Dallas Independent School District

359 Rosemont Upper School

2026-2027 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 513 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 83% Hispanic, 13% White, and 2% African American students and 2% multi-race. We serve 28% emergent bilingual students, 19% special education, and 35.3% talented and gifted learners. Its notable that 98% of our students who receive special education are enrolled in grades 3-5. 59% of our Bison are classified as 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 35 core teachers, 5 special education teachers, and 5 specialists. We had 81% teacher retention.

Our student attendance was 96.11%, approximately the same as the previous school year. We had 30 referrals (6 Level I and 10 Level II).

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. Rosemont School earned a 2023 Blue Ribbon and a Gold Ribbon award and was a TEA A Rated campus in 2025.

Spring 2026 campus climate and culture survey data showed positive growth from Fall 2025. Staff identified strengths in high expectations for students, clear priorities, and a strong focus on student success. Opportunities for growth include strengthening behavior and discipline systems, increasing the impact of professional learning, and continuing to build trust, collaboration, and morale among staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Emergent bilingual students and students whose dominant language is Spanish in grades 3 and 4 are performing at a lower rate of achievement than their non-emergent counterparts in grades 3 and 4.
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. Students need real-world experiences to develop L2.

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 36% of students achieved mastery in math (compared to 29.6% the previous year), 49% achieved mastery in reading (compared to 48% the previous year), and **?**% received mastery in science (compared to 19% the previous year).

STAAR Math: 96% of students in Algebra I mastered the EOC and 100% passed. All students except 3 had accelerated growth. In the elementary grades, 30 % (25.4%) of third grade, 23% (16%) of 4th grade, and 23% (30%) of 5th grade earned mastery in math.

STAAR Reading: For elementary reading, 35% of students who tested in English and 23% who tested in Spanish mastered the assessment compared to 47% and 16% the previous year. 41% of 5th graders who tested in English and 30% of students who tested in Spanish mastered the assessment. 33% of 3rd graders who tested in English and 0% of students who tested in Spanish earned mastery on the assessment. 33% of 4th graders who tested in English and 29% of students who tested in Spanish mastered the assessment. In reading, 80% of 8th graders, 72% of 7th graders, and 75% of 6th graders earned mastery on the assessment.

STAAR Science: Update once finalized data is provided by TEA.

STAAR Social Studies: 20% if 8th graders who took the US studies test mastered the course, 49% earned meets+, and 91% approached+. The Domain 1 for US studies was 53(B).

iReady:

In English reading, 72% of students are Tier 1, 20% Tier II, and 9% Tier III. In Spanish reading 40% are Tier I, 23% Tier II, and 38% Tier III.

In math, 76% of students are Tier 1, 19% Tier II, and 5% Tier III.

ACP: Rosemont students who took the Science 6 Honors ACP outperformed the district with an average score of 83.5% compared to 78% at the district average. Physics students performed marginally higher than the district with an average scaled score of 77 and the district's average was 76%. Students who took TX studies advanced and world cultures advanced earned average scale scores of 73 (district at 72) and 82 (district at 75), 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 49% mastery and (45% the year prior) and 74% meets+ 73% the year prior). 36% of students mastered the math STAAR (29.6% the year prior) and 66% earned meets+ (63% 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. 42/45 Algebra I students had accelerated growth 43/45 students earned mastery on the Algebra I EOC. 8 students earned a perfect score.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in grades 3-5 math mastered content at a lower rate compared to their achievement in reading. Students need a solid foundation and mastery level in elementary math in order to be prepared for the advanced math pathway in middle school.
Root Cause: Instruction has not consistently emphasized conceptual understanding, mathematical discourse, and productive struggle, resulting in gaps in students' ability to apply multiple strategies, justify reasoning, and master grade-level math standards necessary for success in advanced middle school mathematics.

Problem Statement 2 (Prioritized): Students in grades 3-5 are not demonstrating Spanish language proficiency at the level needed to fully engage in future language learning opportunities. Increased proficiency, engagement, and student ownership are needed to ensure students develop confidence and competency in Spanish communication.
Root Cause: Students have had limited opportunities to engage with Spanish beyond core instruction through authentic language experiences, language-rich environments, and goal-setting practices. As a result, students have not consistently developed the motivation, confidence, and proficiency needed to advance their Spanish language skills.

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. 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. PLC will include a modeling and feedback component for new teachers. PLC will focus on building trust ad collaboration for teachers while developing learning experiences.

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 school; students in grades 6-8 can bring devices home. 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. The Stampede Support Team will also collect dats on students' access to technology devices at home. Teachers and parents will explore current research on the impact of homework at the elementary and secondary levels. The Stampede Support Team will develop campus guidelines and policies related to homework.

We offer two tracks for all students to learn the Spanish language. The Dual Language (DL) track 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 75 seats for 6th grade and had over 200 applicants. We communicated our application process to faculty and families to

increase transparency; we recognize the need to continue prioritizing this work. 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. Campus rubrics, evaluation points, and magnet requirements will be published on the website for the 26-27 school year.

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 2025 to Spring 2026 overall climate and culture increased 4.5% with the highest gains in the areas of positive culture and environment and college going culture. Notable increases were in response to questions about looking forward to attending work each day and satisfaction with recognition for doing a good job. Notable decreases were in the areas of teacher to teacher trust.

The master schedule was intentionally designed to maximize instructional support in academic areas of focus identified through student achievement data. To strengthen alignment and continuity of instruction, a 4th-grade teacher will loop with students into 5th grade, supporting consistent systems and expectations in both math and reading. New teachers will receive targeted professional development and ongoing mentorship to ensure strong instructional practices and successful implementation of campus systems. Additionally, all general education students in grades 3–5 will receive 90 minutes of FLES instruction each week to support Spanish language acquisition. Every math and literacy block includes a dedicated 30-minute differentiation period to provide targeted intervention, enrichment, and small-group instruction based on student needs. The special education team is fully staffed, and case managers are strategically assigned to students based on individual needs and staff expertise to ensure high-quality support and services.

Rosemont Upper has 81% retention rate in teachers, with 2/6 teachers leaving for promotions and 1/6 for retirement. 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 11 teachers new to the campus and 5 new positions.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 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 2: Students are not consistently demonstrating leadership behaviors such as encouraging peers, engaging in academic discourse, and tracking their own learning progress.
Root Cause: Students need more structured opportunities to practice leadership, reflect on their growth, engage in peer-to-peer discourse, and take ownership of their learning through goal setting and progress monitoring.

Problem Statement 3 (Prioritized): Students, staff, and families need more opportunities to engage in meaningful campus and instructional experiences that strengthen belonging, connection, and school pride.
Root Cause: There is an opportunity to expand elementary programming and authentic instructional experiences. Moving forward, we will leverage structures such as Elementary Ambassadors, student focus groups, and recurring community experiences to deepen belonging, leadership, family engagement, and student voice, while enhancing rigorous learning and instructional experiences that promote academic growth and

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.

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 except teacher-to-teacher trust of the survey from Fall 2025 to Spring 2026. Survey results are listed below:

- Beliefs and Priorities: + 5%
- Positive Culture and Environment: +6
- Culture of Feedback and Support: +7
- College Going Culture: +4
- Teacher-to-Teacher Trust: -3
- Teacher-to principal Trust: +6

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.

85% of teachers responded favorably about looking forward to attending school each day. 95% of teachers believe that staff accept nothing less than a student's full effort. 87% of staff believe that instruction prepares students for college. 100% of 8th graders received acceptance to their first or second choice for a high school program.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The campus will strengthen teacher-to-teacher trust by fostering open communication, collaboration, and shared leadership. Building stronger professional relationships will enhance collective efficacy and support improved outcomes for all students.
Root Cause: Rapid staff growth has created a need for intentional opportunities to build relationships and strengthen connections among team members. The growth of the campus has highlighted the need for structured collaboration and team-building opportunities to strengthen teacher-to-teacher trust and collective efficacy.

Priority Problem Statements

Problem Statement 1:
Emergent bilingual students and students whose dominant language is Spanish in grades 3 and 4 are performing at a lower rate of achievement than their non-emergent counterparts in grades 3 and 4.

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. Students need real-world experiences to develop L2.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students in grades 3-5 math mastered content at a lower rate compared to their achievement in reading. Students need a solid foundation and mastery level in elementary math in order to be prepared for the advanced math pathway in middle school.

Root Cause 2: Instruction has not consistently emphasized conceptual understanding, mathematical discourse, and productive struggle, resulting in gaps in students' ability to apply multiple strategies, justify reasoning, and master grade-level math standards necessary for success in advanced middle school mathematics.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students in grades 3-5 are not demonstrating Spanish language proficiency at the level needed to fully engage in future language learning opportunities. Increased proficiency, engagement, and student ownership are needed to ensure students develop confidence and competency in Spanish communication.

Root Cause 3: Students have had limited opportunities to engage with Spanish beyond core instruction through authentic language experiences, language-rich environments, and goal-setting practices. As a result, students have not consistently developed the motivation, confidence, and proficiency needed to advance their Spanish language skills.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students, staff, and families need more opportunities to engage in meaningful campus and instructional experiences that strengthen belonging, connection, and school pride.

Root Cause 4: There is an opportunity to expand elementary programming and authentic instructional experiences. Moving forward, we will leverage structures such as Elementary Ambassadors, student focus groups, and recurring community experiences to deepen belonging, leadership, family engagement, and student voice, while enhancing rigorous learning and instructional experiences that promote academic growth and

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: The campus will strengthen teacher-to-teacher trust by fostering open communication, collaboration, and shared leadership. Building stronger professional relationships will enhance collective efficacy and support improved outcomes for all students.

Root Cause 5: Rapid staff growth has created a need for intentional opportunities to build relationships and strengthen connections among team members. The growth of the campus has highlighted the need for structured collaboration and team-building opportunities to strengthen teacher-to-teacher trust and collective efficacy.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

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 45 to 55 by June 2030.

Performance Objective 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 will increase from 59% to 65% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: SMCs, STAAR, iReady

Strategy 1 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 1: Collaborative Reading Structures - Use partner discussions, literature circles, and reciprocal teaching to deepen comprehension and engagement. **Strategy's Expected Result/Impact:** Increased student participation, stronger comprehension skills, and improved ability to analyze and discuss texts. **Staff Responsible for Monitoring:** Principal, AP, CILT, mentor teachers **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:** School Processes & Programs 3			

Strategy 2 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 2: PLC Planning for Learning Experiences - Collaborate in PLCs to design engaging, standards-aligned reading lessons and shared literacy practices. **Strategy's Expected Result/Impact:** More consistent, high-quality reading instruction that leads to improved student achievement across classrooms. **Staff Responsible for Monitoring:** Principal, AP, CILT, mentor teachers **Title I:** 2.51, 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:** Perceptions 1			

Strategy 3 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 3: Accountable Talk - Facilitate structured student discussions that require evidence-based responses and active listening to strengthen reading comprehension. **Strategy's Expected Result/Impact:** Enhanced critical thinking, vocabulary development, and students' ability to support ideas with textual evidence. **Staff Responsible for Monitoring:** Principal, AP, CILT, mentor teachers **Title I:** 2.51, 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:** School Processes & Programs 3			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: Students, staff, and families need more opportunities to engage in meaningful campus and instructional experiences that strengthen belonging, connection, and school pride. **Root Cause**: There is an opportunity to expand elementary programming and authentic instructional experiences. Moving forward, we will leverage structures such as Elementary Ambassadors, student focus groups, and recurring community experiences to deepen belonging, leadership, family engagement, and student voice, while enhancing rigorous learning and instructional experiences that promote academic growth and

Perceptions

Problem Statement 1: The campus will strengthen teacher-to-teacher trust by fostering open communication, collaboration, and shared leadership. Building stronger professional relationships will enhance collective efficacy and support improved outcomes for all students. **Root Cause**: Rapid staff growth has created a need for intentional opportunities to build relationships and strengthen connections among team members. The growth of the campus has highlighted the need for structured collaboration and team-building opportunities to strengthen teacher-to-teacher trust and collective efficacy.

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 45 to 55 by June 2030.

Performance Objective 2: Student achievement on the third-grade state assessment in Spanish reading/writing in Domain 1 will increase from 28% to 53% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: SMCs, STAAR, iReady

Strategy 1 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 1: Spanish Collaborative Reading Structures - Implement partner reading, guided reading groups, and collaborative discussions using grade-level Spanish texts to strengthen comprehension and language development. **Strategy's Expected Result/Impact:** Improved Spanish reading fluency, comprehension, and academic language proficiency through meaningful interaction with text. **Staff Responsible for Monitoring:** Principal, AP, CILT, Mentor teachers **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		
	Formative		Summative
	Oct	Feb	Apr
Strategy 2: Structured Academic Discourse in Spanish - Facilitate accountable talk using sentence stems, text-based questions, and opportunities for students to explain their thinking in Spanish. **Strategy's Expected Result/Impact:** Increased oral language development, stronger comprehension of complex texts, and greater ability to support ideas with evidence in Spanish. **Staff Responsible for Monitoring:** Principal, AP, CILT **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2			

Strategy 3 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 3: Provide intentional Spanish language experiences for FLES and Dual Language students through family-centered events both on campus and at home while implementing a system to regularly monitor and track language proficiency growth. **Strategy's Expected Result/Impact:** Students will have increased opportunities to develop and apply Spanish language skills in authentic settings, strengthening bilingualism, biliteracy, and cultural connections. Regular proficiency monitoring will enable teachers to identify student needs, measure growth over time, and provide targeted support to accelerate language acquisition. **Staff Responsible for Monitoring:** FLES teacher, LOTE teacher, AP, Principal **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 2			

 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 and 4 are performing at a lower rate of achievement than their non-emergent counterparts in grades 3 and 4. **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. Students need real-world experiences to develop L2.

Student Learning

Problem Statement 2: Students in grades 3-5 are not demonstrating Spanish language proficiency at the level needed to fully engage in future language learning opportunities. Increased proficiency, engagement, and student ownership are needed to ensure students develop confidence and competency in Spanish communication. **Root Cause**: Students have had limited opportunities to engage with Spanish beyond core instruction through authentic language experiences, language-rich environments, and goal-setting practices. As a result, students have not consistently developed the motivation, confidence, and proficiency needed to advance their Spanish language skills.

Goal 2: Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 41 to 52 by June 2030.

Performance Objective 1: Student achievement on the third-grade and fourth-grade state assessment in math in Domain 1 will increase from 53% to 65% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: SMC, iReady, STAAR

Strategy 1 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 1: Implement Read, Draw, Write Problem-Solving Routines **Strategy's Expected Result/Impact:** Intended Impact: Students will develop stronger problem-solving habits by making sense of mathematical tasks, applying multiple strategies, and communicating their reasoning, leading to increased confidence and improved performance on complex problems. **Staff Responsible for Monitoring:** Principal, AP, CILT, mentor teachers **Title I:** 2.51, 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			

Strategy 2 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 2: Leverage the Concrete-Representational-Abstract (CRA) Model **Strategy's Expected Result/Impact:** Students will build a deeper conceptual understanding of mathematical concepts by connecting manipulatives, visual models, and abstract symbols, resulting in improved accuracy, retention, and transfer of learning. **Staff Responsible for Monitoring:** Principal, AP, CILT, mentor teachers **Title I:** 2.51, 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			

Strategy 3 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 3: Strengthen Mathematical Discourse Through Student-Led Reasoning **Strategy's Expected Result/Impact:** Students will increase their ability to articulate mathematical thinking, justify solutions with evidence, and learn from peers' perspectives, leading to greater mathematical reasoning, engagement, and ownership of learning. **Staff Responsible for Monitoring:** Principal, AP, CILT, mentor teachers **Title I:** 2.51, 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			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students in grades 3-5 math mastered content at a lower rate compared to their achievement in reading. Students need a solid foundation and mastery level in elementary math in order to be prepared for the advanced math pathway in middle school. **Root Cause**: Instruction has not consistently emphasized conceptual understanding, mathematical discourse, and productive struggle, resulting in gaps in students' ability to apply multiple strategies, justify reasoning, and master grade-level math standards necessary for success in advanced middle school mathematics.

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 51 to 58 by June 2030.

Performance Objective 1: Student achievement on the 3rd-5th grade state assessment in reading/writing in Domain 1 will increase to 65% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: SMCs, STAAR, iReady

Strategy 1 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 1: Collaborative Reading Structures - Use partner discussions, literature circles, and reciprocal teaching to deepen comprehension and engagement. **Strategy's Expected Result/Impact:** Increased student participation, stronger comprehension skills, and improved ability to analyze and discuss texts. **Staff Responsible for Monitoring:** Principal, AP, CILT, mentor teachers **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:** School Processes & Programs 3			

Strategy 2 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 2: PLC Planning for Learning Experiences - Collaborate in PLCs to design engaging, standards-aligned reading lessons and shared literacy practices. **Strategy's Expected Result/Impact:** More consistent, high-quality reading instruction that leads to improved student achievement across classrooms. **Staff Responsible for Monitoring:** Principal, AP, CILT, mentor teachers **Title I:** 2.51, 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:** Perceptions 1			

Strategy 3 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 3: Accountable Talk - Facilitate structured student discussions that require evidence-based responses and active listening to strengthen reading comprehension. **Strategy's Expected Result/Impact:** Enhanced critical thinking, vocabulary development, and students' ability to support ideas with textual evidence. **Staff Responsible for Monitoring:** Principal, AP, CILT, mentor teachers **Title I:** 2.51, 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 2 - School Processes & Programs 3			

Strategy 4 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 4: Students will use writing rubrics to self evaluate writing and provide peer-to-peer feedback. **Strategy's Expected Result/Impact:** Writing samples with be stronger and in more alignment to the ECR and SCR rubrics. **Staff Responsible for Monitoring:** CILT, AP, principal **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** School Processes & Programs 3			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Students in grades 3-5 are not demonstrating Spanish language proficiency at the level needed to fully engage in future language learning opportunities. Increased proficiency, engagement, and student ownership are needed to ensure students develop confidence and competency in Spanish communication. **Root Cause**: Students have had limited opportunities to engage with Spanish beyond core instruction through authentic language experiences, language-rich environments, and goal-setting practices. As a result, students have not consistently developed the motivation, confidence, and proficiency needed to advance their Spanish language skills.
School Processes & Programs
Problem Statement 3: Students, staff, and families need more opportunities to engage in meaningful campus and instructional experiences that strengthen belonging, connection, and school pride. **Root Cause**: There is an opportunity to expand elementary programming and authentic instructional experiences. Moving forward, we will leverage structures such as Elementary Ambassadors, student focus groups, and recurring community experiences to deepen belonging, leadership, family engagement, and student voice, while enhancing rigorous learning and instructional experiences that promote academic growth and
Perceptions
Problem Statement 1: The campus will strengthen teacher-to-teacher trust by fostering open communication, collaboration, and shared leadership. Building stronger professional relationships will enhance collective efficacy and support improved outcomes for all students. **Root Cause**: Rapid staff growth has created a need for intentional opportunities to build relationships and strengthen connections among team members. The growth of the campus has highlighted the need for structured collaboration and team-building opportunities to strengthen teacher-to-teacher trust and collective efficacy.

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 49 to 53 by June 2030.

Performance Objective 1: Student achievement on the 3rd-5th grade state assessment in math in Domain 1 will increase from 53% to 65% by June 2026.

High Priority

HB3 Goal

Evaluation Data Sources: SMC, iReady, STAAR

Strategy 1 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 1: Implement Read, Draw, Write Problem-Solving Routines **Strategy's Expected Result/Impact:** Intended Impact: Students will develop stronger problem-solving habits by making sense of mathematical tasks, applying multiple strategies, and communicating their reasoning, leading to increased confidence and improved performance on complex problems. **Staff Responsible for Monitoring:** Principal, AP, CILT, mentor teachers **Title I:** 2.51, 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			

Strategy 2 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 2: Leverage the Concrete-Representational-Abstract (CRA) Model **Strategy's Expected Result/Impact:** Students will build a deeper conceptual understanding of mathematical concepts by connecting manipulatives, visual models, and abstract symbols, resulting in improved accuracy, retention, and transfer of learning. **Staff Responsible for Monitoring:** Principal, AP, CILT, mentor teachers **Title I:** 2.51, 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			

Strategy 3 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 3: Strengthen Mathematical Discourse Through Student-Led Reasoning **Strategy's Expected Result/Impact:** Students will increase their ability to articulate mathematical thinking, justify solutions with evidence, and learn from peers' perspectives, leading to greater mathematical reasoning, engagement, and ownership of learning. **Staff Responsible for Monitoring:** Principal, AP, CILT, mentor teachers **Title I:** 2.51, 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			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students in grades 3-5 math mastered content at a lower rate compared to their achievement in reading. Students need a solid foundation and mastery level in elementary math in order to be prepared for the advanced math pathway in middle school. **Root Cause**: Instruction has not consistently emphasized conceptual understanding, mathematical discourse, and productive struggle, resulting in gaps in students' ability to apply multiple strategies, justify reasoning, and master grade-level math standards necessary for success in advanced middle school mathematics.

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from 80 percent to 88 percent by August 2030.

Performance Objective 1: The overall perception of the college-going culture on the climate survey will increase from 86% in Spring 2026 to 96% in Spring 2027.

Evaluation Data Sources: Climate/culture survey

Strategy 1 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
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. **Strategy's Expected Result/Impact:** Family members become more involved as evident through the volunteer log. Families have more transparency about the pathways to middle school and admission requirements for 6th grade. **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:** School Processes & Programs 3			

Strategy 2 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 2: The school will use iDismiss as a software for school dismissal to ensure a safe dismissal procedure in order to increase teacher time spent on classroom and student related actions while reducing parent and student anxiety concerning school dismissal. **Strategy's Expected Result/Impact:** Increase in perception of student safety by parents as measured by the FCE survey **Staff Responsible for Monitoring:** A-Team **Title I:** 2.51, 2.53 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 3			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: Students, staff, and families need more opportunities to engage in meaningful campus and instructional experiences that strengthen belonging, connection, and school pride. **Root Cause**: There is an opportunity to expand elementary programming and authentic instructional experiences. Moving forward, we will leverage structures such as Elementary Ambassadors, student focus groups, and recurring community experiences to deepen belonging, leadership, family engagement, and student voice, while enhancing rigorous learning and instructional experiences that promote academic growth and

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from 80 percent to 88 percent by August 2030.

Performance Objective 2: Develop a sense of Bison Pride, strengthen connections, and develop leaders.

Evaluation Data Sources: Climate/culture survey, FCE survey, student experience survey

Strategy 1 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 1: 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. **Strategy's Expected Result/Impact:** Increase in attendance, increase in percent positive responses on student experience survey **Staff Responsible for Monitoring:** A-team, AP, grade level leads **Title I:** 2.51, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 3 - Perceptions 1			

Strategy 2 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 2: Provide intentional Spanish language experiences for FLES and Dual Language students through family-centered events both on campus and at home while implementing a system to regularly monitor and track language proficiency growth. **Strategy's Expected Result/Impact:** Students will have increased opportunities to develop and apply Spanish language skills in authentic settings, strengthening bilingualism, biliteracy, and cultural connections. Regular proficiency monitoring will enable teachers to identify student needs, measure growth over time, and provide targeted support to accelerate language acquisition. **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			

Strategy 3 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 3: Fund supplies (copy paper, pencils, pens markers, whiteboards, books, technology charging carts, document cameras) 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. **Strategy's Expected Result/Impact:** Increased climate survey scores, 100% of students participate in Spanish enrichment opportunity **Staff Responsible for Monitoring:** FLES teacher, LOTE teacher, principal, AP **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 - Student Learning 2 **Funding Sources:** - 211 - Title I, Part A - $59,466			

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 and 4 are performing at a lower rate of achievement than their non-emergent counterparts in grades 3 and 4. **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. Students need real-world experiences to develop L2.
Student Learning
Problem Statement 2: Students in grades 3-5 are not demonstrating Spanish language proficiency at the level needed to fully engage in future language learning opportunities. Increased proficiency, engagement, and student ownership are needed to ensure students develop confidence and competency in Spanish communication. **Root Cause**: Students have had limited opportunities to engage with Spanish beyond core instruction through authentic language experiences, language-rich environments, and goal-setting practices. As a result, students have not consistently developed the motivation, confidence, and proficiency needed to advance their Spanish language skills.
School Processes & Programs
Problem Statement 3: Students, staff, and families need more opportunities to engage in meaningful campus and instructional experiences that strengthen belonging, connection, and school pride. **Root Cause**: There is an opportunity to expand elementary programming and authentic instructional experiences. Moving forward, we will leverage structures such as Elementary Ambassadors, student focus groups, and recurring community experiences to deepen belonging, leadership, family engagement, and student voice, while enhancing rigorous learning and instructional experiences that promote academic growth and

Perceptions

Problem Statement 1: The campus will strengthen teacher-to-teacher trust by fostering open communication, collaboration, and shared leadership. Building stronger professional relationships will enhance collective efficacy and support improved outcomes for all students. **Root Cause**: Rapid staff growth has created a need for intentional opportunities to build relationships and strengthen connections among team members. The growth of the campus has highlighted the need for structured collaboration and team-building opportunities to strengthen teacher-to-teacher trust and collective efficacy.

Campus Funding Summary

211 - Title I, Part A					
Goal	**Performance Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	2	3			$59,466.00
				Sub-Total	$59,466.00
				Budgeted Fund Source Amount	$59,466.00
				+/- Difference	$0.00
				Grand Total Budgeted	$59,466.00
				Grand Total Spent	$59,466.00
				+/- Difference	$0.00