Carrollton-Farmers Branch Independent School District

Rosemeade Elementary

2025-2026 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

Demographics

Demographics Summary

Rosemeade Elementary is a small, close-knit neighborhood school in Carrollton, Texas, just 14 miles north of Dallas in the Dallas-Fort Worth metropolitan area. As part of the Carrollton-Farmers Branch Independent School District (CFBISD), Rosemeade is known for its rich family traditions, strong community involvement, and history of high achievement. More importantly, the school fosters a nurturing and supportive environment that promotes student growth while encouraging parent and community engagement. This collaborative atmosphere serves as a foundation for the quality educational experiences that ensure every student receives the support they need to succeed.

Culture and traditions run deep at Rosemeade Elementary, which serves three- and four-year-old's in three self-contained Early Learning Classrooms (ELC) and students from prekindergarten (pre-K) through fifth grade. During 2024-25, Rosemeade had approximately 386 students in attendance with 49.7% females and 50.2% males. Our campus celebrates the diversity of our students. The student population is 31.6% White, 8.3% African American, 36.3% Hispanic, 13.3% Asian, .28% Native Hawaiian and 10% of 2 or more races. Additionally, the campus serves 36.1% economically disadvantaged students, 30.8% special education students, 16.9% gifted and talented students, 33.0% at risk, and 17.2% Emergent Bilingual Students.

Our attendance rate is 96.0%, and our 3 and 4-year-old's have the lowest attendance rate of 88.4%. The other grade levels are 95% PK, 96.1% K, 96.1% 1st, 97.9% 2nd, 96.6% 3rd, 96.4% 4th, and 97.2% 5th. Our attendance rate is lower than the district percentage of 97.3%, but higher than the state at 95%. The number of tardies across all grade levels is excessive and interferes with student achievement. Data indicates that Rosemeade has a 9.4% mobility rate.

Rosemeade employs highly qualified teachers who work with one another and district personnel to grow as educators to meet the varied needs of students. The staff at Rosemeade includes twenty-five teachers, five administrative support staff, and nine educational assistants. When looking at years of experience, 37.1% have over 20 years of experience, 11.2% have 11-20 years, 18.4% have 6 to 10 years, 15% have 1 to 5 years, and 18.1% were beginning teachers. We have 21.7% male teachers and 78.3% are female teachers. Our staff retention rate is 63.3% which is the same as the district.

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 principles lay the foundation to build a growth mindset, effective communication skills, and strong relationships, ultimately fostering the whole child.

Demographics Strengths

Rosemeade Elementary has many strengths:

- 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 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.

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.

3rd Grade Reading STAAR Scores

Year	*Approaches*	*Meets*	*Masters*
2023	93%	68%	32%
2024	16%	17%	64%
2025	96%	87%	56%

3rd Grade Math STAAR Scores

Year	*Approaches*	*Meets*	*Masters*
2023	88%	49%	22%
2024	17%	29%	43%
2025	93%	78%	46%

4th Grade Reading STAAR Scores

Year	*Approaches*	*Meets*	*Masters*
2023	92%	62%	38%
2024	23%	36%	39%
2025	89%	81%	50%

4th Grade Math STAAR Scores

Year	*Approaches*	*Meets*	*Masters*

2023	89%	74%	46%
2024	28%	36%	23%
2025	89%	73%	53%

5th Grade Reading STAAR Scores

Year	*Approaches*	*Meets*	*Masters*
2023	91%	75%	42%
2024	98%	88%	56%
2025	93%	82%	42%

5th Grade Math STAAR Scores

Year	*Approaches*	*Meets*	*Masters*
2023	89%	67%	32%
2024	96%	84%	49%
2025	83%	50%	26%

5th Grade Science STAAR Scores

Year	*Approaches*	*Meets*	*Masters*
2023	79%	44%	18%
2024	83%	39%	23%
2025	46%	20%	7%

24-25 MAP Student Growth Summary Report Fall 2024

Grade	Reading	Math
Kinder	53%	42%
First	49%	58%

Second	73%	51%
Third	69%	51%
Fourth	71%	42%
Fifth	71%	56%

24-25 MAP Student Growth Summary Report Spring 2025

Grade	Reading	Math
Kinder	59%	63%
First	55%	46%
Second	52%	48%
Third	68%	46%
Fourth	58%	50%
Fifth	50%	70%

- The percentage of students at Approaches or above decreased in both reading and math for students who went from 3rd to 4th as well as students who went from 4th to 5th.
- MAP Math data indicates that students in grades 1-4 did not demonstrate the projected growth in math from Fall 2024 to Spring 2025.
- MAP Reading data indicates that students in grades 1 did not demonstrate the projected growth in reading from Fall 2024 to Spring 2025.
- Students in grade 1 did not meet the projected MAP growth in reading and math from Fall 2024 to Spring 2025.

During the 25-26 school year, we will collect and analyze data on student growth using resources such as:

- HMH Into Reading Benchmark Assessments
- 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.
- Spring MAP data for grades K, 2, 3, 4, 5 show at least 50% of the students made growth in reading and math.
- MAP Math data indicates that students in grades 1-4 did not demonstrate the projected growth in math from Fall 2024 to Spring 2025.
- MAP Reading data indicates that students in grades 1 did not demonstrate the projected growth in reading from Fall 2024 to Spring 2025.
- Students in grade 1 did not meet the projected MAP growth in reading and math from Fall 2024 to Spring 2025.
- As a whole, students perform better in STAAR reading than STAAR math.
- STAAR scores for math show a significant increases in math for the meets/masters performance.

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: While social-emotional learning (SEL) is recognized as a critical component of student success, it is not consistently prioritized or implemented by all teachers.
Root Cause: Teachers need to be provided professional development in implementing SEL and understand how this can have an impact on student success.

Problem Statement 3 (Prioritized): MAP data indicates that students in grades 1-4 did not demonstrate the projected growth in math from Fall 2024 to Spring 2025.
Root Cause: Teachers need additional training in analyzing student data and using this information in order to plan effective small-group instruction.

Problem Statement 4 (Prioritized): Students in grade 1 did not meet the projected MAP growth in reading and math from Fall 2024 to Spring 2025.
Root Cause: An inaccurate picture of academic growth may be due to a new reading curriculum, excessive absences from teachers, teacher process used for assessment, and the lack of small-group instruction.

Problem Statement 5 (Prioritized): The number of absences and tardies 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.

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. Rosemeade Elementary is committed to creating a supportive learning environment where all students succeed. To achieve this, teachers implement best practices to meet the diverse needs of all students by utilizing the Texas Essential Knowledge and Skills (TEKS) across content areas. Teachers ensure that students receive quality instruction by delivering engaging lessons aligned with research-based curriculum, integrating technology, and utilizing assessment data to drive instruction.

Rosemeade Elementary applies best practices in daily instruction. These include collaborative learning, differentiation, success criteria, and feedback, which enable students to develop critical thinking and improve their ability to communicate, share ideas, and work effectively with peers. Teachers establish success criteria by displaying learning targets and anchor charts to enhance student learning.

Rosemeade Elementary prioritizes data-driven instruction, leveraging both formative and summative assessment data to inform and refine our teaching practices. During collaborative Professional Learning Community (PLC) meetings, teachers examine student performance data, identify patterns of strengths and areas of growth. This analysis facilitates collaborative discussions, where teachers brainstorm effective strategies to refine whole-group and small-group instruction.

The Multi-Tiered System of Supports (MTSS) is utilized to ensure that all students' needs are met. This framework uses data-driven and evidence-based strategies to support students' academic needs. Students receive core instruction in Tier 1, targeted small-group instruction in Tier 2, and intensive individualized instruction in Tier 3. Rosemeade's unique master schedule staggers daily interventions by grade level, which ensures protected time to serve students by name and need. By implementing MTSS, Rosemeade creates a responsive learning environment for all students.

Technology is an integral part of instruction across all grade levels and subject areas. Students have the opportunity to work with a variety of technology, which sparks excitement. Eight teachers participated in the district's Innovation Academy for the last two years, and three teachers have been accepted for 2025-26. Teachers use Progress Learning, Waggle, and Istation to personalize learning, track progress, and celebrate growth, for students, cultivating a thriving environment.

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, given to all staff members to collect data to improve school culture and increase teacher retention, was not utilized at the district level during the 2024-25 school year.

Rosemeade Elementary has an active PTA. This is the second year, Texas PTA has recognized the Rosemeade Elementary Community for achieving the Voice for Every Child Platinum Membership Award by having more members to represent and be a voice for all students enrolled at our school! We are one of 69 PTA's in the state to achieve this 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:

- Weekly PLC meetings allow teachers and administrators to review data to drive instruction and develop interventions and enrichment.
- Staggered daily Intervention time is built into the master schedule which ensures protected time to serve students by name and need. Teachers are expected to work with

students to close learning gaps and extend learning.
- 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.
- In order to promote positive behavior and emotional well-being and support for students, morning meetings are held.
- A Master Calendar and weekly "Roadrunner Report" serves as a comprehensive guide to school events, providing clarity and organization for both staff. The calendar, ensures that everyone is aware of important dates and activities, which helps in planning and participation.
- 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.
- 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: While social-emotional learning (SEL) is recognized as a critical component of student success, it is not consistently prioritized or implemented by all teachers.
Root Cause: Teachers need to be provided professional development in implementing SEL and understand how this can have an impact on student success.

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.

Rosemeade is diverse in student population, therefore, cultural awareness is vital to a healthy community. Many of our fine arts programs and activities support our students on a cultural level, whether it is by singing songs, dancing from other cultures, studying artists from around the world, or student performances for holidays, veterans, and Black History Month. Classroom teachers also organize fun and engaging cultural activities throughout the year, which bring recognition to different holidays and traditions.

The behavioral needs of students are supported in numerous ways. School-wide expectations were decided upon through teacher collaboration and are posted in every hallway. These include rules for appropriate behavior in school-wide areas, like hallways, cafeteria, and playground. Classroom rules are addressed at the beginning of each semester and are displayed in all classrooms. Teachers utilize various methods for addressing behavioral needs, including reward systems, calm down corners, manipulatives like fidgets, stuffed animals, and glitter jars. Additionally, a behavior specialist on campus works with teachers and students to create individualized behavior goals with timelines and supports for success. Crisis prevention and intervention training is provided to staff and utilized to de-escalate behaviors if needed.

Numerous emotional supports are in place for our student population. The school counselor provides bi-weekly guidance lessons to all classrooms. These lessons are designed to promote kindness, tolerance, emotional regulation, critical thinking, and problem-solving skills. A referral system may be utilized by parents or staff to provide group or individual counseling by the school counselor. Within the classroom, teachers use social and emotional learning lessons that focus on managing emotions, relationships, empathy, healthy identities, and responsible decisions. These lessons often use literature to support the curriculum, which aids students in academic language, character development, and cultural awareness.

The campus has a full-time armed security specialist and Officer Hooper'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.

In the Panorama Survey results, students shared the following:

- 63% of students indicated that they feel safe at school.
- 41% of students indicated how often people are disrespectful to others at school.
- 80% responded to the question how much support do the adults give you at school.
- 60% responded to the questions how much do you feel like you belong at school.

Rosemeade embraces the belief that family and community engagement is vital to student success. Rosemeade takes pride in the large number of families who are active members of the Parent Teacher Association (PTA) and recruited members equal to 100% of student enrollment. The staff supported this initiative by earning the coveted Golden Apple award for having 100% of school faculty as members. Collaboration with family and community members contribute to student success and overall school performance. 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.

Perceptions Strengths

Rosemeade Elementary celebrates these strengths:

- Rosemeade values stakeholder relationships and partnerships.
- PTA recruited members equal to 100% of student enrollment. The staff supported this initiative by earning the coveted Golden Apple award for having 100% of school faculty as members.
- A focus on safety is supported by students and staff.
- Teachers at Rosemeade build trusting relationships with parents.
- Parents and Teachers at Rosemeade work together as partners.
- Parents at Rosemeade have confidence in teachers.
- Our school proactively involves all families in our school community.
- As new families come into our school, we must continue to embrace and encourage them to attend school events and be involved in their child's education.
- Communication with parents utilizes a variety of formats from Parent Square posts and messages, newsletters, social media platforms, and face to face conversations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Problem Statement: 60% of students do not feel a sense of belonging at school according to the Panorama Survey.
Root Cause: Students need to be taught how to make friends, resolve friendship conflicts, and keep friends . Students spend more time on electronic devices rather than in face to face interactions with their friends.

Problem Statement 2: While social-emotional learning (SEL) is recognized as a critical component of student success, it is not consistently prioritized or implemented by all teachers.
Root Cause: Teachers need to be provided professional development in implementing SEL and understand how this can have an impact on student success.

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 in grade 1 did not meet the projected MAP growth in reading and math from Fall 2024 to Spring 2025.

Root Cause 2: An inaccurate picture of academic growth may be due to a new reading curriculum, excessive absences from teachers, teacher process used for assessment, and the lack of small-group instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: MAP data indicates that students in grades 1-4 did not demonstrate the projected growth in math from Fall 2024 to Spring 2025.

Root Cause 3: Teachers need additional training in analyzing student data and using this information in order to plan effective small-group instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The number of absences and tardies is excessive and impacts student achievement.

Root Cause 4: 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 4 Areas: Demographics - 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
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

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 21, 2025

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: Rosemeade Elementary will increase the percentage of students from 58% to 60% meeting growth measures from Beginning of Year to End of Year assessments on the Reading MAP.

Evaluation Data Sources: BOY-EOY MAP Data
MAP Reading Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Analyze Fall and Winter MAP Reading data to determine specific student needs and plan targeted small group instruction and interventions. Record student progress on MAP Reading Tracker for 25 -26 showing Did Not Meet, Approaches, Meets, Masters **Strategy's Expected Result/Impact:** An improvement in student growth for reading where students will meet their growth goal. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Coaches, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide extended time for teachers to attend and participate in professional development, data dives, progress monitor, plan for RTI/MTSS support, collaborate, and develop plans based on student's classroom performance and MAP data. **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 **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Substitutes for planning, analyzing data , professional development - 211 Title I - 211-11-6112-00-118-30-000 - $500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide students and teachers with resources to improve instruction and support students with various academic needs. **Strategy's Expected Result/Impact:** Increase in student learning and engagement in content areas, of reading, math, and science. Increased student achievement on formative and summative assessments. **Staff Responsible for Monitoring:** Principal **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, Scholastic News, books - 211 Title I - 211-11-6329-00-118-30-000 - $373				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Identify essential standards and analyze data during PLC meetings to plan small group instruction. **Strategy's Expected Result/Impact:** Increase in reading levels, comprehension skills, and reduce the number of below level readers in all areas. **Staff Responsible for Monitoring:** Administrators, Coaches **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Instructional Coach - 211 Title I - 211-13-6119-00-118-30-000 - $27,335				

No Progress | Accomplished | Continue/Modify | Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: Rosemeade Elementary will increase the percentage of students from 51% to 53% meeting Math growth measures from Beginning of Year to End of Year assessments on the Math MAP.

Evaluation Data Sources: BOY-EOY MAP Data
MAP Math Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Analyze Fall and Winter MAP Math data to determine specific student needs and plan targeted small group instruction and interventions. Record student progress on MAP Reading Tracker for 25 -26 showing Did Not Meet, Approaches, Meets, Masters **Strategy's Expected Result/Impact:** An improvement in student growth for math where students will meet their growth goal. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Coaches, Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement a school-wide RTI/MTSS time on the master schedule to provide small group support to meet the math needs of students. **Strategy's Expected Result/Impact:** Increased student achievement on formative and summative measures; targeted intervention and enrichment plans that meet the needs of diverse learners; effective planning, efficient documentation, and frequent progress monitoring to ensure student outcomes				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide students and teachers with resources to improve instruction and support students with various academic needs. **Strategy's Expected Result/Impact:** Increase in student learning and engagement in content areas, of reading, math, and science. Increased student achievement on formative and summative assessments. **Staff Responsible for Monitoring:** Principal **Funding Sources:** Classroom materials to support small group instruction - 211 Title I - 211-11-6399-00-118-30-000 - $1,290				

No Progress | Accomplished | Continue/Modify | Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By the end of the 2025-2026 school year, Rosemeade Elementary will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Reading from 87% to 92%,

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Reading STAAR
MAP Data
District Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will use RTI/MTSS time to focus on learning gaps with targeted instruction. Small group instruction and or guided reading will take place daily. Weekly walk-throughs will ensure lessons and materials match assessments and state standards. **Strategy's Expected Result/Impact:** Increase in reading levels, skills, and comprehension. Decrease the number of below level readers in each grade level. **Staff Responsible for Monitoring:** Administrators, Coaches, Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Utilize Title 1 tutors to support academics through small group instruction. **Strategy's Expected Result/Impact:** Increase in reading levels and skills for at risk students. **Staff Responsible for Monitoring:** Small Group Tutors **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Tutors - 211 Title I - 211-11-6117-00-118-30-000 - $9,112				

No Progress Accomplished Continue/Modify Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By the end of the 2025-2026 school year, Rosemeade Elementary will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Math from 78% to 82%.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Math STAAR
MAP Data
District Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will use RTI/MTSS time to focus on learning gaps with targeted instruction. Small group instruction will take place daily during Math. Weekly walk-throughs will ensure lessons and materials match assessments and state standards. **Strategy's Expected Result/Impact:** Students receive targeted support to close learning gaps, leading to improved achievement. Instruction is more aligned and effective through small groups and regular monitoring. **Staff Responsible for Monitoring:** Administrators, Coaches, Teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Utilize Title 1 tutors to support academics through small group instruction. **Strategy's Expected Result/Impact:** Increase in math skills for at risk students. **Staff Responsible for Monitoring:** Small Group Tutors **TEA Priorities:** Build a foundation of reading and math				

No Progress Accomplished Continue/Modify Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: By the end of the 2025-2026 school year, Rosemeade Elementary will increase a minimum of 2% in the percentage of Grade 5 students at Meets Grade Level or above on STAAR Math from 50% to 52%.

High Priority

Evaluation Data Sources: STAAR, DCFA, MAP, Classroom Assessment Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Walkthrough feedback cycles to monitor instruction and use of multilingual instructional strategies will include coaching from district level administrators, campus administrators and instructional coaches. Specific monitoring on Tier 1 expectations, Fundamental 5,ELPS, visuals and curriculum alignment will be tracked, monitored and reinforced through staff development. **Strategy's Expected Result/Impact:** Emergent Bilingual students will increase in meets grade level by a minimum of 3%. **Staff Responsible for Monitoring:** Principals, Assistant Principals **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: Rosemeade Elementary will increase the percentage of kindergarten - second grade students who perform at meets grade level on foundational skills mastery on MAP Reading Fluency Literacy screener in phonics and phonological awareness from 7% to 12%.

Evaluation Data Sources: MAP Fluency Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Train teachers in grades PK-5 on teaching phonemic awareness, phonics, grammar, and literacy skills in their classroom to improve student achievement. **Strategy's Expected Result/Impact:** Increase teacher knowledge, deepen teachers understanding Improve student achievement **Staff Responsible for Monitoring:** Administrators, Coaches **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 **Funding Sources:** Supplemental intervention and resources to support at - risk students - 199-SCE State Comp Ed (SCE) - $187,400				

No Progress Accomplished Continue/Modify Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 7: Rosemeade Elementary will increase by 3% in the percentage of Pre-K students who meet expectations at the end of Pre-K on the Circle assessment.

Evaluation Data Sources: Pre-K Circle Assessment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will use Circle assessment data to guide daily small group and center activities focused on language, literacy, and math. Progress will be checked regularly to make sure instruction meets student needs. **Strategy's Expected Result/Impact:** An increase in the number of students who meet end-of-year expectations **Staff Responsible for Monitoring:** Administrators, Coaches **TEA Priorities:** Build a foundation of reading and math				

No Progress Accomplished Continue/Modify Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 8: Rosemeade Elementary will increase in the percentage of 5th graders who Meet Grade Level or above on Science STAAR from 20% to 40%.

Evaluation Data Sources: STAAR Science

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Identify essential standards and analyze data during PLC's each month to plan for intense instructional support for science skills . **Strategy's Expected Result/Impact:** Increase in the number of students meeting grade level standards **Staff Responsible for Monitoring:** Administrators, Science Coach				

No Progress Accomplished Continue/Modify Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 9: By 2026, students will increase in the percentage of emergent bilingual students advancing at least one TELPAS proficiency level.

Evaluation Data Sources: Texas English Language Proficiency Assessment (TELPAS) data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Train and provide professional development in supporting students in language development and provide opportunities for students to orally explain their thinking. **Strategy's Expected Result/Impact:** An increased in student engagement through peer discourse and writing opportunities **Staff Responsible for Monitoring:** Teachers and Administrators **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 9 Problem Statements:

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.

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

Goal 1: By May 2026, 100% of CFBISD safety and security drills will be conducted using the Raptor app and teachers will account for students through Raptor.

Evaluation Data Sources: Safety and Security documentation spreadsheet, documentation log, faculty agendas with discussions,

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

No Progress 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 2025-26 school year.

HB3 Guiding Objective

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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. **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 **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 - 211-61-6399-00-118-30-000 - $390				

No Progress Accomplished Continue/Modify Discontinue

Guiding Objective 3: Optimize Community Engagement

Goal 2: Rosemeade Elementary will strengthen family engagement by intentionally welcoming and connecting new families affected by boundary changes, ensuring they feel part of the school community and are encouraged to attend and participate in school events.

Evaluation Data Sources: Parent Feedback
Survey

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

Goal 1: During the 2025-26 school year, the number of tardies per day will decrease to no more than 10 each day.

Evaluation Data Sources: Tardy Notebook
Attendance Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement a school-wide incentive plan for recognizing students' being on time each month. **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 **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Attendance Incentives and Materials - 211 Title I - 211-11-6399-00-118-99-000 - $0				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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. **Strategy's Expected Result/Impact:** Increase student attendance Increase communication with the parent **Staff Responsible for Monitoring:** Attendance Clerk, Counselor, Administrators				

No Progress Accomplished Continue/Modify Discontinue

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

Goal 2: Rosemeade Elementary will promote and celebrate strong attendance by recognizing classes with 95% or higher monthly attendance through schoolwide shout-outs and classroom incentives.

Evaluation Data Sources: Attendance Records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 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. **Strategy's Expected Result/Impact:** Increase student attendance Increase communication with the parent **Staff Responsible for Monitoring:** Attendance Clerk, Counselor, Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide incentives to celebrate and encourage students who had perfect attendance for the nine weeks. **Strategy's Expected Result/Impact:** Increase in the daily attendance rate **Staff Responsible for Monitoring:** Administrators				

No Progress Accomplished Continue/Modify Discontinue

Guiding Objective 5: Optimize All Available Resources

Goal 1: By September 2025, the Rosemeade staff will review and 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Establish campus action teams to develop written expectations for behavior at the campus. **Strategy's Expected Result/Impact:** Students and staff learning expectations for appropriate behaviors Increase in desired schoolwide appropriate behavior Positive behavior for students **Staff Responsible for Monitoring:** Team Leads, Administrations **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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. **Strategy's Expected Result/Impact:** Complete an office referral form correctly. Request assistance through Raptor. **Staff Responsible for Monitoring:** Administrators, Teachers **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recognize students for exhibiting respectfulness, reliability, responsibility, and resourcefulness during the year. **Strategy's Expected Result/Impact:** Increase student recognition **Staff Responsible for Monitoring:** Teachers, Administrators **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Student Academic Incentives - 211 Title I - 211-11-6399-00-118-99-000 - $0				

No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Rosemeade Elementary

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

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

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

An annual CNA was conducted using diverse stakeholder input from teachers, administrators, parents, and the community. Data included STAAR, MAP, TELPAS, attendance, behavior/discipline, student growth, special programs, and student surveys. Focus areas were demographics, student learning, processes/programs, and perceptions. Rosemeade's academic focus was on student growth throughout the year. The data reviewed was used to develop problem statements, establish priority, set goals, and develop strategies that would align to HB3 Board Goals.

The CNA was and approved on May 12, 2025 and .revised on June 4.

1.2: Location for Evidence of Multiple Meetings Held

Please see Title1Crate for the following documentation.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The CIP was created after CNA approval on May 12, 2025 and was revised on June 4, 2025. Monitoring occurs quarterly, with an annual summative evaluation in May. We have discussions regarding the implementation of the CIC plan during team lead meetings, PLCs and during the quarterly review when meeting with the CIC Committee.

2.2: Stakeholders 1114(b)(2)

The plan involved stakeholders, including teachers, administrators, parents, and community/business partners. The full CIC roster is listed with roles in the Title 1 Crate. There is an invitation, agenda, and summative notes for each meeting in the Title 1 Crate.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The CIP is available on the campus and district websites with built-in translation tools. Printed fliers are distributed in English and Spanish.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Rosemeade aligns Title I, SCE, SPED, EB, SEL, and MTSS supports through the SNAP process and master scheduling for intervention time and services.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

The CIP includes:

- Academic interventions (RTI/MTSS, small groups, HMH training)
- Extended learning time and targeted support for at-risk, SPED, and EB students
- Professional development (phonics, data analysis, PLT process)
- SEL and behavior supports (Roadrunner 4Rs, incentives, Raptor app use)
- Family engagement (math/literacy nights, PTA events)
- Evaluation, goal tracking, and student progress monitoring using MAP, F&P, Progress Learning, etc.

3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

The plan is monitored quarterly and evaluated annually using MAP, STAAR, TELPAS, discipline, and attendance data. Adjustments are made during quarterly reviews.

Title I Personnel

Name	Position	Program	FTE
Thuong Dang	Title I Instructional Math Coach	Title I	.5

Campus Advisory Team

Committee Role	Name	Position
Business Representative	Kimberly Lopez	Business Representative
Business Representative	Doris Bryant	Business Representative
Community Representative	Betty Davis	Community/Business Member
Teacher	Carrie Walden	Fourth Grade Teacher
Teacher	Alyson Fry	Fifth Grade Teacher
Teacher	Tish Robert	Special Education
Parent	Beth Tran	Parent
Parent	Lara Samarneh	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	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

Campus Funding Summary

199-SCE State Comp Ed (SCE)					
Guiding Objective	**Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	1	Supplemental intervention and resources to support at - risk students		$187,400.00
				Sub-Total	$187,400.00
				Budgeted Fund Source Amount	$187,400.00
				+/- Difference	$0.00

211 Title I					
Guiding Objective	**Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Substitutes for planning, analyzing data , professional development	211-11-6112-00-118-30-000	$500.00
1	1	3	reading and math materials, Scholastic News, books	211-11-6329-00-118-30-000	$373.00
1	1	4	Instructional Coach	211-13-6119-00-118-30-000	$27,335.00
1	2	3	Classroom materials to support small group instruction	211-11-6399-00-118-30-000	$1,290.00
1	3	2	Tutors	211-11-6117-00-118-30-000	$9,112.00
3	1	1	Reading and Math Materials for Parent Information Night	211-61-6399-00-118-30-000	$390.00
4	1	1	Attendance Incentives and Materials	211-11-6399-00-118-99-000	$0.00
5	2	1	Student Academic Incentives	211-11-6399-00-118-99-000	$0.00
				Sub-Total	$39,000.00
				Budgeted Fund Source Amount	$39,000.00
				+/- Difference	$0.00
				Grand Total Budgeted	$226,400.00
				Grand Total Spent	$226,400.00
				+/- Difference	$0.00

Policies, Procedures, and Requirements

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

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services	8/26/2025	Tracey Battle	8/26/2025
Child Abuse and Neglect	Executive Director of Counseling Services	8/11/2025	Victoria Cisneros	8/11/2025
Coordinated Health Program	Director of Athletics		Jonathan Wilk	8/11/2025
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	8/28/2025	Tracey Battle	8/28/2025
Dropout Prevention	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Dyslexia Treatment Program	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Pregnancy Related Services	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/11/2025	Sara Roland	8/12/2025
Technology Integration	Chief Technology Officer		Robin Stout	8/11/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security		Rachael Freeman	8/15/2025
Title I Parent Involvement Policy	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025
ESSA Program Descriptions	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025