem sets with teacher guidance and feedback aligned to the key concepts.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students in 5th and 8th grade science at a disproportionately low rate compared to their achievement in reading.

Root Cause 3: Students need time to explore scientific phenomena through concrete labs, scientific experiments, and rich discussion that utilizes academic vocabulary.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Only 76% of staff surveyed stated that the culture of feedback and support was positive.

Root Cause 4: Campus perceptions have grown by 19.1% in this area, but we still have room to improve. Professional development could be further differentiated and time could be dedicated to vertical team meetings. Staff need opportunities to observe each learn from each other.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Rosemont Upper families are less connected and engaged in the culture of the campus than families of students in grades 3-5.

Root Cause 5: Middle school families need more opportunities to volunteer in differentiated ways through the 4Ts (time, talent, treasure, and testimony). Increase family engagement and collaboration through campus-wide events, volunteer opportunities, workshops, family nights, and community events.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- 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
- 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
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Observation Survey results
- Grades that measure student performance based on the TEKS

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.
- Section 504 data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- 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
- Communications data

Goals

Goal 1: STUDENT OUTCOME GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

Performance Objective 1: Domain 1 student achievement on state assessments in 4th grade math will increase from 31 to 60 June 2025.





High Priority

Evaluation Data Sources: Eureka math unit assessments, weekly formative assessments, Eureka math exit tickets, STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Use PLC time to analyze data from Eureka exit tickets , practice first-pass instruction for aligned key concepts, and ensure alignment to the rigor of the standards. Strategy's Expected Result/Impact: Campus A-team will provide feedback on teacher proficiency, specifically in TEI Domains 2.1 Alignment, 2.2 Mastery, and 2.4 Cognitive demand. Teachers will select problem sets that are aligned to key concepts in he lesson, plan for misconceptions during the concept development portion of a lesson, and create exemplars. Staff Responsible for Monitoring: A-team Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1 - Perceptions 1	Formative		
	Oct	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement vertical planning 1X per month. Strategy's Expected Result/Impact: 4th grade math teachers will collaborate with other math teachers to adjust instructional practices and address trends in data (exit tickets, WFAs, Eureka unit assessments). The middle school math coach will lead vertical alignment meetings, develop action steps with input from teachers and monitor progress. VT work will include analyzing exemplars, responding to trends in exit tickets, and planning for Tier II and Tier III differentiation. Staff Responsible for Monitoring: MS Math Lead Teacher Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 4th grade math teachers will engage in Learning Walks 1X per 6 weeks with a focus on: (1) curriculum implementation and customization (2) sheltering strategies for EB learners (3) supporting Tier II and III students during Tier I Strategy's Expected Result/Impact: Increased student engagement as evidenced through reading, writing, listening, and speaking during Tier I instruction. Evidence of concrete learning during Tier I instruction, accountable talk, and feedback for learning. Staff Responsible for Monitoring: A-team and Math Lead Teacher. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1	Formative		
	Oct	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: The MS math lead teacher will provide differentiated instruction, both pull-out and push-in, for 5th grade math students who received DNM or limited growth on the 4th grade math STAAR. Strategy's Expected Result/Impact: Closing achievement gaps and accelerating math achievement for students who have been underserved. Staff Responsible for Monitoring: MS math lead teacher Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1	Formative		
	Oct	Feb	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Emergent bilingual students in grades 3-5 are performing at a lower rate of achievement than their non-emergent counterparts. Root Cause: Emergent bilingual learners may struggle to fully comprehend academic content, leading to lower academic performance. Emergent bilingual students need explicit teaching practices and resources to support L1 and L2 language development. 23% of EB students in grades 3-5 also receive special education services. This percentage does not include EB students who also qualify for services for dyslexia.
Student Learning
Problem Statement 1: Students in 4th grade math achieved at a disproportionately low rate compared to their achievement in reading. Root Cause: Students in 4th grade need foundational math skills in order to master the amount of new TEKS that are introduced in 4th grade math. Students need opportunities to make real-world connections and to explore abstract concepts with concrete examples and manipulatives. Students need explicit opportunities to practice problem sets with teacher guidance and feedback aligned to the key concepts.
Perceptions
Problem Statement 1: Only 76% of staff surveyed stated that the culture of feedback and support was positive. Root Cause: Campus perceptions have grown by 19.1% in this area, but we still have room to improve. Professional development could be further differentiated and time could be dedicated to vertical team meetings. Staff need opportunities to observe each learn from each other.

Goal 1: STUDENT OUTCOME GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

Performance Objective 2: Domain 1 student achievement on state assessments in 5th grade science will increase from 26 to 60 by June 2025.

High Priority

Evaluation Data Sources: Science MAP, curriculum aligned exit tickets and unit assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop a system of tracking student achievement in science that is aligned to HMH curriculum and the rigor of assessments. Strategy's Expected Result/Impact: Increased D1 in science Staff Responsible for Monitoring: Science Lead Teacher Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Facilitate science experiments and labs so that students spend 60% of instructional time engaged in hands-on learning and pre-planned discussion that is aligned to key concepts and accountable talk. Strategy's Expected Result/Impact: Increased D1 in science; higher levels of student engagement as evidenced by reading, writing, listening, and speaking in science Staff Responsible for Monitoring: Science lead teacher Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Perceptions 1	Formative		
	Oct	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Emergent bilingual students in grades 3-5 are performing at a lower rate of achievement than their non-emergent counterparts. **Root Cause:** Emergent bilingual learners may struggle to fully comprehend academic content, leading to lower academic performance. Emergent bilingual students need explicit teaching practices and resources to support L1 and L2 language development. 23% of EB students in grades 3-5 also receive special education services. This percentage does not include EB students who also qualify for services for dyslexia.

Student Learning

Problem Statement 2: Students in 5th and 8th grade science at a disproportionately low rate compared to their achievement in reading. **Root Cause:** Students need time to explore scientific phenomena through concrete labs, scientific experiments, and rich discussion that utilizes academic vocabulary.

Perceptions





Problem Statement 1: Only 76% of staff surveyed stated that the culture of feedback and support was positive. **Root Cause:** Campus perceptions have grown by 19.1% in this area, but we still have room to improve. Professional development could be further differentiated and time could be dedicated to vertical team meetings. Staff need opportunities to observe each learn from each other.

Goal 2: STUDENT OUTCOME GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40% to 56% by June 2025.

Performance Objective 1: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 52% to 60% by June 2025.

Evaluation Data Sources: Amplify unit assessments, weekly formative assessments, Amplify exit tickets, STAAR. extended constructed responses, short constructed responses

Strategy 1 Details	Formative Reviews		
Strategy 1: Use PLC time to analyze data from Amplify exit tickets , practice first-pass instruction for aligned key concepts, and ensure alignment to the rigor of the standards. Teachers will calibrate scoring for extended constructed responses and short constructed responses. Strategy's Expected Result/Impact: Campus A-team will provide feedback on teacher proficiency, specifically in TEI Domains 2.1 Alignment, 2.2 Mastery, and 2.4 Cognitive demand. Staff Responsible for Monitoring: A-team Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Perceptions 1	Formative		
	Oct	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement vertical planning 1X per month. Teachers will analyze exemplars, plan for trends in exit tickets, and plan for Tier II and Tier III differentiation. Strategy's Expected Result/Impact: 3rd grade reading teachers will collaborate with other reading teachers to adjust instructional practices and address trends in data (exit tickets, WFAs, Amplify unit assessments). The AP will lead vertical alignment meetings, develop action steps with input from teachers and monitor progress. Staff Responsible for Monitoring: A-team Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Perceptions 1	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 3rd grade reading teachers will engage in Learning Walks 1X per six weeks with a focus on: (1) curriculum implementation and customization (2) sheltering strategies for EB learners (3) supporting Tier II and III students during Tier I Strategy's Expected Result/Impact: Increased student engagement as evidenced through reading, writing, listening, and speaking during Tier I instruction. Evidence of concrete learning during Tier I instruction. Students using accountable talk to engage in student-to-student discussion. Staff Responsible for Monitoring: A-team Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Perceptions 1	Formative		
	Oct	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Emergent bilingual students in grades 3-5 are performing at a lower rate of achievement than their non-emergent counterparts. **Root Cause:** Emergent bilingual learners may struggle to fully comprehend academic content, leading to lower academic performance. Emergent bilingual students need explicit teaching practices and resources to support L1 and L2 language development. 23% of EB students in grades 3-5 also receive special education services. This percentage does not include EB students who also qualify for services for dyslexia.

Perceptions





Problem Statement 1: Only 76% of staff surveyed stated that the culture of feedback and support was positive. **Root Cause:** Campus perceptions have grown by 19.1% in this area, but we still have room to improve. Professional development could be further differentiated and time could be dedicated to vertical team meetings. Staff need opportunities to observe each learn from each other.

Goal 3: STUDENT OUTCOME GOAL: Student achievement on third-grade state assessment in mathematics at the Meets performance level or above shall increase from 42.3% to 56.0% by June 2025.

Performance Objective 1: Student achievement on the third-grade state assessment in math at the Meets performance level or above will increase from 44% to 60% by June 2025.

Evaluation Data Sources: Teachers will collaborate with other math teachers to adjust instructional practices and address trends in data (exit tickets, WFAs, Eureka unit assessments). The middle school math coach will lead vertical alignment meetings, develop action steps with input from teachers and monitor progress. VT work will include analyzing exemplars, responding to trends in exit tickets, and planning for Tier II and Tier III differentiation.

Strategy 1 Details	Formative Reviews		
Strategy 1: Use PLC time to analyze data from Eureka exit tickets , practice first-pass instruction for aligned key concepts, and ensure alignment to the rigor of the standards. Strategy's Expected Result/Impact: Campus A-team will provide feedback on teacher proficiency, specifically in TEI Domains 2.1 Alignment, 2.2 Mastery, and 2.4 Cognitive demand. Staff Responsible for Monitoring: A-team Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Perceptions 1	Formative		
	Oct	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement vertical planning 1X per month. Strategy's Expected Result/Impact: 3rd grade math teachers will collaborate with other math teachers to adjust instructional practices and address trends in data (exit tickets, WFAs, Eureka unit assessments). The middle school math coach will lead vertical alignment meetings, develop action steps with input from teachers and monitor progress. Staff Responsible for Monitoring: MS Math lead teacher Title I: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Perceptions 1	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 3rd grade math teachers will engage in Learning Walks 1X per month with a focus on: (1) curriculum implementation and customization (2) sheltering strategies for EB learners (3) supporting Tier II and III students during Tier I Strategy's Expected Result/Impact: Increased student engagement as evidenced through reading, writing, listening, and speaking during Tier I instruction. Evidence of concrete learning during Tier I. Staff Responsible for Monitoring: Math lead teacher Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Perceptions 1	Formative		
	Oct	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Emergent bilingual students in grades 3-5 are performing at a lower rate of achievement than their non-emergent counterparts. Root Cause: Emergent bilingual learners may struggle to fully comprehend academic content, leading to lower academic performance. Emergent bilingual students need explicit teaching practices and resources to support L1 and L2 language development. 23% of EB students in grades 3-5 also receive special education services. This percentage does not include EB students who also qualify for services for dyslexia.

Perceptions

Problem Statement 1: Only 76% of staff surveyed stated that the culture of feedback and support was positive. **Root Cause:** Campus perceptions have grown by 19.1% in this area, but we still have room to improve. Professional development could be further differentiated and time could be dedicated to vertical team meetings. Staff need opportunities to observe each learn from each other.

Goal 4: STUDENT OUTCOME GOAL: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 40% to 50% by June 2025.

Performance Objective 1: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase to at least 90% by June 2025.

Evaluation Data Sources: Carnegie math unit assessments, weekly formative assessments, Carnegie math exit tickets, STAAR

Amplify unit assessments, weekly formative assessments, Amplify exit tickets, STAAR. extended constructed responses, short constructed responses

Science MAP, curriculum aligned exit tickets and unit assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers and students will use Accountable Talk to deepen the rigor of student-to-student discussion across all contents. Strategy's Expected Result/Impact: Higher levels of student-to-student discourse, active listening, and academic vocabulary. Staff Responsible for Monitoring: A-team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative		
	Oct	Feb	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Students in 5th and 8th grade science at a disproportionately low rate compared to their achievement in reading. Root Cause: Students need time to explore scientific phenomena through concrete labs, scientific experiments, and rich discussion that utilizes academic vocabulary.

Goal 4: STUDENT OUTCOME GOAL: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 40% to 50% by June 2025.

Performance Objective 2: 8th grade mastery levels on the STAAR science assessment will increase from 18% to 30% by June 2025.

Evaluation Data Sources: Science MAP, curriculum aligned exit tickets and unit assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor progress: Develop a system of tracking achievement in science that is aligned to the rigor of the standards Labs/Discussion: Facilitate experiments and labs so that students spend 60% of instructional time engaged in hands-on learning and pre-planned discussion that is aligned to key concepts and accountable talk. Strategy's Expected Result/Impact: Increase student discourse, academic vocabulary, and active listening. Increase D1 achievement. Staff Responsible for Monitoring: Science Lead Teacher Title I: 2.4, 2.5 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative		
	Oct	Feb	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Students in 5th and 8th grade science at a disproportionately low rate compared to their achievement in reading. Root Cause: Students need time to explore scientific phenomena through concrete labs, scientific experiments, and rich discussion that utilizes academic vocabulary.

Goal 5: STUDENT OUTCOME GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42% to 67% by June 2025.

Performance Objective 1: The overall perception of the college-going culture on the climate survey will increase from 91% in Spring 2024 to 98% in Spring 2025.

Evaluation Data Sources: Campus climate and family surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Fund a community liaison position to bridge and strengthen the impact of parent involvement to increase student academic achievement through family and community engagement strategies, including but not limited to multiple instructional learning nights, parent workshops, meet the teacher, magnet school information fairs, and community events to increase involvement of parents in the Rosemont community. Strategy's Expected Result/Impact: Emergent bilingual learners will increase mastery to a higher percentage or equal to their non-EB peers as their family members become more involved as evident through the volunteer log. Staff Responsible for Monitoring: A-team, community liaison Title I: 4.1, 4.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Create a system for volunteer hours for transfer and magnet program student and family participants. Strategy's Expected Result/Impact: Students on transfer and in the magnet middle school program will have an increased sense of belonging as evidenced in student experience surveys and family surveys. Staff Responsible for Monitoring: A-team, community liaison Title I: 2.6, 4.1, 4.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative		
	Oct	Feb	June



No Progress



Accomplished



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Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 2: Rosemont Upper families are less connected and engaged in the culture of the campus than families of students in grades 3-5. **Root Cause:** Middle school families need more opportunities to volunteer in differentiated ways through the 4Ts (time, talent, treasure, and testimony). Increase family engagement and collaboration through campus-wide events, volunteer opportunities, workshops, family nights, and community events.

Goal 5: STUDENT OUTCOME GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42% to 67% by June 2025.

Performance Objective 2: Increase family engagement and collaboration through campus-wide events, volunteer opportunities, workshops, family nights, and community events.

Evaluation Data Sources: Parent survey, attendance report

Strategy 1 Details	Formative Reviews		
Strategy 1: The school will use PikMyKid as a software for school dismissal to ensure a safe dismissal procedure in order to increase teacher time spent on classroom and student related actions while reducing parent and student anxiety concerning school dismissal. Strategy's Expected Result/Impact: Increase in perception of student safety by parents as measured by the FCE survey Staff Responsible for Monitoring: A-team Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative		
	Oct	Feb	June

0%

No Progress

100%

Accomplished

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Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Rosemont Upper families are less connected and engaged in the culture of the campus than families of students in grades 3-5. Root Cause: Middle school families need more opportunities to volunteer in differentiated ways through the 4Ts (time, talent, treasure, and testimony). Increase family engagement and collaboration through campus-wide events, volunteer opportunities, workshops, family nights, and community events.