Carrollton-Farmers Branch Independent School District

Rosemeade Elementary

2024-2025 Campus Improvement Plan

Mission Statement

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

Vision

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

Value Statement

CFBISD BELIEVES IN...

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

Motto

High Expectations for ALL

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Comprehensive Needs Assessment

Revised/Approved: May 20, 2024

Demographics

Demographics Summary

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

Rosemeade serves students in grades pre-k through fifth grade. In May 2024, Rosemeade had approximately 392 students in attendance with 45% females and 55% males.. The student population is 30% White, 10% African American, 36% Hispanic, 16% Asian, and 8% of 2 or more races. Additionally, the campus serves 41% economically disadvantaged students, 38% special education students, 22 % gifted and talented students, 38% at risk, and 22% Emergent Bilingual Students. _**Data from 21-22 indicates that Rosemeade has a 7% mobility rate.**_

**The attendance rate is 95%**, as our 3 and 4-year-old's have an attendance rate of 86%. The other grade levels are 94% PK, 97% K, 97% 1st, 96% 2nd, 96% 3rd, 96% 4th, and 97% 5th. The number of tardies across all grade levels is excessive and interferes with student achievement.

The staff at Rosemeade includes thirty-two teachers, four professional support staff, thirteen paraprofessionals, and two administrators. 81% of the teachers have a bachelor's degree and 19% have a master's degree. 25% of the teachers have 21-30 years of experience which is higher than the district and state average. Rosemeade employs highly qualified teachers who work with one another and district personnel to grow as educators to meet the varied needs of students.

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

Demographics Strengths

Rosemeade Elementary has many strengths:

- 92% of Staff at Rosemeade have more than 5 years of teaching experience.
- 19% of Teachers at Rosemeade hold a Masters Degrees,
- The campus is sought-after due to its word-of-mouth reputation from current and previous Rosemeade families. There is often a wait list for enrollment into the campus.
- Rosemeade has an active PTA that supports the campus throughout the year. Each year, the PTA is recognized and receives multiple awards at the state and district level.

- Each year, 100% of the staff join the PTA.
- Many teachers choose to continue teaching at our campus due to the support and collaboration within their team and the campus.
- Rosemeade has a diverse community of learners.
- Staff members strive to know each child by name and need.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The number of absences and tardies across is excessive and impacts student achievement.
Root Cause: The cumulative number of instructional minutes lost due to being late has not been emphasized to students, staff, and parents. Tardies are an issue due to many students attending Rosemeade on a transfer and arriving at school on time has not been celebrated.

Problem Statement 2 (Prioritized): Students who receive Special Services are not making adequate progress to close the learning gap and meet grade level standards.
Root Cause: Students are missing Tier 1 instruction within the general education classroom and there is a lack of communication and a partnership between special services and general education classrooms.

Student Learning

Student Learning Summary

At Rosemeade Elementary, teachers meet regularly to look at STAAR, MAP, assessments, and reading levels to analyze the student's strengths and weaknesses. This is used to determine students who need small group instruction and what skills need to be taught during this time. We are identifying students by name and need.

3 rd Grade Reading Scores

Year	Approaches	Meets	Masters
2022	97%	72%	48%
2023	93%	68%	32%
2024	Will be available in Fall 2024		

3 rd Grade Math Scores

Year	Approaches	Meets	Masters
2022	94%	74%	39%
2023	88%	49%	22%
2024	Will be available in Fall 2024		

4 th Grade Reading Scores

Year	Approaches	Meets	Masters
2022	88%	70	38%
2023	92%	62%	38%
2024	Will be available in Fall 2024		

4 th Grade Math Scores

Year	Approaches	Meets	Masters

2022	77%	39%	25%
2023	89%	74%	46%
2024	Will be available in Fall 2024		

5th Grade Reading Scores

Year	Approaches	Meets	Masters
2022	84%	67%	46%
2023	91%	75%	42%
2024	Will be available in Fall 2024		

5th Grade Math Scores

Year	Approaches	Meets	Masters
2022	74%	47%	30%
2023	89%	67%	32%
2024	Will be available in Fall 2024		

5th Grade Science Scores

Year	Approaches	Meets	Masters
2022	65%	33%	14%
2023	79%	44%	18%
2024	Will be available in Fall 2024		

23-24 MAP Student Growth Summary Report Fall 2023

Grade	Reading	Math
Kinder	NA	NA
First	61%	55%

Second	67%	39%
Third	57%	69%
Fourth	43%	53%
Fifth	51%	48%

23-24 MAP Student Growth Summary Report Spring 2024

Grade	Reading	Math
Kinder	72%	43%
First	35%	44%
Second	58%	54%
Third	67%	56%
Fourth	66%	51%
Fifth	50%	39%

- Student scores from 3rd grade in 2022 are lower in fourth grade 2023 in reading in all areas of approaching, meets, and masters.   The 5th grade scores as compared to when they were 4th graders in reading are higher in all areas of approaching, meets, and masters.   The 5th-grade math scores are lower.
- MAP Math data indicates that students in grades 1, 3, 4, and 5 did not demonstrate the projected growth in math from Fall 2023 to Spring 2024.
- MAP Reading data indicates that students in grades 1, 2, and 5 did not demonstrate the projected growth.
- Students in grade 1 did not meet the projected MAP growth in reading and math from Fall 2023 to Spring 2024.

During the 24-25 school year, we will collect and analyze data on student growth using resources such as:

- Fountas and Pinnell
- NWEA MAP
- TELPAS
  - STAAR
  - Liftoff/Progress Learning
  - Common Formative Assessments

Student Learning Strengths

Our Student Learning Strengths at Rosemeade include:

- Grade Level teams are devoted to collaborative meetings to discuss student progress.
- Small group targeted instruction and interventions are provided in the classroom.
- Instructional coaches are utilized to support teachers and provide feedback during small group instruction.
- Students are setting personal goals for MAP assessments and tracking their progress.
- Kindergarten Spring MAP data shows that at least 70% of students met their projected growth in reading.
- Spring MAP data for grades 2, 3, and 4 show at least 50% of the students made growth in reading and math.
- Spring MAP data indicates our first-grade students did not meet projected growth in reading and math from the Fall of 2023.
- Third grade 2024 STAAR scores indicate at least 97% of the students approached grade level or above in reading and 89% in math.
- Fourth grade 2024 STAAR scores indicate at least 95% of the students approached grade level or above in reading and 85% in math.
- Fifth grade 2024 STAAR scores indicate at least 98% of the students approached grade level or above in reading and 96% in math.
- As a whole, students perform better in STAAR reading than STAAR math.

Problem Statements Identifying Student Learning Needs

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

Problem Statement 2 (Prioritized): Students are not moving up in reading levels according to established Fountas and Pinnell criteria expectations every nine weeks.
Root Cause: Training is needed on administering the assessments consistently and planning effective small-group instruction.

Problem Statement 3 (Prioritized): Teachers need support on implementing the PLT process to utilize, analyze, and track data effectively to see the impact on student achievement and growth.
Root Cause: Root Cause: Staff members need additional time to study and use the tools of the PLT process to improve students performance. The 45 minute conference time is not long enough and systems must be in place to be effective and efficient.

Problem Statement 4 (Prioritized): Students who receive Special Services are not making adequate progress to close the learning gap and meet grade level standards.
Root Cause: Students are missing Tier 1 instruction within the general education classroom and there is a lack of communication and a partnership between special services and general education classrooms.

Problem Statement 5 (Prioritized): First-grade students are not showing at least 50% growth in reading and math on Spring MAP scores.
Root Cause: An inaccurate picture of academic growth may be due to the process used for assessment and the lack of small-group instruction.

School Processes & Programs

School Processes & Programs Summary

Rosemeade Elementary serves students in grades pre-kindergarten through fifth grade. The staff strives to know each student by name and need to help them become lifelong learners. To help students reach their full potential, Rosemeade personnel participate in district-level training throughout the school year.   4 teachers participated in the Innovation Academy this past year and 4 new teachers have been accepted for 2024-25.

Staff members attended PLT and MTSS training in the past and can lead the PLT meetings. PLT meetings are held each week where grade-level teams meet together with the coaches and administrators to collaborate, study the standards, review data, and determine next steps for students. The staff is committed to the learning and growth of all students and is willing to improve and strengthen their own learning and professional goals.

During the upcoming school year, Rosemeade will focus on Response to Intervention, developing schedules to support students, and tracking student growth. For the 2024-2025 school year, the master schedule has been revamped to help strengthen Tier 1 instruction and build in time for Tier 2 interventions.   Our duty schedule needs to be revised to accommodate opening the door to students at 7:00 AM and having staff present to monitor students. The duty schedule needs to change to include more staff members so the same individuals are not doing the same duty each week.

The staff created and established expectations for the lunchroom, hallway, and playground. Expectations are taught at the beginning of the year, reintroduced in January, and reviewed again after Spring Break. The staff has noticed a huge improvement in students walking in the hallway and maintaining control of their bodies in the lunchroom and the playground.

The Upbeat Survey is given to all staff members to collect data to improve school culture and increase teacher retention.

100 % of educators reported that teachers build trusting relationships with parents, work together as partners and that parents have confidence in our school.

96% of educators reported the expectations for the role that I was hired for were made clear during the interview and hiring process, an increase of 3% from 2022-23

96% of educators reported my school proactively recruits teachers from diverse backgrounds, an increase of 3% from 2022-23.

87% of educators reported teachers at my school trust each other, an increase of 10% from 2022-23.

96% of educators reported that I have someone I turn to at my school when I am having a difficult time, an increase of 3% from 2022-23

87% of educators reported teachers at my school do meaningful work together in teams, an increase of 4% from 2022-23.

92% of educators reported teachers at my school help each other improve their instructional practice, an increase of 5% from 2022-23.

100% of educators reported that teachers at my school strive to help all students feel like they belong.

92% of educators reported that my school proactively involves all families in our school community.

Rosemeade Elementary has an active PTA. Texas PTA is proud to recognize the Rosemeade Elementary Community for achieving the Voice for Every Child Platinum Membership Award by having 395 members to represent and be a voice for all 392 students enrolled at our school!   We are one of 69 PTA's in the state to achieve his award. PTA is involved in supporting Rosemeade through a variety of events including the Back to School Bash, Walk to School Day, Fall Carnival, and PTA Meetings. The PTA is very generous and provides a spirit t-shirt for all students and staff.

School Processes & Programs Strengths

Rosemeade has many processes and program strengths:

- The Pre-K program establishes an academic foundation for our students.
- Each student has access to technology devices and programs.
- Students learn the importance of keeping the environment clean and help to ensure recycling is happening at Rosemeade.
- Weekly PLC meetings allow teachers and administrators to review data to drive instruction and develop interventions and enrichment.
- SNAP meetings occur at least three times during the school year to check in on each student.
- Students set MAP goals in Reading and Math during the year.
- Response to Intervention structured time allows teachers to work with small groups of students to help focus on specific academic areas.
- Staff and student incentives and motivational treats are shared throughout the year.
- The Sunshine Committee helps share positively throughout the campus and PTA shows appreciation to the staff throughout the year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers need support on implementing the PLT process to utilize, analyze, and track data effectively to see the impact on student achievement and growth.
Root Cause: Root Cause: Staff members need additional time to study and use the tools of the PLT process to improve students performance. The 45 minute conference time is not long enough and systems must be in place to be effective and efficient.

Problem Statement 2: There is a need to utilize multiple measures of student data, (MAP, F&P, Progress Learning, teacher created assessments, and STAAR) to monitor and track progress, identify targeted skills, and make critical decisions toward student mastery.
Root Cause: There is a need to provide training for data driven instruction analysis and model data analysis.

Perceptions

Perceptions Summary

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

The campus has a full-time armed security specialist and Officer Tamera Hunt's presence provides reassurance to our students and staff that our building is safe and secure. A safety committee reviews our safety plan and makes suggestions on areas that need attention and improvement. The staff has been trained in using Raptor to account for students during a safety drill or to request assistance during the day.

Our School nurse has trained staff members and has implemented Project ADAM which helps and provides schools with the resources to respond during those critical minutes after a Sudden Cardiac Arrest. We conducted 2 successful drills during the year. This training along with CPR training gave a staff member the tools she needed to save a family member that was not breathing.

In the most recent released Upbeat Survey results, staff members shared the following:

- 79% of staff feel physically safe on campus.
- 79% of staff feel Rosemeade Elementary is a physically safe environment for students.
- 96% of staff feel they have someone to turn to when they need help.
- 92% of the staff feel that people at my school care about me.

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

In the Upbeat Survey results, staff members shared the following regarding behavior:

- 71% of staff feel that rules for student behavior are consistently reinforced by teachers in this school, even for students who are not in their class.
- 87% of staff feel that disciplinary practices are applied fairly to students in our school.

Rosemeade places a priority on creating a family and community-friendly school environment. During the school year, Parent Square, the school's website, social media, phone calls, flyers, e-mails, and face-to-face conversations are used to share information with parents. Rosemeade's PTA supports our school through fundraising, donations, Back to School Bash, Walk to School Day, Red Ribbon Week, Fall Carnival, Teacher Appreciation Activities, and the Sock Hop.

Perceptions Strengths

Rosemeade Elementary celebrates these strengths:

- Rosemeade values stakeholder relationships and partnerships.
- Students express their love for attending school.
- PTA membership increases each year.

- A focus on safety is supported by students and staff.
- 100% of staff believe that Teachers at Rosemeade build trusting relationships with parents.
- 100% of staff believe that Parents and Teachers at Rosemeade work together as partners.
- 100% of staff believe that Parents at Rosemeade have confidence in teachers.
- 100% of staff believe teachers at my school strive to help all students feel like they belong.
- 92% of staff believe my school proactively involves all families in our school community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Problem Statement: 71% of staff feel that rules for student behavior are consistently reinforced by teachers in this school, even for students who are not in their class while 87% of staff feel that disciplinary practices are applied fairly to students in our school. We need to see a better correlation between the two.
Root Cause: All staff members do not explicitly explain, review, and consistently enforce the behavior expectations.

Priority Problem Statements

Problem Statement 1: There is a need to provide strong focused Tier 1 instruction as not all students in grades K-5 are meeting the anticipated growth in MAP Reading or Math.

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

Problem Statement 1 Areas: Student Learning

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

Root Cause 2: Training is needed on administering the assessments consistently and planning effective small-group instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The number of absences and tardies across is excessive and impacts student achievement.

Root Cause 3: The cumulative number of instructional minutes lost due to being late has not been emphasized to students, staff, and parents. Tardies are an issue due to many students attending Rosemeade on a transfer and arriving at school on time has not been celebrated.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Problem Statement: 71% of staff feel that rules for student behavior are consistently reinforced by teachers in this school, even for students who are not in their class while 87% of staff feel that disciplinary practices are applied fairly to students in our school. We need to see a better correlation between the two.

Root Cause 4: All staff members do not explicitly explain, review, and consistently enforce the behavior expectations.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Teachers need support on implementing the PLT process to utilize, analyze, and track data effectively to see the impact on student achievement and growth.

Root Cause 5: Root Cause: Staff members need additional time to study and use the tools of the PLT process to improve students performance. The 45 minute conference time is not long enough and systems must be in place to be effective and efficient.

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

Problem Statement 6: Students who receive Special Services are not making adequate progress to close the learning gap and meet grade level standards.

Root Cause 6: Students are missing Tier 1 instruction within the general education classroom and there is a lack of communication and a partnership between special services and general education classrooms.

Problem Statement 6 Areas: Demographics - Student Learning

Problem Statement 7: First-grade students are not showing at least 50% growth in reading and math on Spring MAP scores.

Root Cause 7: An inaccurate picture of academic growth may be due to the process used for assessment and the lack of small-group instruction.

Problem Statement 7 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Objectives

Revised/Approved: May 20, 2024
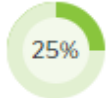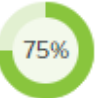
Guiding Objective 1: Optimize Engaging and Diverse Learning
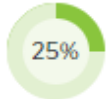
Goal 1: By May 2025, the percentage of students in grades K-5 meeting their projected goal in MAP reading and math will increase to 60%.
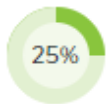
High Priority

HB3 Guiding Objective

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

Strategy 1 Details	Reviews			
Strategy 1: Analyze Fall and Winter MAP data to determine specific student needs and plan targeted small group instruction and interventions.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: An improvement in student growth for math and reading and improvement in students meeting their goals. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers **Title I:** 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	25%	50%	75%	

Strategy 2 Details	Reviews			
Strategy 2: Provide extended time for teachers to attend and participate in professional development, data dives, collaborate, and develop plans based on student's classroom performance and MAP data.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improvement in student achievement Increase in different levels of Tier support planning Increase in teacher morale by using time during the day **Staff Responsible for Monitoring:** Administrators, Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 - School Processes & Programs 1 **Funding Sources:** Substitutes for planning, analyzing data , professional development - 211 Title I - 211-11-6112-00-118-30-000 - $2,000	10%	40%	40%	

Strategy 3 Details	Reviews			
Strategy 3: Train teachers in grades PK-2 on teaching phonemic awareness and phonics in their classroom and PK-5 teachers on implementing the new HMH curriculum to improve student achievement.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase teacher knowledge, deepen teachers understanding Improve student achievement **Staff Responsible for Monitoring:** Administrators, Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 5 **Funding Sources:** Supplemental intervention and resources to support at-risk students - 199-SCE State Comp Ed (SCE) - $187,400	25%	50%	65%	

Strategy 4 Details			Reviews		
Strategy 4: Utilize Title 1 tutors to support academics through small group instruction.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in reading levels and math skills for each student.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Small Group Tutors **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Small Group Tutors - 211 Title I - 211-11-6117-00-118-30-000 - $3,181		10%	40%	75%	

Strategy 5 Details			Reviews		
Strategy 5: Provide student and teacher resources to improve instruction in reading and math		**Formative**			**Summative**
Strategy's Expected Result/Impact: Additional materials will show an increase in student learning and engagement in reading and math.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** Reading and Math materials such as Scholastic News, books, - 211 Title I - 211-11-6329-00-118-99-000 - $4,153		25%	40%	70%	

Strategy 6 Details			Reviews		
Strategy 6: Schedule Special Education Check-in every nine weeks with all teachers to review, analyze data, monitor growth and discuss and make adjustments to increase student achievement.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student performance on MAP assessment, reading levels, and district assessments. **Staff Responsible for Monitoring:** Teachers, Administrators **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 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 2 - Student Learning 4		20%	50%	70%	

Goal 1 Problem Statements:

Demographics
Problem Statement 2: Students who receive Special Services are not making adequate progress to close the learning gap and meet grade level standards.   **Root Cause**: Students are missing Tier 1 instruction within the general education classroom and there is a lack of communication and a partnership between special services and general education classrooms.

Student Learning
Problem Statement 1: There is a need to provide strong focused Tier 1 instruction as not all students in grades K-5 are meeting the anticipated growth in MAP Reading or Math. **Root Cause**: Instructional staff lacks the skills and training for delivering effective Tier 1 instruction followed by effective small group instruction for Tiers 2 and 3. Students need to set goals and understand how and what they can do to improve their performance. Consistent data tracking systems are not in place to track students' progress.
Problem Statement 3: Teachers need support on implementing the PLT process to utilize, analyze, and track data effectively to see the impact on student achievement and growth. **Root Cause**: Root Cause: Staff members need additional time to study and use the tools of the PLT process to improve students performance. The 45 minute conference time is not long enough and systems must be in place to be effective and efficient.
Problem Statement 4: Students who receive Special Services are not making adequate progress to close the learning gap and meet grade level standards.   **Root Cause**: Students are missing Tier 1 instruction within the general education classroom and there is a lack of communication and a partnership between special services and general education classrooms.
Problem Statement 5: First-grade students are not showing at least 50% growth in reading and math on Spring MAP scores.   **Root Cause**: An inaccurate picture of academic growth may be due to the process used for assessment and the lack of small-group instruction.

School Processes & Programs
Problem Statement 1: Teachers need support on implementing the PLT process to utilize, analyze, and track data effectively to see the impact on student achievement and growth. **Root Cause**: Root Cause: Staff members need additional time to study and use the tools of the PLT process to improve students performance. The 45 minute conference time is not long enough and systems must be in place to be effective and efficient.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By May 2025, 75% or more of our students will be at the meets or above on the Fountas and Pinnell reading summative assessment.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Fountas and Pinnell Assessment
Reading Levels
F&P Summary Report Each Nine weeks provided by the Assessment Dept

Strategy 1 Details	Reviews			
Strategy 1: Provide training on administering the Fountas and Pinnell Assessment and teachers will complete a progress monitoring chart tracking students' performance every 3 to 9 weeks depending on performance levels. Conduct guided reading and small group instruction daily at all grade levels.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in reading levels. Decrease in students remaining on the same level for a long period of time and no interventions provided. Increase in the number of students at the masters level	20%	50%	75%	
Staff Responsible for Monitoring: Reading teachers, Principal, Assistant Principal, and LA coach				
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				
Funding Sources: Reading Materials - 211 Title I - 211-11-6399-00-118-99-000 - $1,200				

Strategy 2 Details	Reviews			
Strategy 2: Identify essential standards and analyze data during PLC's to plan small group reading instruction reading instruction for all students. Teachers in grades 3-5 will focus on having students use text evidence when answering questions, make inferences, and be able to retell, paraphrase, and summarize the texts.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in reading levels Increase in comprehension and skills Reduce the number of below and approaches level in all grade levels **Staff Responsible for Monitoring:** Principal, assistant principal, Instructional Coaches **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Substitutes for training of teachers - 211 Title I - 211-11-6112-00-118-30-000 - $0, Classroom Materials to support targeted small group instruction - 211 Title I - 211-11-6399-00-118-99-000 - $1,731, Title I Instructional Coach - 211 Title I - 211-13-6119-00-118-30-000 - $33,635	20%	40%	70%	

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue
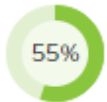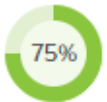
Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 1: By May 2025, 100% of CFBISD safety and security drills will be conducted using the Raptor app and teachers will account for students through Raptor.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Safety and Security documentation spreadsheet, documentation log, faculty agendas with discussions,
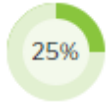
Strategy 1 Details	Reviews			
Strategy 1: Schedule monthly required drills on the master calendar and conduct an after-action review with the staff.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve response time and the knowledge of what to do in an emergency.	**Oct**	**Jan**	**Mar**	**June**
Decrease the apprehension of staff and students so they know what to do and where to go during an emergency. Account for students and staff using Raptor. **Staff Responsible for Monitoring:** Administrators and Security Officer	20%	55%	75%	

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Guiding Objective 3: Optimize Community Engagement

Goal 1: Rosemeade Elementary will promote at least ten different events that parents can attend during the 2024-25 school year.

HB3 Guiding Objective

Evaluation Data Sources: School Calendar
Social Media Postings
Parent Feedback, Upbeat Survey

Strategy 1 Details	Reviews			
Strategy 1: Identify and schedule events such as musical performances, educational nights such as math and literacy nights, parent conferences, curriculum night, fall carnival, and other events for families.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase parent /community involvement Parents and the community feel connected to the school Increase staff and parent interactions **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I:** 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Reading and Math Materials for Parent Information Night - 211 Title I - 211-61-6399-00-118-99-000 - $500	25%	75%	85%	
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Goal 1: During the year, the number of tardies per day will decrease to 10 or less, and student attendance will increase to 97% for grades PK-5.

High Priority

Evaluation Data Sources: Tardy Notebook
Attendance Data

Strategy 1 Details	Reviews			
Strategy 1: Implement a school-wide incentive plan for recognizing students' attendance and being on time at least once a month.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in attendance Decrease in the number of tardies Increase in instructional time for the student **Staff Responsible for Monitoring:** Principal, Assistant Principal, Attendance Clerk **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Attendance Incentives and Materials - 211 Title I - 211-11-6399-00-118-99-000 - $800	15%	40%	75%	

Strategy 2 Details	Reviews			
Strategy 2: Contact parents when a student has 3 or more absences/tardies. Contacts can be done by administrators and teachers. Meetings will be held every nine weeks to determine the next steps such as a home visit, required parent conference, referral to the court system, or setting up and utilizing a behavior contract.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student attendance Increase communication with the parent **Staff Responsible for Monitoring:** Attendance Clerk, Counselor, Administrators	20%	50%	75%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Guiding Objective 5: Optimize All Available Resources

Goal 1: By December 2024, the Rosemeade staff will collaborate to develop behavior expectations for the classroom, hallway, cafeteria, and playground and will understand the criteria for referring students for more intensive intervention .

  Evaluation Data Sources: Behavior Expectation Posters
  Discipline Reports
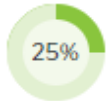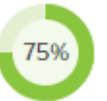
Strategy 1 Details	Reviews			
Strategy 1: Establish campus action teams to develop written expectations for behavior at the campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students and staff learning expectations for appropriate behaviors	**Oct**	**Jan**	**Mar**	**June**
Increase in desired schoolwide appropriate behavior Positive behavior for students **Staff Responsible for Monitoring:** Team Leads, Administrations **Title I:** 2.6 - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	20%	40%	75%	

Strategy 2 Details	Reviews			
Strategy 2: Provide training and review the criteria that the discipline committee uses when looking at office referrals and know how to request assistance using Raptor.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Complete an office referral form correctly.	**Oct**	**Jan**	**Mar**	**June**
Request assistance through Raptor. **Staff Responsible for Monitoring:** Administrators, Teachers **Title I:** 2.6 - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	25%	55%	75%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1 Problem Statements:

Perceptions
Problem Statement 1: Problem Statement: 71% of staff feel that rules for student behavior are consistently reinforced by teachers in this school, even for students who are not in their class while 87% of staff feel that disciplinary practices are applied fairly to students in our school. We need to see a better correlation between the two. **Root Cause**: All staff members do not explicitly explain, review, and consistently enforce the behavior expectations.

Guiding Objective 5: Optimize All Available Resources

Goal 2: By May 2025, 100% of our students will know and show the Roadrunner 4R's, Be respectful, reliable, resourceful, and responsible.

High Priority

Evaluation Data Sources: School-wide system modeled by staff and students where these character traits encourage students to develop academically, emotionally, and socially.

Strategy 1 Details	Reviews			
Strategy 1: Recognize students for exhibiting respectfulness, reliability, responsibility, and resourcefulness during the year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student recognition	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Administrators	25%	40%	75%	
Title I: 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** Student Academic Incentives - 211 Title I - 211-11-6399-00-118-99-000 - $800				

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 2 Problem Statements:

Perceptions
Problem Statement 1: Problem Statement: 71% of staff feel that rules for student behavior are consistently reinforced by teachers in this school, even for students who are not in their class while 87% of staff feel that disciplinary practices are applied fairly to students in our school. We need to see a better correlation between the two. **Root Cause**: All staff members do not explicitly explain, review, and consistently enforce the behavior expectations.

State Compensatory

Budget for Rosemeade Elementary

Total SCE Funds: $187,400.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

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

Title I - Previous

1.1: Comprehensive Needs Assessment

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

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

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

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

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

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

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

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

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

3.1: Annually evaluate the schoolwide plan

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

4.1: Develop and distribute Parent and Family Engagement Policy

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

4.2: Offer flexible number of parent involvement meetings

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

Title I - Updated

Campus Advisory Team

Committee Role	Name	Position
Parent	Beth Tran	Parent
Community Representative	Kanan Hadley	Community/Business
Business Representative	Doris Bryant	Business Representative
Community Representative	Betty Davis	Community/Business Member
Parent	Beverly Nunez	Parent
Parent	Laura V Portugal	Parent
Non-classroom Professional	Brittney West	Counselor
Non-classroom Professional	Julie Davis	Librarian
Classroom Teacher	Joshua Farr	Music Teacher
Classroom Teacher	Jodi Grider	Special Education Teacher
Classroom Teacher	Paula McGuire	Fifth Grade Teacher
Classroom Teacher	Deanna Belohlavy	Fourth Grade Teacher
Classroom Teacher	Amanda Fowler	Third Grade Teacher
Classroom Teacher	Venus Thomas	Second Grade Teacher
Classroom Teacher	Kristin Smith	First Grade Teacher
Classroom Teacher	Katie Bennett	Kindergarten Teacher
Classroom Teacher	Christina Chaplin	Pre- K Teacher
Administrator	Kori Johnson	Assistant Principal
Administrator	Dreama Mayfield	Principal

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	Director of Student Services	8/1/2024	Brian Moersch	8/8/2024
Child Abuse and Neglect	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Coordinated Health Program	Director of Athletics	7/16/2024	Renee Putter	7/16/2024
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Curriculum and Instruction	8/16/2024	Brian Moersch	8/16/2024
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	7/31/2024	Lance Hamlin	8/2/2024
Dropout Prevention	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Dyslexia Treatment Program	Director of Special Services	8/16/2024	Sara Roland	8/2/2024
Title I, Part C Migrant	Director of Federal Programs	7/8/2024	Lori Traynham	7/9/2024
Pregnancy Related Services	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Post-Secondary Preparedness	Coor College and Career/CTE		Aurora St. Laurent	8/9/2024
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/17/2024	Brian Moersch	7/17/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/2/2024	Sara Roland	8/2/2024
Technology Integration	Chief Technology Officer		Robin Stout	7/22/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security	7/29/2024	Rachael Freeman	7/29/2024
Title I Parent Involvement Policy	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024
ESSA Program Descriptions	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024