Dallas Independent School District

359 Rosemont Upper School

2025-2026 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Based on information recorded in MyDataPortal, Rosemont School serves 453 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 85.2% Hispanic, 9.3% White, and 1.8% African American students. We serve 32.4% emergent bilingual students, 22% special education, and 26.5% talented and gifted learners. Its notable that 93% 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 thirty-six 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 23 core teachers, 5 special education teachers, and 5 specialists. We had 87% teacher retention.

Our student attendance was 96.2%, slightly lower than the 24-25 school year. We had 30 referrals (6 Level I and 24 Level II). 45% of level I and II referrals were from grades 6-8.

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-winnings Dads' Club and an active PTA and SBDM. We partner with Rosemont Primary 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 2025 campus climate and culture survey data showed positive growth in every category. The most significant gains were in the areas of teacher to principal trust and beliefs and priorities. 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 and students whose dominant language is Spanish 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. 22% 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

Student Learning Summary

Student learning is captured using 3 primary methods: STAAR, iReady, 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 and Physics for HS credit 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 29.6% of students achieved mastery in math, 48% achieved mastery in reading, and 19% received mastery in science.

STAAR Math: 96% of students in Algebra I mastered the EOC and 100% passed. All students except 1 had accelerated growth. In the elementary grades, 25.4% of third grade, 16% of 4th grade, and 30% of 5th grade earned mastery in math.

STAAR Reading: For elementary reading, 46.8% of students who tested in English and 16.7% who tested in Spanish mastered the assessment. 28.4% of 4th graders who tested in English and 25% of students who tested in Spanish mastered the assessment. 32.7% of 3rd graders who tested in English and 0% of students who tested in Spanish earned mastery on the assessment. In reading, 76% of 8th graders, 66.7% of 7th graders, and 57.6% of 6th graders earned mastery on the assessment.

STAAR Science: 8th grade science had 24.4% mastery and 5th grade science had 16% mastery.

STAAR Social Studies: 19.6% if 8th graders who took the US studies test mastered the course, 37% earned meets+, and 95.7% approached+. The Domain 1 for US studies was 50.7 (C).

Rosemont Upper has 8 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.**

iReady:

In English reading, students in all grades (3-8) outperformed the district. The overall average scaled score for achievement was 90 and 81 for growth. Rosemont Upper is 2nd in the vertical team for achievement and 1st for growth.

There are significant gaps in achievement for students testing in Spanish compared to English. The overall average scaled score for Spanish achievement was 44 and 36 for growth. Rosemont Upper is last in the vertical team for achievement and growth on the Spanish assessment. 27 total students test in Spanish in grades 3-5 and 265 test in English. All 161 middle school students test in English.

In math, students in all grades outperformed the district in achievement. All grades are above the district for math growth except 4th grade. Our average scaled score for achievement was a 92 and 73 for growth. For overall math growth Rosemont is first in the vertical team and 2nd for math achievement.

ACP: Rosemont students who took the Science 6 Honors ACP outperformed the district with an average score of 80.8% compared to 78% at the district average. Physics students performed marginally higher than the district with an average scaled score of 77.6 and the district's average was 75%. Students who took TX studies advanced and world cultures advanced earned average scale scores of 73.6 (district at 71.2) and 78.2 (district at 75.3), respectively. Students outperformed the feeder pattern and the district in both course assessments.

Student Learning Strengths

Overall, the campus has higher achievement rates than the prior year. We met the goal of at least 30% students at the mastery level and at least 60% of students at meets+. In reading Rosemont School had 45% mastery and (37% the year prior) and 73% meets+ 65% the year prior). 36% of students mastered the math STAAR (31% the year prior) and 63% earned meets+ (57% the year prior) 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. 44/46 Algebra I students had accelerated growth 44/46 students earned mastery on the Algebra I EOC. 2 students earned a perfect score.

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 and compared the the campus and vertical team as a whole.
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.

Problem Statement 2 (Prioritized): Students in 5th and 8th grade science achieve 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 School 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. It should be noted that staff perception that PD improves the quality of instruction has decreased from 69.2 to 55.6 from Spring 2024 to Spring 2025. 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 once to 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), Standards Mastery assessments, 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 were 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 Rosemont School. Our campus is located across the street from Rosemont Primary and together we serve approximately 1,000 students. We are located adjacent to St. Cecilia which is private school in the community. The campus uses a schoolwide system to monitor and track dismissal for all students to ensure safety.

Students have opportunities to participate in clubs and extra curriculars outside of school hours and during the instructional day. Teachers and staff offer 36 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. All students enrolled in grades 3-8 at our campus will receive new Chromeooks for the 25-26 SY.

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. We filled 73 seats for 6th grade. 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 2024 to Spring 2025 the campus saw significant gains in staff perceptions regarding the culture of feedback and support (61.8 to 75.3% positive responses on the climate survey). Teachers have indicated they value their colleagues who are experts at their craft (88.9% positive responses on the climate and culture survey). Teachers have expressed a desire for vertical planning and collaboration within contents. 81.5% of teachers responded that they felt the campus has a strong instructional leadership team.

The master schedule was designed to maximize instructional support for academic areas of focus as evidenced in STAAR data, specifically DL 4th grade math. For the upcoming school year, the math lead teacher will loop up to 5th grade and continue to provide differentiated support for student groups. Every math and literacy block has a 30 minute differentiation block each day. 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 87% 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 have provided feedback that they do not understand the difference between the dual language and FLES track for the middle school program. Families want transparency around acceptance data and the process to apply.
Root Cause: The campus needs to provide communication to families in a variety of formats.

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

Problem Statement 3 (Prioritized): Incoming 5th grade students have large gaps in performance for math. The campus needs a system to support teachers in developing effective differentiation plans for diverse learners.
Root Cause: PLC structure has focused on Tier I instruction. Based on the data for rising 5th graders, the campus needs to differentiate PLC time and focus on Tier II instruction for 5th grade math. The campus needs additional PLC time for 5th grade science.

Perceptions

Perceptions Summary

Vision:

At the Rosemont Schools we inspire a community of engaged and empathetic leaders who support every bison, every day.

Mission:

"We are empowered to build strong relationships and celebrate our unique strengths. We embrace the opportunity to learn every day. We are Bison."

Motto:

Educating every student, every day.

The Rosemont Schools engaged in a year long process to develop a new vision and a campus-specific mission. 100% of staff and students provided input for the mission. Staff members created equity aspirations, core values, and a Profile of Bison graduate throughout the process. 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. Parent groups actively seek feedback from teachers to improve their support. 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. Both groups of students will engage in weekly assemblies which are designed to develop a culture of pride (Bison Round Up).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 School saw gains in teacher/staff perception in every area of the survey from Fall 2024 to Spring 2025. Survey results are listed below:

- Beliefs and Priorities: + 11.4%
- Positive Culture and Environment: +13.5%
- Culture of Feedback and Support: +13.5%
- College Going Culture: +5.1%
- Teacher-to-Teacher Trust: +8.3%
- Teacher-to principal Trust: +16.9%

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. The campus is moving from a temporary location back to our completed construction and the community is excited and ready to celebrate the reopening!

85% of teachers responded favorably that their colleagues provide students feedback to help them improve. The campus has a strong college-going culture (93). 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 2024 to Spring 2025.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Only 55.6% of staff surveyed stated that the professional development at school helped them to improve instruction.
Root Cause: Professional development could be further differentiated and time could be dedicated to teacher-selected sessions. The campus needs to offer consistent opportunities for staff to provide feedback on effectiveness of PD sessions. Staff need opportunities to observe each learn from each other.

Problem Statement 2 (Prioritized): As we prepare to reopen our school, we need to strengthen the culture of pride across students, teachers, and the community.
Root Cause: Families are engaged and want to partner with the campus; they expect regular communication from teachers and administrators. Club sponsors need clear expectations regarding communication with participants. Students need opportunities to connect with teachers and feel invested in the culture of the campus.

Priority Problem Statements

Problem Statement 1: Emergent bilingual students and students whose dominant language is Spanish 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. 22% 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 and compared the the campus and vertical team as a whole.

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.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students in 5th and 8th grade science achieve 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: Incoming 5th grade students have large gaps in performance for math. The campus needs a system to support teachers in developing effective differentiation plans for diverse learners.

Root Cause 4: PLC structure has focused on Tier I instruction. Based on the data for rising 5th graders, the campus needs to differentiate PLC time and focus on Tier II instruction for 5th grade math. The campus needs additional PLC time for 5th grade science.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Only 55.6% of staff surveyed stated that the professional development at school helped them to improve instruction.

Root Cause 5: Professional development could be further differentiated and time could be dedicated to teacher-selected sessions. The campus needs to offer consistent opportunities for staff to provide feedback on effectiveness of PD sessions. Staff need opportunities to observe each learn from each other.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: As we prepare to reopen our school, we need to strengthen the culture of pride across students, teachers, and the community.

Root Cause 6: Families are engaged and want to partner with the campus; they expect regular communication from teachers and administrators. Club sponsors need clear expectations regarding communication with participants. Students need opportunities to connect with teachers and feel invested in the culture of the campus.

Problem Statement 6 Areas: Perceptions

Goals

Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 37% to 50% by June 2030.

Performance Objective 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 will increase from 59.6% to 65% by June 2026.

High Priority

Evaluation Data Sources: Standards Mastery Checks, STAAR simulator, STAAR, ECRs, SCRs, exit-tickets

Strategy 1 Details	Reviews			
Strategy 1: Establish a consistent method of screen to scratch for students to use when they read.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in reading comprehension across all genres.	**Oct**	**Feb**	**June**	
Staff Responsible for Monitoring: A-team				
Title I: 2.51, 2.53 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
Strategy 2: Focus PLC time on checks for understanding, specifically questioning strategies. Teachers will develop assessing and advancing questions that are aligned to the focus TEK and the rigor of the standard.	**Formative**			**Summative**
	Oct	**Feb**	**June**	
Strategy's Expected Result/Impact: Increase in spot observation scores on Domains 2.2 (mastery) and 2.4 (cognitive demand). Increase in student discourse and justification of thinking. **Staff Responsible for Monitoring:** A-team **Title I:** 2.53 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Perceptions 1				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Emergent bilingual students and students whose dominant language is Spanish 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. 22% 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 55.6% of staff surveyed stated that the professional development at school helped them to improve instruction.   **Root Cause**: Professional development could be further differentiated and time could be dedicated to teacher-selected sessions. The campus needs to offer consistent opportunities for staff to provide feedback on effectiveness of PD sessions. Staff need opportunities to observe each learn from each other.

Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 37% to 50% by June 2030.

Performance Objective 2: Student achievement on the third-grade state assessment in Spanish reading/writing in Domain 1 will increase from 22.2% to 53% by June 2026.

    High Priority

    Evaluation Data Sources: Standards Mastery Checks, STAAR simulator, STAAR, ECRs, SCRs, exit-tickets

Strategy 1 Details	Reviews			
Strategy 1: Track exit tickets: teachers track at least 1 reading and 1 writing exit ticket per week in All in Learning for all students testing in Spanish. Teachers use PLC time to analyze student work samples and identify gaps in writing performance.	**Formative**			**Summative**
	Oct	**Feb**	**June**	

Strategy's Expected Result/Impact: Increased teacher capacity in Spanish writing development; increased student performance
    Staff Responsible for Monitoring: A-team
 	
    Title I:
2.51
 - **TEA Priorities:**
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 5: Effective Instruction
    Problem Statements: Demographics 1				

○ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Emergent bilingual students and students whose dominant language is Spanish 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. 22% 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.

Goal 2: Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 35% to 50% by June 2030.

Performance Objective 1: Student achievement on the third-grade state assessment in math in Domain 1 will increase from 56.7% to 65% by June 2026.

High Priority

Evaluation Data Sources: Standards Mastery Checks, STAAR simulator, STAAR, ECRs, SCRs, exit-tickets

Strategy 1 Details	Reviews			
Strategy 1: Use PLC time to intentionally plan for the 30-minute differentiation block and spiraled review.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased teacher performance in TEI domains 2.2 (mastery) and student achievement. Intentional debrief during Eureka lessons.	**Oct**	**Feb**	**June**	
Staff Responsible for Monitoring: A-team				
Title I: 2.52 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 3				

Strategy 2 Details	Reviews			
Strategy 2: Provide professional development and PLC sessions aligned to planning checks for understanding within a lesson.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased teacher performance on TEI domain 2.2 mastery and increased student achievement. Teachers use a variety of checks for understanding within every lesson (questioning strategies, whiteboards, turn and talks with teacher callout, showcall, etc).	**Oct**	**Feb**	**June**	
Staff Responsible for Monitoring: A-Team				
Title I: 2.52, 2.534 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Perceptions 1				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students in 4th grade math achieved at a disproportionately low rate compared to their achievement in reading and compared the the campus and vertical team as a whole. **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.
School Processes & Programs
Problem Statement 3: Incoming 5th grade students have large gaps in performance for math. The campus needs a system to support teachers in developing effective differentiation plans for diverse learners. **Root Cause**: PLC structure has focused on Tier I instruction. Based on the data for rising 5th graders, the campus needs to differentiate PLC time and focus on Tier II instruction for 5th grade math. The campus needs additional PLC time for 5th grade science.
Perceptions
Problem Statement 1: Only 55.6% of staff surveyed stated that the professional development at school helped them to improve instruction. **Root Cause**: Professional development could be further differentiated and time could be dedicated to teacher-selected sessions. The campus needs to offer consistent opportunities for staff to provide feedback on effectiveness of PD sessions. Staff need opportunities to observe each learn from each other.

Goal 3: Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 49% to 60% by June 2030.

Performance Objective 1: Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all 4th grade students will increase from 54.6% to 60% by June 2026.

High Priority

Evaluation Data Sources: Standards Mastery Checks, STAAR simulator, STAAR, ECRs, SCRs, exit-tickets

Strategy 1 Details	Reviews			
Strategy 1: Establish a consistent method of screen to scratch for students to use when they read.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in reading comprehension across all genres.	**Oct**	**Feb**	**June**	
Staff Responsible for Monitoring: A-Team				
Title I: 2.531 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				
Strategy 2 Details	Reviews			
Strategy 2: Focus PLC time on checks for understanding, specifically questioning strategies. Teachers will develop assessing and advancing questions that are aligned to the focus TEK and the rigor of the standard.	**Formative**			**Summative**
	Oct	**Feb**	**June**	
Strategy's Expected Result/Impact: Increase in spot observation scores on Domains 2.2 (mastery) and 2.4 (cognitive demand). Increase in student discourse and justification of thinking. **Problem Statements:** Student Learning 2 - Perceptions 1				
◯ No Progress	◯ Accomplished	➡ Continue/Modify	✖ Discontinue	

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Students in 5th and 8th grade science achieve 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 55.6% of staff surveyed stated that the professional development at school helped them to improve instruction.   **Root Cause**: Professional development could be further differentiated and time could be dedicated to teacher-selected sessions. The campus needs to offer consistent opportunities for staff to provide feedback on effectiveness of PD sessions. Staff need opportunities to observe each learn from each other.

Goal 3: Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 49% to 60% by June 2030.

Performance Objective 2: Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all 5th students will increase from 64.2% to 70% by June 2026.

Evaluation Data Sources: Standards Mastery Checks, STAAR simulator, STAAR, ECRs, SCRs, exit-tickets

Strategy 1 Details	Reviews			
Strategy 1: Establish a consistent method of screen to scratch for students to use when they read.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in reading comprehension across all genres.	**Oct**	**Feb**	**June**	
Staff Responsible for Monitoring: A-Team				
Title I: 2.51 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: Focus PLC time on checks for understanding, specifically questioning strategies. Teachers will develop assessing and advancing questions that are aligned to the focus TEK and the rigor of the standard.	**Formative**			**Summative**
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Title I: 2.53 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Perceptions 1				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Emergent bilingual students and students whose dominant language is Spanish 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. 22% 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 and compared the the campus and vertical team as a whole.   **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.

Perceptions
Problem Statement 1: Only 55.6% of staff surveyed stated that the professional development at school helped them to improve instruction.   **Root Cause**: Professional development could be further differentiated and time could be dedicated to teacher-selected sessions. The campus needs to offer consistent opportunities for staff to provide feedback on effectiveness of PD sessions. Staff need opportunities to observe each learn from each other.

Goal 4: Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 47% to 60% by June 2030.

Performance Objective 1: Student achievement on the state assessments in math in Domain 1 (average of Approaches, Meets, and Masters) for all 4th grade students will increase from 34.7% to 53% by June 2026.

High Priority

Evaluation Data Sources: Standards Mastery Checks, STAAR simulator, STAAR, ECRs, SCRs, exit-tickets

Strategy 1 Details	Reviews			
Strategy 1: Design PLC to focus on intentionally planning for the 30 minute differentiation block and spiraled review.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers use data to group students. Increased teacher performance in TEI domains 2.2 (mastery) and student achievement. Intentional debrief during Eureka lessons.	**Oct**	**Feb**	**June**	
Staff Responsible for Monitoring: A-team				
Title I: 2.51 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				
Problem Statements: Student Learning 1 - School Processes & Programs 3				

Strategy 2 Details	Reviews			
Strategy 2: Provide professional development and PLC sessions aligned to planning checks for understanding within a lesson.	**Formative**			**Summative**
	Oct	Feb	June	

Strategy's Expected Result/Impact: Increased teacher performance on TEI domain 2.2 mastery and increased student achievement. Teachers use a variety of checks for understanding within every lesson (questioning strategies, whiteboards, turn and talks with teacher callout, showcall, etc).
    Staff Responsible for Monitoring: A-team
 	
    Title I:
2.51, 2.53
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
    Problem Statements: Perceptions 1				

Strategy 3 Details	Reviews			
Strategy 3: Observation/feedback: Both 4th grade math teachers receive weekly spot observations focused on Tier I instruction, differentiation, and checks for understanding.	**Formative**			**Summative**
	Oct	Feb	June	

Strategy's Expected Result/Impact: Increased teacher effectiveness as evidence by spot observation scores and increased levels of student mastery.
    Staff Responsible for Monitoring: A-team
 	
    Title I:
2.51
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing
    Problem Statements: Student Learning 1 - Perceptions 1				

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students in 4th grade math achieved at a disproportionately low rate compared to their achievement in reading and compared the the campus and vertical team as a whole.   **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.

School Processes & Programs
Problem Statement 3: Incoming 5th grade students have large gaps in performance for math. The campus needs a system to support teachers in developing effective differentiation plans for diverse learners.   **Root Cause**: PLC structure has focused on Tier I instruction. Based on the data for rising 5th graders, the campus needs to differentiate PLC time and focus on Tier II instruction for 5th grade math. The campus needs additional PLC time for 5th grade science.

Perceptions
Problem Statement 1: Only 55.6% of staff surveyed stated that the professional development at school helped them to improve instruction.   **Root Cause**: Professional development could be further differentiated and time could be dedicated to teacher-selected sessions. The campus needs to offer consistent opportunities for staff to provide feedback on effectiveness of PD sessions. Staff need opportunities to observe each learn from each other.

Goal 4: Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 47% to 60% by June 2030.

Performance Objective 2: The percent of 5th grade students meeting their individual growth targets on state assessments in math will increase from ___ to ___ by June 2026.

High Priority

Evaluation Data Sources: Standards Mastery Checks, STAAR simulator, STAAR, ECRs, SCRs, exit-tickets

Strategy 1 Details	Reviews			
Strategy 1: Use PLC time to intentionally plan for the 30-minute differentiation block and spiraled review and push-in support from the 8th grade math teacher.	**Formative**			**Summative**
	Oct	**Feb**	**June**	
Strategy's Expected Result/Impact: Increased teacher performance in TEI domains 2.2 (mastery) and student achievement. Intentional debrief during Eureka lessons. **Staff Responsible for Monitoring:** A-Team **Title I:** 2.53 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 3 - Perceptions 1				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Students in 4th grade math achieved at a disproportionately low rate compared to their achievement in reading and compared the the campus and vertical team as a whole.   **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.

School Processes & Programs
Problem Statement 3: Incoming 5th grade students have large gaps in performance for math. The campus needs a system to support teachers in developing effective differentiation plans for diverse learners.   **Root Cause**: PLC structure has focused on Tier I instruction. Based on the data for rising 5th graders, the campus needs to differentiate PLC time and focus on Tier II instruction for 5th grade math. The campus needs additional PLC time for 5th grade science.

Perceptions
Problem Statement 1: Only 55.6% of staff surveyed stated that the professional development at school helped them to improve instruction.   **Root Cause**: Professional development could be further differentiated and time could be dedicated to teacher-selected sessions. The campus needs to offer consistent opportunities for staff to provide feedback on effectiveness of PD sessions. Staff need opportunities to observe each learn from each other.

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from ----% to ----% by August 2030.

Performance Objective 1: The overall perception of the college-going culture on the climate survey will increase from 93% in Spring 2025 to 98% in Spring 2026.

    Evaluation Data Sources: Campus climate and family surveys

Strategy 1 Details	Reviews			
Strategy 1: Fund a parent support specialist 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.	**Formative**			**Summative**
	Oct	**Feb**	**June**	

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, parent support specialist
 	
    Title I:
2.51, 2.52
 - TEA Priorities:
Connect high school to career and college
 - ESF Levers:
Lever 3: Positive School Culture
    Problem Statements: Demographics 1 - Perceptions 2				

      ○ No Progress   ◎ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Emergent bilingual students and students whose dominant language is Spanish 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. 22% 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 2: As we prepare to reopen our school, we need to strengthen the culture of pride across students, teachers, and the community. **Root Cause**: Families are engaged and want to partner with the campus; they expect regular communication from teachers and administrators. Club sponsors need clear expectations regarding communication with participants. Students need opportunities to connect with teachers and feel invested in the culture of the campus.

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from ----% to ----% by August 2030.

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

    Evaluation Data Sources: Parent survey, attendance report

Strategy 1 Details	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.	**Formative**			**Summative**
	Oct	**Feb**	**June**	

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:
2.52
 - **TEA Priorities:**
Connect high school to career and college
 - **ESF Levers:**
Lever 3: Positive School Culture
  Problem Statements: Perceptions 2				

Strategy 2 Details	Reviews			
Strategy 2: Create campus events designed to cultivate a culture of Bison Pride. Fund speakers and field trips to make connections between the campus and real-world experiences. Fund student incentives and provide recognition for attendance, meeting growth goals, and extra curricular achievements.	**Formative**			**Summative**
	Oct	**Feb**	**June**	

Strategy's Expected Result/Impact: Increase in attendance, increase in percent positive responses on student experience survey
 	
  Title I:
2.52
 - **TEA Priorities:**
Connect high school to career and college
 - **ESF Levers:**
Lever 3: Positive School Culture
  Problem Statements: Perceptions 2				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: As we prepare to reopen our school, we need to strengthen the culture of pride across students, teachers, and the community.   **Root Cause**: Families are engaged and want to partner with the campus; they expect regular communication from teachers and administrators. Club sponsors need clear expectations regarding communication with participants. Students need opportunities to connect with teachers and feel invested in the culture of the campus.

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from ----% to ----% by August 2030.

Performance Objective 3: Leverage clubs and extra curricular activities to support college and career readiness standards.

    Evaluation Data Sources: CCR section of climate and culture survey

Strategy 1 Details	Reviews			
Strategy 1: Fund supplies (copy paper, pencils, pens markers, whiteboards, books) for student projects and extra-curricular activities that are designed to support college and career readiness standards. Fund student incentives and provide recognition for attendance, meeting growth goals, and extra curricular achievements.	**Formative**			**Summative**
	Oct	**Feb**	**June**	

Strategy's Expected Result/Impact: Increased climate survey scores, 100% of students participate in a campus club.
    Staff Responsible for Monitoring: A-Team
 	
    Title I:
2.52
 - TEA Priorities:
Connect high school to career and college
 - ESF Levers:
Lever 3: Positive School Culture
    Problem Statements: Perceptions 2				

    ⭕ No Progress   🟢 Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: As we prepare to reopen our school, we need to strengthen the culture of pride across students, teachers, and the community.   **Root Cause**: Families are engaged and want to partner with the campus; they expect regular communication from teachers and administrators. Club sponsors need clear expectations regarding communication with participants. Students need opportunities to connect with teachers and feel invested in the culture of the campus.