Roma Independent School District

Emma Vera Elementary

2023-2024 Improvement Plan

Mission Statement

Roma ISD is to provide equitable learning experiences and opportunities to educate the whole child so that every student graduates with the capacity to maximize their full potential and be life-ready.

Roma ISD Values

High Expectations for All

Unified in Our Pursuit of Excellence

Building Partnerships

Purposeful Innovations

Vision

Roma ISD, a dynamic community committed to the achievement of student excellence.

Campus Mission & Vision

Vision Statement

Our vision at Emma Vera Elementary is to prepare our students to achieve academic excellence by acquiring the necessary cognitive, sociological, and psychological skills needed in order to lay the best foundation for success now, here in school, and later in society.

Mission Statement

Emma Vera Elementary teachers, administrators, parents, and community members believe that all students can learn given the opportunity; therefore, our purpose is to provide an instructional program with an environment that is conducive to learning and that addresses all the students' needs. Students shall be guided to explore the full range of their potential to become self-directed, lifelong learners, and productive citizens in our society.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Emma Vera Elementary is a Title I campus which houses Pk-5th grade students. Roma is a historic community on the banks of the US side of the Rio Grande River, and our campus, Emma Vera Elementary, extends just 1.6 miles north of this natural boundary between Texas and Mexico. Our area is not immune to barriers; most of our students are English language learners and come from low socioeconomic status. Our mobility rate is high due to seasonal migrant families in our community and due to family ties extending across the border into neighboring Mexico. While these barriers are present, we do not use them as a possible excuse to foster low expectations for our students.

Our current enrollment is 421 of which 95% are English language learners, 69% Economically Disadvantaged, 100% Hispanic, 95% At-Risk, 1% Gifted and Talented and 1% Special Education. Data has indicated a constant growth on student achievement. This is due to a significant number of approaches carried across grade levels.

The staff is highly qualified and promote an inviting learning environment for all. In Emma Vera Elementary administration, teachers and support staff are the single greatest force impacting our students meaningful learning experience.

Accomplishments: 2019 National Blue Ribbon School

Demographics Strengths

High participation rate in state assessments despite of COVID 19 challenges.

Accomplishments: 2019 National Blue Ribbon School

"A" Rating School

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Looking at last years scores, we can anticipate there could be gaps in Math.   **Root Cause:** Virtual Learning

Problem Statement 2 (Prioritized): Although it is high, fluency and comprehension is not at the level we would like it to be.   **Root Cause:** Isolation of virtual instruction limited the collaboration and interaction between teacher and student.

Problem Statement 3 (Prioritized): Math STAAR assessment indicates areas of needs is certain skills.   **Root Cause:** The redesigned STAAR test exhibits formats that students are still learning to adapt to.

Problem Statement 4 (Prioritized): Reading STAAR assessment indicates areas of needs in certain skills.   **Root Cause:** The redesigned STAAR test exhibits formats that students are still adapting to.

Problem Statement 5 (Prioritized): Science STAAR assessment indicates areas of needs in certain skills.   **Root Cause:** The redesigned STAAR test exhibits formats that students

are still adapting to.

Problem Statement 6 (Prioritized): Reading performance on the TPRI Assessment (Comprehension and Fluency) indicates that 88% of the students are Developed, underperforming our campus goal.   **Root Cause:** Limited exposure to the school setting and language barriers are the main reasons this gap exists.

Problem Statement 7 (Prioritized): The Reading and Math CLI -Circle for PK students demonstrate areas of need falling below the goal set by Emma Vera Elementary.   **Root Cause:** Limited exposure to a school setting along with language barriers.

Priority Problem Statements

Problem Statement 1: Although it is high, fluency and comprehension is not at the level we would like it to be.
Root Cause 1: Isolation of virtual instruction limited the collaboration and interaction between teacher and student.
Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: Looking at last years scores, we can anticipate there could be gaps in Math.
Root Cause 2: Virtual Learning
Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: Identifying individual student academic needs as they transition from one grade to another.
Root Cause 3: limited teacher and student interaction
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Limited parental communication between teachers and parents
Root Cause 4: Remote learning has limited the interaction between teachers and parents.
Problem Statement 4 Areas: Perceptions

Problem Statement 5: Student/teacher interactions were restricted during the year and a half of virtual learning instruction.
Root Cause 5: Remote learning
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Reading performance on the TPRI Assessment (Comprehension and Fluency) indicates that 88% of the students are Developed, underperforming our campus goal.
Root Cause 6: Limited exposure to the school setting and language barriers are the main reasons this gap exists.
Problem Statement 6 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 7: Limited resources in order to be successful during virtual learning instruction.
Root Cause 7: COVID 19 challenges
Problem Statement 7 Areas: Student Learning

Problem Statement 8: Science STAAR assessment indicates areas of needs in certain skills.
Root Cause 8: The redesigned STAAR test exhibits formats that students are still adapting to.

Problem Statement 8 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 9: Reading STAAR assessment indicates areas of needs in certain skills.
Root Cause 9: The redesigned STAAR test exhibits formats that students are still adapting to.
Problem Statement 9 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 10: Math STAAR assessment indicates areas of needs is certain skills.
Root Cause 10: The redesigned STAAR test exhibits formats that students are still learning to adapt to.
Problem Statement 10 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 11: Resource labs used to service 504, dyslexia, and special education students were not available.
Root Cause 11: COVID 19 challenges
Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: We are anticipating that students will take some time to adapt again to the structured classroom setting after being virtual for a year and a half.
Root Cause 12: Remote learning
Problem Statement 12 Areas: School Processes & Programs - Perceptions

Problem Statement 13: Emma Vera Elementary has an obligation to students, staff, and the community to provide a safe learning environment and be proactive in taking all preventative measures in doing so.
Root Cause 13: From weather events, safety hazards, or acts of violence Emma Vera will continue to implement a safety plan of action at all times.
Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: The social-emotional well being of staff, students, and families has had a long term negative effect as a result of COVID 19 .
Root Cause 14: Extended school closure impacting long periods of social distancing
Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: The Reading and Math CLI -Circle for PK students demonstrate areas of need falling below the goal set by Emma Vera Elementary.
Root Cause 15: Limited exposure to a school setting along with language barriers.
Problem Statement 15 Areas: Demographics

Problem Statement 16: The district needs to implement a compensation plan to promote teacher effectiveness and student equity.
Root Cause 16: Teachers being recognized based on student growth is limited.
Problem Statement 16 Areas: Perceptions

Problem Statement 17: Teachers need additional support to implement evidence based practices to deliver math and science instruction to positively impact student literacy achievement.

Root Cause 17: Literacy plays a very important role in math and science instruction.

Problem Statement 17 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
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

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
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Study of best practices

Goals

Goal 1: SAFETY & WELLNESS

Roma ISD will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety and wellness for all students and staff.

Performance Objective 1: Intervention programs and support systems will promote equity and ensure student success.

High Priority

Evaluation Data Sources: Walkthroughs
PLC meetings
Meeting agendas and sign in sheets
Teacher feedback
Crisis Management Booklet
Raptor System Records, Raptor Alert Application

Strategy 1 Details	Reviews			
Strategy 1: Safety measures will be implemented in the classroom and throughout the school to ensure students' academic success.	**Formative**			**Summative**
	Nov	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: Positive school climate will improve students' learning. **Staff Responsible for Monitoring:** Teacher Counselor **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 10				

Strategy 2 Details		Reviews			
Strategy 2: Fire Safety Presentation, Bus Safety Presentation, Red Ribbon Week Presentation/ Activities		Formative			Summative
Strategy's Expected Result/Impact: All students, PK-5th grade, will acquire awareness and knowledge of safety habits and wellness		Nov	Mar	June	June
Staff Responsible for Monitoring: Counselor					
Title I: 2.5 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1					

Strategy 3 Details		Reviews			
Strategy 3: All necessary resources, materials, and supplies will be provided to all students to ensure they benefit from the wellness presentations, thus promoting positive messages.		Formative			Summative
Strategy's Expected Result/Impact: All students, PK-5th grade, will acquire awareness and knowledge of safety habits and wellness		Nov	Mar	June	June
Staff Responsible for Monitoring: Counselor					
Title I: 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1					

Strategy 4 Details		Reviews			
Strategy 4: Enforce the district policy to address any threats or indication of bullying.		Formative			Summative
Strategy's Expected Result/Impact: Students will feel safe in school. Both parents and students will feel safe about reporting concerns to campus administration. Further investigations will take place according to district guidelines.		Nov	Mar	June	June
Staff Responsible for Monitoring: Principal, assistant principal, counselor					
Title I: 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2					

Strategy 5 Details				Reviews			
Strategy 5: Provide support and training to teachers and staff in implementing behavioral intervention plans.				**Formative**			**Summative**
Strategy's Expected Result/Impact: All students needing behavior support will have an active tiered plan to accommodate their need (MTSS). Evidence will include teacher observation, discipline notes, on-going progress monitoring.				**Nov**	**Mar**	**June**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher **Title I:** 2.4, 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Student Learning 8 - School Processes & Programs 9 - Perceptions 8							

Strategy 6 Details				Reviews			
Strategy 6: Provide Active Shooter Training to teachers and staff.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Everyone will be trained on what best actions to take in case of an emergency and make them feel safe when being in the building.				**Nov**	**Mar**	**June**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal **ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** School Processes & Programs 10							

Strategy 7 Details				Reviews			
Strategy 7: Enforce local ID policy for staff/visitors, raptor mobile application and the Standard Response Protocol action drills (fire drills, lockdown, secure, hold, evacuate, and shelter) .				**Formative**			**Summative**
				Nov	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: The strategy will provide training to everyone in the campus including students. The drills will provide practice that will allow students and teachers to be proactive in case of a real emergency. The ID policy using the raptor system allows screening of everyone entering a building. **Staff Responsible for Monitoring:** Principal, Assistant Principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 10							

Strategy 8 Details	**Reviews**			
Strategy 8: Explore Social-Emotional Learning strategies designed to strengthen relationships with students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease achievement gap.	**Nov**	**Mar**	**June**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor **Title I:** 2.4, 2.5, 2.6				

Strategy 9 Details	**Reviews**			
Strategy 9: Conduct campus safety and security audits at least once a year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Safety committee will identify and address any concerns related to the safety of our campus. Texas School Safety Center Campus Survey Reduce the number of access points to campus.	**Nov**	**Mar**	**June**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor				

Strategy 10 Details	**Reviews**			
Strategy 10: Utilization of the Raptor System to screen all campus visitors and require local ID.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All visitors will be visibly identified on campus with a visitor sticker.	**Nov**	**Mar**	**June**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, clerk				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Although it is high, fluency and comprehension is not at the level we would like it to be.   **Root Cause**: Isolation of virtual instruction limited the collaboration and interaction between teacher and student.

Student Learning
Problem Statement 1: Identifying individual student academic needs as they transition from one grade to another.   **Root Cause**: limited teacher and student interaction
Problem Statement 8: Although it is high, fluency and comprehension is not at the level we would like it to be.   **Root Cause**: Isolation of virtual instruction limited the collaboration and interaction between teacher and student.

School Processes & Programs
Problem Statement 9: Although it is high, fluency and comprehension is not at the level we would like it to be.   **Root Cause**: Isolation of virtual instruction limited the collaboration and interaction between teacher and student.

School Processes & Programs
Problem Statement 10: Emma Vera Elementary has an obligation to students, staff, and the community to provide a safe learning environment and be proactive in taking all preventative measures in doing so.   **Root Cause**: From weather events, safety hazards, or acts of violence Emma Vera will continue to implement a safety plan of action at all times.

Perceptions
Problem Statement 2: Limited parental communication between teachers and parents   **Root Cause**: Remote learning has limited the interaction between teachers and parents.
Problem Statement 8: Although it is high, fluency and comprehension is not at the level we would like it to be.   **Root Cause**: Isolation of virtual instruction limited the collaboration and interaction between teacher and student.

Goal 2: STUDENT LEARNING

Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

Performance Objective 1: The percent of PreK students that score on grade level or above in math on the CLI-Circle Assessment Wave 3 will increase from 85% to 90% by May 2024.

High Priority

Evaluation Data Sources: CLI data
Benchmark Exams
Pre K Grant expenditure reports

Strategy 1 Details	Reviews			
Strategy 1: RtI plan, tutorial, differentiated instruction, small group instruction	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students needs will be addressed and be able to master grade level math.	**Nov**	**Mar**	**June**	**June**
Staff Responsible for Monitoring: Teacher Principal				
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 7				
Strategy 2 Details	Reviews			
Strategy 2: Analyze students' assessment data (CIRCLE, KEA, TPRI, STAAR, and all Local Assesment Data) to help plan accordingly, establish goals and objectives. The data will help measure campus strength and weaknesses.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 5% + gain student achievement	**Nov**	**Mar**	**June**	**June**

Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
Problem Statements: Demographics 7

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 7: The Reading and Math CLI -Circle for PK students demonstrate areas of need falling below the goal set by Emma Vera Elementary.   **Root Cause**: Limited exposure to a school setting along with language barriers.

Goal 2: STUDENT LEARNING

Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

Performance Objective 2: The percent of Pre-K students that score on grade level or above in Reading CLI-Circle Wave 3 , will increase from 85% to 90% by May 2024.

High Priority

Evaluation Data Sources: CLI-Circle
Benchmark Exams
Check Lists
PreK Grant expenditure reports

Strategy 1 Details	Reviews			
Strategy 1: Analyze student assessment and data (Circle, RTI Plan, Differentiated Instruction, tutorials) to help establish goals and objectives. Identify areas of need and therefore plan accordingly.	**Formative**			**Summative**
	Nov	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: Students needs will be measured and in return reflect projected growth. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teacher and Facilitator **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 7				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 7: The Reading and Math CLI -Circle for PK students demonstrate areas of need falling below the goal set by Emma Vera Elementary. **Root Cause**: Limited exposure to a school setting along with language barriers.

Goal 2: STUDENT LEARNING

Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

Performance Objective 3: The percent of Kindergarten students that score on grade level or above in Reading KEA Wave 3, will increase from 85% to 95% by May 2024.

High Priority

HB3 Goal

Evaluation Data Sources: KEA
Benchmark Exams
Check Lists
PreK Grant expenditure reports

Strategy 1 Details			Reviews			
Strategy 1: MTSS			**Formative**			**Summative**
Differentiated Instruction Plan Delivery of Instruction			**Nov**	**Mar**	**June**	**June**
PLCs						
Strategy's Expected Result/Impact: Students' needs will be addressed and in return reflect projected growth.						
Staff Responsible for Monitoring: Kindergarten Teachers Facilitator						
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction						
Problem Statements: Demographics 7						

Strategy 2 Details	Reviews			
Strategy 2: Incentives/Motivational rewards will be provided to stimulate and compensate student achievement. All necessary resources, materials, and supplies will be provided to ensure that student achievement is recognized.	Formative			Summative
	Nov	Mar	June	June
Strategy's Expected Result/Impact: All students will be encouraged to publish, illustrate, create, and display their work thus creating an atmosphere conducive to learning. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Facilitator, Librarian, Teachers **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 11				

Strategy 3 Details	Reviews			
Strategy 3: Analyze students' assessment data (CIRCLE, KEA, TPRI, and all Local Assesment Data) to help plan accordingly, establish goals and objectives. The data will help measure campus strength and weaknesses.	Formative			Summative
	Nov	Mar	June	June
Strategy's Expected Result/Impact: 10% + gain student achievement **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teacher **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 2, 6, 7 - Student Learning 3, 8 - School Processes & Programs 4, 9 - Perceptions 3, 8				

Strategy 4 Details	Reviews			
Strategy 4: Through the PLC process, grade level teachers will meet to address the needs of all students and discuss the non-negotiables.	Formative			Summative
	Nov	Mar	June	June
Strategy's Expected Result/Impact: 10%+ gain student achievement				

Staff Responsible for Monitoring: Principal
Assistant Principal

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
Problem Statements: Student Learning 1

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Although it is high, fluency and comprehension is not at the level we would like it to be.   **Root Cause**: Isolation of virtual instruction limited the collaboration and interaction between teacher and student.
Problem Statement 6: Reading performance on the TPRI Assessment (Comprehension and Fluency) indicates that 88% of the students are Developed, underperforming our campus goal.   **Root Cause**: Limited exposure to the school setting and language barriers are the main reasons this gap exists.
Problem Statement 7: The Reading and Math CLI -Circle for PK students demonstrate areas of need falling below the goal set by Emma Vera Elementary.   **Root Cause**: Limited exposure to a school setting along with language barriers.

Student Learning
Problem Statement 1: Identifying individual student academic needs as they transition from one grade to another.   **Root Cause**: limited teacher and student interaction
Problem Statement 3: Reading performance on the TPRI Assessment (Comprehension and Fluency) indicates that 88% of the students are Developed, underperforming our campus goal.   **Root Cause**: Limited exposure to the school setting and language barriers are the main reasons this gap exists.
Problem Statement 8: Although it is high, fluency and comprehension is not at the level we would like it to be.   **Root Cause**: Isolation of virtual instruction limited the collaboration and interaction between teacher and student.

School Processes & Programs
Problem Statement 4: Reading performance on the TPRI Assessment (Comprehension and Fluency) indicates that 88% of the students are Developed, underperforming our campus goal.   **Root Cause**: Limited exposure to the school setting and language barriers are the main reasons this gap exists.
Problem Statement 9: Although it is high, fluency and comprehension is not at the level we would like it to be.   **Root Cause**: Isolation of virtual instruction limited the collaboration and interaction between teacher and student.

School Processes & Programs
Problem Statement 11: The social-emotional well being of staff, students, and families has had a long term negative effect as a result of COVID 19 .   **Root Cause**: Extended school closure impacting long periods of social distancing

Perceptions
Problem Statement 3: Reading performance on the TPRI Assessment (Comprehension and Fluency) indicates that 88% of the students are Developed, underperforming our campus goal.   **Root Cause**: Limited exposure to the school setting and language barriers are the main reasons this gap exists.
Problem Statement 8: Although it is high, fluency and comprehension is not at the level we would like it to be.   **Root Cause**: Isolation of virtual instruction limited the collaboration and interaction between teacher and student.

Goal 2: STUDENT LEARNING

Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

Performance Objective 4: 90% of First and Second grade students will achieve a develop status in all areas of the TPRI exam, by May 2024.

High Priority

HB3 Goal

Evaluation Data Sources: TPRI Assessment
Benchmark Exams
Pre k to 3rd Grade Grant expenditure reports

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: RTI Plan, Differentiated instruction Small group instruction Tutorials	**Nov**	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: Students needs will be addressed and in return reflect projected growth **Staff Responsible for Monitoring:** Teachers Facilitator **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 6 - Student Learning 3 - School Processes & Programs 4 - Perceptions 3				

Strategy 2 Details	Reviews			
Strategy 2: Incentives/Motivational rewards will be provided to stimulate and compensate student achievement. All necessary resources, materials, and supplies will be provided to ensure that student achievement is recognized.	Formative			Summative
	Nov	Mar	June	June

Strategy's Expected Result/Impact: All students will be encouraged to publish, illustrate, create, and display their work thus creating an atmosphere conducive to learning.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Facilitator, Librarian, Teachers
 	
    Title I:
2.6
 - **ESF Levers:**
Lever 3: Positive School Culture
    Problem Statements: School Processes & Programs 11				

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

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 6: Reading performance on the TPRI Assessment (Comprehension and Fluency) indicates that 88% of the students are Developed, underperforming our campus goal. **Root Cause**: Limited exposure to the school setting and language barriers are the main reasons this gap exists.

Student Learning
Problem Statement 3: Reading performance on the TPRI Assessment (Comprehension and Fluency) indicates that 88% of the students are Developed, underperforming our campus goal. **Root Cause**: Limited exposure to the school setting and language barriers are the main reasons this gap exists.

School Processes & Programs
Problem Statement 4: Reading performance on the TPRI Assessment (Comprehension and Fluency) indicates that 88% of the students are Developed, underperforming our campus goal. **Root Cause**: Limited exposure to the school setting and language barriers are the main reasons this gap exists.
Problem Statement 11: The social-emotional well being of staff, students, and families has had a long term negative effect as a result of COVID 19 . **Root Cause**: Extended school closure impacting long periods of social distancing

Perceptions
Problem Statement 3: Reading performance on the TPRI Assessment (Comprehension and Fluency) indicates that 88% of the students are Developed, underperforming our campus goal. **Root Cause**: Limited exposure to the school setting and language barriers are the main reasons this gap exists.

Goal 2: STUDENT LEARNING

Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

Performance Objective 5: The percent of kindergarten students that score on grade level or above in math on the Kinder Entry Assessment (KEA) will increase from 85% to 90% by May 2024.

High Priority

HB3 Goal

Evaluation Data Sources: KEA Data Results
Benchmark Exams
Pre K Grant expenditure reports

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Rti Plan	**Nov**	**Mar**	**June**	**June**
Differentiated Instruction				
Small Group Instruction				
Hands -on Activities				
Tutorial				
Strategy's Expected Result/Impact: Students needs will be addressed and in return reflected projected growth in math.				
Staff Responsible for Monitoring: Teacher Facilitator				
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				
Problem Statements: Demographics 7				

Strategy 2 Details	Reviews			
Strategy 2: Incentives/Motivational rewards will be provided to stimulate and compensate student achievement. All necessary resources, materials, and supplies will be provided to ensure that student achievement is recognized.	Formative			Summative
	Nov	Mar	June	June
Strategy's Expected Result/Impact: All students will be encouraged to publish, illustrate, create, and display their work thus creating an atmosphere conducive to learning. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Facilitator, Librarian, Teachers **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 11				

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

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 7: The Reading and Math CLI -Circle for PK students demonstrate areas of need falling below the goal set by Emma Vera Elementary.   **Root Cause**: Limited exposure to a school setting along with language barriers.
School Processes & Programs
Problem Statement 11: The social-emotional well being of staff, students, and families has had a long term negative effect as a result of COVID 19 .   **Root Cause**: Extended school closure impacting long periods of social distancing

Goal 2: STUDENT LEARNING

Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

Performance Objective 6: Increased number of students achieving a Meets Level or above on the STAAR Math Exam will increase by 5%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Data
DMAC Analysis Report
Benchmark Exams
Success Maker

Strategy 1 Details	Reviews			
Strategy 1: Provide students with research based intervention programs, strategies, and resources that will help ensure student success. This will help students acquire proficient and advanced levels of academic achievement in STAAR. (Meets and Masters Level)	**Formative**			**Summative**
	Nov	**Mar**	**June**	**June**
*Tutorial *MTSS Plan *Differentiated Instruction *Reading/Math Camps *Hands-on Activities **Strategy's Expected Result/Impact:** Students needs will be addressed and in return perform at Meets Level or above in the math STAAR exam. **Staff Responsible for Monitoring:** Teacher Assistant Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 3, 4, 5 - Student Learning 4, 5, 6 - School Processes & Programs 5, 6, 7 - Perceptions 4, 5, 6				

Strategy 2 Details	Reviews			
Strategy 2: Incentives/Motivational rewards will be provided to stimulate and compensate student achievement. All necessary resources, materials, and supplies will be provided to ensure that student achievement is recognized.	Formative			Summative
	Nov	Mar	June	June
Strategy's Expected Result/Impact: All students will be encouraged to publish, illustrate, create, and display their work thus creating an atmosphere conducive to learning. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Facilitator, Librarian, Teachers **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 11				

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

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 3: Math STAAR assessment indicates areas of needs is certain skills.   **Root Cause**: The redesigned STAAR test exhibits formats that students are still learning to adapt to.
Problem Statement 4: Reading STAAR assessment indicates areas of needs in certain skills.   **Root Cause**: The redesigned STAAR test exhibits formats that students are still adapting to.
Problem Statement 5: Science STAAR assessment indicates areas of needs in certain skills.   **Root Cause**: The redesigned STAAR test exhibits formats that students are still adapting to.

Student Learning
Problem Statement 4: Science STAAR assessment indicates areas of needs in certain skills.   **Root Cause**: The redesigned STAAR test exhibits formats that students are still adapting to.
Problem Statement 5: Reading STAAR assessment indicates areas of needs in certain skills.   **Root Cause**: The redesigned STAAR test exhibits formats that students are still adapting to.
Problem Statement 6: Math STAAR assessment indicates areas of needs is certain skills.   **Root Cause**: The redesigned STAAR test exhibits formats that students are still learning to adapt to.

School Processes & Programs
Problem Statement 5: Science STAAR assessment indicates areas of needs in certain skills.   **Root Cause**: The redesigned STAAR test exhibits formats that students are still adapting to.
Problem Statement 6: Reading STAAR assessment indicates areas of needs in certain skills.   **Root Cause**: The redesigned STAAR test exhibits formats that students are still adapting to.
Problem Statement 7: Math STAAR assessment indicates areas of needs is certain skills.   **Root Cause**: The redesigned STAAR test exhibits formats that students are still learning to adapt to.

School Processes & Programs
Problem Statement 11: The social-emotional well being of staff, students, and families has had a long term negative effect as a result of COVID 19 .   **Root Cause**: Extended school closure impacting long periods of social distancing

Perceptions
Problem Statement 4: Science STAAR assessment indicates areas of needs in certain skills.   **Root Cause**: The redesigned STAAR test exhibits formats that students are still adapting to.
Problem Statement 5: Reading STAAR assessment indicates areas of needs in certain skills.   **Root Cause**: The redesigned STAAR test exhibits formats that students are still adapting to.
Problem Statement 6: Math STAAR assessment indicates areas of needs is certain skills.   **Root Cause**: The redesigned STAAR test exhibits formats that students are still learning to adapt to.

Goal 2: STUDENT LEARNING

Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

Performance Objective 7: Increased number of students achieving a Meets Level or above on the STAAR Reading Exam will increase by 5%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Exam
Benchmark Exams
DMAC Item Analysis
Success Maker

Strategy 1 Details	Reviews			

Strategy 1: Weekly PLC meetings where teachers will meet to address needs of all student populations. Topics covered during the PLC meetings will include:
* Campus Data History
* Identify Low Performing Areas
*Share/Discuss Strategies
*Monitor Student Progress
*Plan Delivery of Instruction
 	
    Staff Responsible for Monitoring: Teacher, administration
 	
    Title I:
    2.4, 2.5, 2.6
    - **TEA Priorities:**
    Build a foundation of reading and math, Improve low-performing schools
    - **ESF Levers:**
    Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
    Problem Statements: Demographics 4 - Student Learning 5 - School Processes & Programs 6 - Perceptions 5
	Formative			**Summative**

	Nov	**Mar**	**June**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Provide students with research based intervention programs, strategies, and resources that will help ensure student success. This will help students acquire proficient and advanced levels of academic achievement in STAAR. (Meets and Masters Level)	Formative			Summative
	Nov	Mar	June	June
*Tutorial *MTSS Plan *504/Dyslexia *Special Education Services *Differentiated Instruction *Reading/Math Camps *Hands-on Activities **Strategy's Expected Result/Impact:** Students needs will be addressed and in return perform at Meets Level or above in the math STAAR exam. **Staff Responsible for Monitoring:** Teacher Principal Assistant Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 3, 4, 5 - Student Learning 4, 5, 6 - School Processes & Programs 5, 6, 7 - Perceptions 4, 5, 6				

	0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 3: Math STAAR assessment indicates areas of needs is certain skills.   **Root Cause**: The redesigned STAAR test exhibits formats that students are still learning to adapt to.
Problem Statement 4: Reading STAAR assessment indicates areas of needs in certain skills.   **Root Cause**: The redesigned STAAR test exhibits formats that students are still adapting to.
Problem Statement 5: Science STAAR assessment indicates areas of needs in certain skills.   **Root Cause**: The redesigned STAAR test exhibits formats that students are still adapting to.

Student Learning

Problem Statement 4: Science STAAR assessment indicates areas of needs in certain skills. **Root Cause**: The redesigned STAAR test exhibits formats that students are still adapting to.

Problem Statement 5: Reading STAAR assessment indicates areas of needs in certain skills. **Root Cause**: The redesigned STAAR test exhibits formats that students are still adapting to.

Problem Statement 6: Math STAAR assessment indicates areas of needs is certain skills. **Root Cause**: The redesigned STAAR test exhibits formats that students are still learning to adapt to.

School Processes & Programs

Problem Statement 5: Science STAAR assessment indicates areas of needs in certain skills. **Root Cause**: The redesigned STAAR test exhibits formats that students are still adapting to.

Problem Statement 6: Reading STAAR assessment indicates areas of needs in certain skills. **Root Cause**: The redesigned STAAR test exhibits formats that students are still adapting to.

Problem Statement 7: Math STAAR assessment indicates areas of needs is certain skills. **Root Cause**: The redesigned STAAR test exhibits formats that students are still learning to adapt to.

Perceptions

Problem Statement 4: Science STAAR assessment indicates areas of needs in certain skills. **Root Cause**: The redesigned STAAR test exhibits formats that students are still adapting to.

Problem Statement 5: Reading STAAR assessment indicates areas of needs in certain skills. **Root Cause**: The redesigned STAAR test exhibits formats that students are still adapting to.

Problem Statement 6: Math STAAR assessment indicates areas of needs is certain skills. **Root Cause**: The redesigned STAAR test exhibits formats that students are still learning to adapt to.

Goal 2: STUDENT LEARNING

Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

Performance Objective 8: All students will demonstrate a 10% fluency and comprehension level increase by May 2024.

HB3 Goal

Evaluation Data Sources: TPRI
CIRCLE
KEA
STAAR
Weekly Trackers
District Assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide students with research based programs and hands-on activities on an on-going basis.	**Formative**			**Summative**
*Brain Pop	**Nov**	**Mar**	**June**	**June**
*504/Dyslexia Services *Special Education Services *Daily Oral Language *Million Word Reader *Author Visit-Library *Reading Incentives *Starfall *Teacher Pay Teacher *Scholastic Book Fair *Sight Words *Nursery Rhymes, Chants *Read Alouds **Strategy's Expected Result/Impact:** 10% + fluency gain will reflect by May 2023 **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teacher **Title I:** 2.4 **- 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:** Demographics 2 - Student Learning 8 - School Processes & Programs 9 - Perceptions 8				

Strategy 2 Details	Reviews			
Strategy 2: Provide small group instruction, and tutorial services which targets phonemic awareness, alphabetic principle, decoding, fluency, vocabulary development, and reading comprehension. (before, during or after school)	Formative			Summative
	Nov	Mar	June	June
Strategy's Expected Result/Impact: Students will have a fluency level of grade level or above. This will provide an intensive targeted intervention in reading and math. **Staff Responsible for Monitoring:** Principal, Assistant Principa, Teacher **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 8 - School Processes & Programs 9 - Perceptions 8				

Strategy 3 Details	Reviews			
Strategy 3: Students will participate in Battle of the Books and Accelerated Reading Program by reading from the books provided by district librarians.	Formative			Summative
	Nov	Mar	June	June
Strategy's Expected Result/Impact: All students will gain knowledge and an enjoyment for reading which will increase their level of comprehension and fluency. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Librarian **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Student Learning 8 - School Processes & Programs 9 - Perceptions 8				

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

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 2: Although it is high, fluency and comprehension is not at the level we would like it to be.   **Root Cause**: Isolation of virtual instruction limited the collaboration and interaction between teacher and student.

Student Learning
Problem Statement 8: Although it is high, fluency and comprehension is not at the level we would like it to be. **Root Cause**: Isolation of virtual instruction limited the collaboration and interaction between teacher and student.

School Processes & Programs
Problem Statement 9: Although it is high, fluency and comprehension is not at the level we would like it to be. **Root Cause**: Isolation of virtual instruction limited the collaboration and interaction between teacher and student.

Perceptions
Problem Statement 8: Although it is high, fluency and comprehension is not at the level we would like it to be. **Root Cause**: Isolation of virtual instruction limited the collaboration and interaction between teacher and student.

Goal 2: STUDENT LEARNING

Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

Performance Objective 9: Activities will be implemented to improve student engagement in science, technology, G.T., engineering, and mathematics, including computer science (STEM)-ROBOTICS. Purchase of necessary materials to fulfill the needs of the activities.

HB3 Goal

Evaluation Data Sources: Robotics
Science Projects / Science Fair
Math U.I.L.
Science U.I.L.

Strategy 1 Details	Reviews			
Strategy 1: Students will have the opportunity to participate in a variety of actvities to increase student awareness of STEM related topics.	**Formative**			**Summative**
	Nov	**Mar**	**June**	**June**

*Robotics
*Science Fair
*Math U.I.L.
*Science U.I.L.
*G.T.
*Art U.I.L.
*College 1st
 	
    Strategy's Expected Result/Impact: Increased student engagement
    Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher
 	
    Title I:
    2.4
    - **TEA Priorities:**
    Build a foundation of reading and math
    - **ESF Levers:**
    Lever 3: Positive School Culture				

Strategy 2 Details		Reviews			
Strategy 2: Conduct annual nomination and testing for students nominated for GT identification.		**Formative**			**Summative**
Strategy's Expected Result/Impact: The results will impact student learning and performance.		**Nov**	**Mar**	**June**	**June**
Staff Responsible for Monitoring: Teachers, Counselor					
Title I: 2.5					

Strategy 3 Details		Reviews			
Strategy 3: Identified GT students will complete a Texas Performance Standards Project (TPSP) that will best meet their interests, abilities, and backgrounds.		**Formative**			**Summative**
		Nov	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: The students will create a project that will provide them with opportunities for inquiry across multiple content areas.					
Staff Responsible for Monitoring: Counselor					
Title I: 2.4, 2.5					

Strategy 4 Details		Reviews			
Strategy 4: GT students will have the opportunity to attend a field trip that exposes them to a variety of valuable learning experiences.		**Formative**			**Summative**
		Nov	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: The field trip will provide students with unique and valuable lessons that enhance their learning.					
Staff Responsible for Monitoring: Counselor					
Title I: 2.5					

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

Goal 2: STUDENT LEARNING
Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

Performance Objective 10: After school tutorial classes will be offered for both enrichment and remediation. Fourth and fifth grade students will receive 15 hours of supplemental instruction if they meet requirements as per HB1416.

High Priority

Evaluation Data Sources: STAAR Data
Teacher Observations
Weekly Trackers
Progress Reports

Strategy 1 Details	Reviews			
Strategy 1: After school instruction, small teacher/student ratio targeting areas of need.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student mastery and targeted instruction will help close the learning gaps.	**Nov**	**Mar**	**June**	**June**
Staff Responsible for Monitoring: Teacher Principal **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 4 - Student Learning 5 - School Processes & Programs 6 - Perceptions 5				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 10 Problem Statements:

Demographics
Problem Statement 4: Reading STAAR assessment indicates areas of needs in certain skills.   **Root Cause**: The redesigned STAAR test exhibits formats that students are still adapting to.
Student Learning
Problem Statement 5: Reading STAAR assessment indicates areas of needs in certain skills.   **Root Cause**: The redesigned STAAR test exhibits formats that students are still adapting to.

School Processes & Programs
Problem Statement 6: Reading STAAR assessment indicates areas of needs in certain skills.   **Root Cause**: The redesigned STAAR test exhibits formats that students are still adapting to.

Perceptions
Problem Statement 5: Reading STAAR assessment indicates areas of needs in certain skills.   **Root Cause**: The redesigned STAAR test exhibits formats that students are still adapting to.

Goal 2: STUDENT LEARNING

Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

Performance Objective 11: Increased number of students achieving a Meets Level or above on the 5th Grade STAAR Science Exam will increase 5% by May 2024.

High Priority

Evaluation Data Sources: (Data) STAAR Exam
(Data) Benchmark Exams
DMAC Item Analysis
Success Maker

Strategy 1 Details	Reviews			
Strategy 1: Provide students with research based intervention programs, strategies, and resources that will help ensure student success. This will help students acquire proficient and advanced levels of academic achievement in STAAR. (Meets and Masters Level)	**Formative**			**Summative**
	Nov	**Mar**	**June**	**June**

*Tutorial
*504/Dyslexia Services
*Special Education Services
*MTSS Plan
*Differentiated Instruction
*Science Camps
*Hands-on Activities

Strategy's Expected Result/Impact: Students needs will be addressed and in return perform at Meets Level or above in the 5th Grade Science STAAR exam.

Staff Responsible for Monitoring: Teacher
Principal
Assistant Principal

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Demographics 5 - Student Learning 4 - School Processes & Programs 5 - Perceptions 4

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

Performance Objective 11 Problem Statements:

Demographics
Problem Statement 5: Science STAAR assessment indicates areas of needs in certain skills.   **Root Cause**: The redesigned STAAR test exhibits formats that students are still adapting to.

Student Learning
Problem Statement 4: Science STAAR assessment indicates areas of needs in certain skills.   **Root Cause**: The redesigned STAAR test exhibits formats that students are still adapting to.

School Processes & Programs
Problem Statement 5: Science STAAR assessment indicates areas of needs in certain skills.   **Root Cause**: The redesigned STAAR test exhibits formats that students are still adapting to.

Perceptions
Problem Statement 4: Science STAAR assessment indicates areas of needs in certain skills.   **Root Cause**: The redesigned STAAR test exhibits formats that students are still adapting to.

Goal 2: STUDENT LEARNING

Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

Performance Objective 12: Implement a program that encourages and motivates students to attend school and actively participate in lessons. Purchase necessary materials as needed.

Evaluation Data Sources: ADA reports, parent rosters, class observations

Strategy 1 Details	Reviews			
Strategy 1: Teachers will monitor attendance and implement highly engaging lessons.	**Formative**			**Summative**
	Nov	Mar	June	June
Class Charts **Counsel parents on the impact of education and regular attendance **Conduct home visits as needed **Reward students for attendance and participation in class **Physical Education Lift Off Program, Juanita Cantu Relays **Parent Meetings **Strategy's Expected Result/Impact: Increase attendance rate and class engagement which will positively impact student academic success. **Staff Responsible for Monitoring:** Principal, Assistant Principa, Counselor, Teacher **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 10, 11				

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

Performance Objective 12 Problem Statements:

School Processes & Programs
Problem Statement 10: Emma Vera Elementary has an obligation to students, staff, and the community to provide a safe learning environment and be proactive in taking all preventative measures in doing so.   **Root Cause**: From weather events, safety hazards, or acts of violence Emma Vera will continue to implement a safety plan of action at all times.

School Processes & Programs
Problem Statement 11: The social-emotional well being of staff, students, and families has had a long term negative effect as a result of COVID 19 .   **Root Cause**: Extended school closure impacting long periods of social distancing

Goal 2: STUDENT LEARNING

Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

Performance Objective 13: 100% Instructional academic support for persistently struggling students in Reading and Math through Response to Intervention (RtI).

High Priority

Evaluation Data Sources: RtI committee and RTI-SuccessEd documentation, progress monitoring, teacher/parent input, six weeks benchmark and state assessment data.

Goal 2: STUDENT LEARNING

Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

Performance Objective 14: 100% Instructional academic support will be provided to all our 504 students.

High Priority

Evaluation Data Sources: Expressway to Learning (ETR)Lab documentation, 504 committee and 504-SuccessEd documentation including student accommodations in the regular classroom, teacher/parent input, six weeks benchmarks and state assessment data.

Goal 3: EMPOWERING TEACHERS AND ADMINISTRATORS

Roma ISD will equip and empower campus leadership, faculty, and staff to consistently incorporate research-based best practices in curricula, resulting in future-ready students.

Performance Objective 1: Develop and implement a professional development plan to support increased student achievement and teacher growth.

High Priority

Evaluation Data Sources: T-TESS results
Benchmarks and Professional Development Plan Sign-in Sheets
Remote Check-In
Weekly Trackers

Strategy 1 Details	Reviews			
Strategy 1: Implement Data Driven Instruction processes, including professional development and a data-meeting calendar based on assessments, feedback, and observations.	**Formative**			**Summative**
	Nov	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: Congruence between student growth and teacher performance **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I:** 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: All teachers and campus administrators will complete the Reading Academies by May 2024.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased knowledge and skills in the science of reading instruction.	**Nov**	**Mar**	**June**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal **Title I:** 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning **Problem Statements:** Perceptions 10				

Strategy 3 Details	Reviews			
Strategy 3: Implement the (TIA) Teacher Incentive Allotment plan to support the effective implementation of T-TESS.	Formative			Summative
Strategy's Expected Result/Impact: Congruence between student growth and teacher performance. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I:** 2.5 **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Perceptions 9	Nov	Mar	June	June

Strategy 4 Details	Reviews			
Strategy 4: Provide research based staff development sessions to focus on building teacher capacity.	Formative			Summative
* Child Abuse *Suicide Prevention *TEKS Awareness Updates *GT Training (30-hour new teacher GT professional development and 6-hour yearly GT professional development) *Assessment Updates (TPRI, CIRCLE, KEA, TELPAS, STAAR, PLD's) *Unpacking Benchmarks *T-TESS Training *TFAR *NWEA *LPAC (BOY, MOY, EOY) *MTSS, 504, Dyslexia *Sharon Wells *Special Education *Sheltered Instruction *Sexual Harassment *Standard Response Protocal **Strategy's Expected Result/Impact:** Build teacher capacity and effectiveness **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	Nov	Mar	June	June

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Identifying individual student academic needs as they transition from one grade to another.   **Root Cause**: limited teacher and student interaction
Perceptions
Problem Statement 9: The district needs to implement a compensation plan to promote teacher effectiveness and student equity.   **Root Cause**: Teachers being recognized based on student growth is limited.
Problem Statement 10: Teachers need additional support to implement evidence based practices to deliver math and science instruction to positively impact student literacy achievement.   **Root Cause**: Literacy plays a very important role in math and science instruction.

Goal 3: EMPOWERING TEACHERS AND ADMINISTRATORS

Roma ISD will equip and empower campus leadership, faculty, and staff to consistently incorporate research-based best practices in curricula, resulting in future-ready students.

Performance Objective 2: Implement a supplemental accelerated instructional program to provide developmental support in reading and math to all K-5th grade students.

Evaluation Data Sources: Student data trackers, classroom observations

Strategy 1 Details	Reviews			
Strategy 1: This program will provide students with intensive targeted interventions in areas such as: phonemic awareness, alphabetic principle, decoding, fluency, vocabulary development, reading comprehension, number sense, problem solving, and math operations.	**Formative**			**Summative**
	Nov	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: Students will be able to master grade level or beyond reading/math skills. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teacher **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Demographics 2 - Student Learning 8 - School Processes & Programs 9 - Perceptions 8				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Although it is high, fluency and comprehension is not at the level we would like it to be.   **Root Cause**: Isolation of virtual instruction limited the collaboration and interaction between teacher and student.

Student Learning
Problem Statement 8: Although it is high, fluency and comprehension is not at the level we would like it to be.   **Root Cause**: Isolation of virtual instruction limited the collaboration and interaction between teacher and student.

School Processes & Programs

Problem Statement 9: Although it is high, fluency and comprehension is not at the level we would like it to be. **Root Cause**: Isolation of virtual instruction limited the collaboration and interaction between teacher and student.

Perceptions

Problem Statement 8: Although it is high, fluency and comprehension is not at the level we would like it to be. **Root Cause**: Isolation of virtual instruction limited the collaboration and interaction between teacher and student.

Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT

Roma ISD will engage all stakeholders in developing positive, collaborative relationships and community partnerships.

Performance Objective 1: Increase parental involvement in monthly meetings by improving communication with parents.

    High Priority

    Evaluation Data Sources: Parental participation noted in sign-in logs

Strategy 1 Details	Reviews			
Strategy 1: Communication with parents will increase by 50% through different means such as but not limited to: ParentSquare, paper invitations, emails, phone calls, text messages, and social media.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Parent participation will increase thus impacting student achievement.
     Staff Responsible for Monitoring: School counselor
 	
     Title I:
 2.6, 4.1, 4.2
  - **TEA Priorities:**
 Improve low-performing schools
  - **ESF Levers:**
 Lever 3: Positive School Culture
     Problem Statements: School Processes & Programs 10, 11
	Nov	**Mar**	**June**	**June**

Strategy 2 Details	Reviews			
Strategy 2: All necessary resources, materials, and supplies will be provided to ensure that parental involvement increases.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Parents will play an active role in the students' learning process.
     Staff Responsible for Monitoring: School counselor
 	
     Title I:
 2.6, 4.1, 4.2
     Problem Statements: School Processes & Programs 11
	Nov	**Mar**	**June**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Provide virtual and face to face parental involvement activities that that will result in students' higher attendance and academic performance. Activities/sessions include the following: Title I Parent and Family Engagement Policy and Parent School Compact committee review, State Academic Standards, State and Local Assessments, how to monitor a child's progress, how to work with educators to improve the achievement of children, and how to help parents work with their children to improve their achievement. Purchase supplies for invitations to parent meetings, student achievement celebrations, monthly school fliers/newsletters, and for refreshments for attending parents to such events.	Formative			Summative
	Nov	Mar	June	June
Strategy's Expected Result/Impact: Increase and encourage parental participation and collaboration at school events. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **Title I:** 4.1, 4.2				

Strategy 4 Details	Reviews			
Strategy 4: Encourage community members to participate in Career Day activities to provide students with information about a variety of career options available to them, thus promoting self-awareness from an early age.	Formative			Summative
	Nov	Mar	June	June
Strategy's Expected Result/Impact: Career Day provides students with an opportunity to explore different career paths and connects their learning to real world experiences. **Staff Responsible for Monitoring:** School Counselor **Title I:** 2.5, 4.1, 4.2				

Strategy 5 Details	Reviews			
Strategy 5: Inform and train parents on the ParentSquare application to improve and increase parent and school/teacher communication.	Formative			Summative
	Nov	Mar	June	June
Strategy's Expected Result/Impact: Increase parental involvement **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Teachers **Title I:** 4.2				

Strategy 6 Details	Reviews			
Strategy 6: Inform and train parents on the Parent Portal to improve parent/school relationships.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Using Parent Portal will enhance parent participation in vital aspects of their children's education such as student registration, progress check, and access to state assessment data.	**Nov**	**Mar**	**June**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor **Title I:** 4.1, 4.2				

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

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 10: Emma Vera Elementary has an obligation to students, staff, and the community to provide a safe learning environment and be proactive in taking all preventative measures in doing so.   **Root Cause**: From weather events, safety hazards, or acts of violence Emma Vera will continue to implement a safety plan of action at all times.
Problem Statement 11: The social-emotional well being of staff, students, and families has had a long term negative effect as a result of COVID 19 .   **Root Cause**: Extended school closure impacting long periods of social distancing

Goal 5: EFFECTIVE USE OF DISTRICT RESOURCES

Roma ISD will effectively and efficiently manage district resources and operations to maximize opportunities for all students and staff.

Performance Objective 1: Emma Vera Elementary teachers will deliver high quality instruction using up to date technology devices, computer based strategies, and instructional strategies.

    Evaluation Data Sources: progress monitoring reports
    observations

Strategy 1 Details	Reviews			
Strategy 1: Emma Vera Elementary staff and students will be provided with the most up to date technology devices and online applications. Students and staff will use these devices to apply most current computer based-strategies, accelerated instruction, and after school tutorials.	**Formative**			**Summative**
	Nov	**Mar**	**June**	**June**

*Interactive Flat Panel
*Success Maker
*Summitt
*TFAR
*Google Classroom
 	
    Strategy's Expected Result/Impact: Student Success
    Increased Student Performance
    Increased TPRI Scores
    Increased STAAR Scores
    TELPAS
    Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher
 	
    Title I:
    2.4, 2.5, 2.6
    - TEA Priorities:
    Build a foundation of reading and math
    - ESF Levers:
    Lever 5: Effective Instruction
    - Targeted Support Strategy
    Problem Statements: Demographics 3, 4, 5, 6, 7 - Student Learning 3, 4, 5, 6 - School Processes & Programs 4, 5, 6, 7 - Perceptions 3, 4, 5, 6				

Strategy 2 Details	Reviews			
Strategy 2: Emma Vera Elementary will make sure that campus needs are met, and school equipped with necessary resources to maximize opportunities for all students and staff members.	Formative			Summative
	Nov	Mar	June	June
Strategy's Expected Result/Impact: School Success **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3, 4, 5, 6, 7 - Student Learning 3, 4, 5, 6 - School Processes & Programs 4, 5, 6, 7 - Perceptions 3, 4, 5, 6				

Strategy 3 Details	Reviews			
Strategy 3: Students and staff members will be encouraged to participate in extracurricular activities to build and maximize learning opportunities.	Formative			Summative
	Nov	Mar	June	June
*Accelerated Reader Program *Robotics *U.I.L. *Battle of the Books **Strategy's Expected Result/Impact:** Positive school environment **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers, Librarian **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** School Processes & Programs 11				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Math STAAR assessment indicates areas of needs is certain skills.   **Root Cause**: The redesigned STAAR test exhibits formats that students are still learning to adapt to.
Problem Statement 4: Reading STAAR assessment indicates areas of needs in certain skills.   **Root Cause**: The redesigned STAAR test exhibits formats that students are still adapting to.
Problem Statement 5: Science STAAR assessment indicates areas of needs in certain skills.   **Root Cause**: The redesigned STAAR test exhibits formats that students are still adapting to.

Demographics

Problem Statement 6: Reading performance on the TPRI Assessment (Comprehension and Fluency) indicates that 88% of the students are Developed, underperforming our campus goal. **Root Cause**: Limited exposure to the school setting and language barriers are the main reasons this gap exists.

Problem Statement 7: The Reading and Math CLI -Circle for PK students demonstrate areas of need falling below the goal set by Emma Vera Elementary. **Root Cause**: Limited exposure to a school setting along with language barriers.

Student Learning

Problem Statement 3: Reading performance on the TPRI Assessment (Comprehension and Fluency) indicates that 88% of the students are Developed, underperforming our campus goal. **Root Cause**: Limited exposure to the school setting and language barriers are the main reasons this gap exists.

Problem Statement 4: Science STAAR assessment indicates areas of needs in certain skills. **Root Cause**: The redesigned STAAR test exhibits formats that students are still adapting to.

Problem Statement 5: Reading STAAR assessment indicates areas of needs in certain skills. **Root Cause**: The redesigned STAAR test exhibits formats that students are still adapting to.

Problem Statement 6: Math STAAR assessment indicates areas of needs is certain skills. **Root Cause**: The redesigned STAAR test exhibits formats that students are still learning to adapt to.

School Processes & Programs

Problem Statement 4: Reading performance on the TPRI Assessment (Comprehension and Fluency) indicates that 88% of the students are Developed, underperforming our campus goal. **Root Cause**: Limited exposure to the school setting and language barriers are the main reasons this gap exists.

Problem Statement 5: Science STAAR assessment indicates areas of needs in certain skills. **Root Cause**: The redesigned STAAR test exhibits formats that students are still adapting to.

Problem Statement 6: Reading STAAR assessment indicates areas of needs in certain skills. **Root Cause**: The redesigned STAAR test exhibits formats that students are still adapting to.

Problem Statement 7: Math STAAR assessment indicates areas of needs is certain skills. **Root Cause**: The redesigned STAAR test exhibits formats that students are still learning to adapt to.

Problem Statement 11: The social-emotional well being of staff, students, and families has had a long term negative effect as a result of COVID 19 . **Root Cause**: Extended school closure impacting long periods of social distancing

Perceptions

Problem Statement 3: Reading performance on the TPRI Assessment (Comprehension and Fluency) indicates that 88% of the students are Developed, underperforming our campus goal. **Root Cause**: Limited exposure to the school setting and language barriers are the main reasons this gap exists.

Problem Statement 4: Science STAAR assessment indicates areas of needs in certain skills. **Root Cause**: The redesigned STAAR test exhibits formats that students are still adapting to.

Problem Statement 5: Reading STAAR assessment indicates areas of needs in certain skills. **Root Cause**: The redesigned STAAR test exhibits formats that students are still adapting to.

Problem Statement 6: Math STAAR assessment indicates areas of needs is certain skills. **Root Cause**: The redesigned STAAR test exhibits formats that students are still learning to adapt to.

Targeted Support Strategies

Goal	Objective	Strategy	Description
3	1	1	Implement Data Driven Instruction processes, including professional development and a data-meeting calendar based on assessments, feedback, and observations.
5	1	1	Emma Vera Elementary staff and students will be provided with the most up to date technology devices and online applications. Students and staff will use these devices to apply most current computer based-strategies, accelerated instruction, and after school tutorials. *Interactive Flat Panel *Success Maker *Summitt *TFAR *Google Classroom

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
3	2	1	This program will provide students with intensive targeted interventions in areas such as: phonemic awareness, alphabetic principle, decoding, fluency, vocabulary development, reading comprehension, number sense, problem solving, and math operations.

State Compensatory

Budget for Emma Vera Elementary

Total SCE Funds: $8,521.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Resources may include specialized materials for reading or mathematics, specialized software, additional staff and/or equipment. In addition, some examples of supplemental state compensatory education programs and/or services developed by local districts include but are not limited to: Tutorials; Class size reduction; Computer assisted instruction; Specialized staff development to train personnel who are working with students at –risk of dropping out of school; Specialized reading and mathematics programs, software, and/or enrichment resources; STAAR/EOC remediation; Individualized instruction; Extended day sessions for pre-kindergarten Accelerated instruction; and Extended day, week, or year.

Personnel for Emma Vera Elementary

Name	Position	FTE
Alejandra Garcia	Teacher	1
Heather G Gonzalez	Teacher	1

Title I Personnel

Name	Position	Program	FTE
Isabel Treviño	Facilitator	30	1
Judy Muñiz	Teacher	30	1

Campus Needs Assessment Committee

Committee Role	Name	Position
Administrator	Aleida Alaniz	Assistant Principal
Administrator	Yvonne Guerrero	Principal
Classroom Teacher	Jessica Ramirez	Teacher
Classroom Teacher	Heather Gonzalez	Teacher
Classroom Teacher	Cristina Canales	Special Education Teacher
Counselor	Gladys Rodriguez	Counselor
Nurse	Laura Nall	Nurse
Paraprofessional	Veronica Vela	Librarian Aide
Parent	Joaquin Montes	Parent
Classroom Teacher	Judy Muñiz	Teacher
Community Representative	Ludivina Barrera	Community Representative

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Yvonne Guerrero	Principal
Administrator	Aleida Alaniz	Assistant Principal
Counselor	Gladys Rodriguez	Counselor
Classroom Teacher	Arlen Jasso	Teacher
Classroom Teacher	Cristina Canales	Special Education Teacher
Classroom Teacher	Judy MuÃ±iz	Teacher
Classroom Teacher	Elizabeth Gonzalez	Teacher
Non-classroom Professional	Isabel TreviÃ±o	Facilitator
Classroom Teacher	Michell Ramon	Teacher
Classroom Teacher	Yomara Bazan	Teacher
Classroom Teacher	Ivette Rodriguez	Teacher
Classroom Teacher	Adriana Doria	Teacher
Nurse	Laura Nall	Nurse
Paraprofessional	Violeta Sandoval	Non-Professional
Community Representative	Ludivina Ybarra	Business Owner

All Students / Economically Disadvantaged

Committee Role	Name	Position
Classroom Teacher	Elizabeth Gonzalez	1st Grade Teacher
Classroom Teacher	Armandina Barrera	2nd Grade Teacher
Classroom Teacher	Elsa Sanchez	Section 504 / Dyslexia

At Risk

Committee Role	Name	Position
Classroom Teacher	Judy Muñiz	Resource Teacher
Classroom Teacher	Elsa Sanchez	Section 504 / Dyslexia
Classroom Teacher	Santa Guerra	Pre-K Bilingual Teacher
Classroom Teacher	Yomara Bazan	4th Grade Teacher

Bilingual Committee

Committee Role	Name	Position
Classroom Teacher	Glenora Garza	Bilingual Teacher
Classroom Teacher	Rubisela Ramos	Pre-K Bilingual Teacher
Classroom Teacher	Michell Ramon	Bilingual Teacher

Campus Administrator

Committee Role	Name	Position
Administrator	Yvonne Guerrero	Principal
Administrator	Aleida Alaniz	Assistant Principal

Crisis Management

Committee Role	Name	Position
Administrator	Aleida Alaniz	Assistant Principal
Classroom Teacher	Adriana Doria	Physical Education Teacher
Classroom Teacher	Cristina Canales	Special Education Teacher

Gifted and Talented Committee

Committee Role	Name	Position
Counselor	Gladys Rodriguez	Counselor
Classroom Teacher	Veronica Escamilla	Kindergarten Teacher
Non-classroom Professional	Isabel Treviño	School Facilitator

Guidance and Counseling

Committee Role	Name	Position
Counselor	Gladys Rodriguez	Counselor
Classroom Teacher	Elsa Sanchez	Section 504 / Dyslexia
Classroom Teacher	Juan Cantu	3rd Grade Teacher

Migrant

Committee Role	Name	Position
Counselor	Gladys Rodriguez	Counselor
Classroom Teacher	Silvia Garza	1st Grade Teacher
Classroom Teacher	Arlen Jasso	5th Grade Teacher

P.E. / U.I.L. / Library

Committee Role	Name	Position
Non-classroom Professional	Carla Oyervides	Librarian
Classroom Teacher	Adriana Doria	Physical Education Teacher
Classroom Teacher	Silvia Garza	1st Grade Teacher

Parental Engagement

Committee Role	Name	Position
Counselor	Gladys Rodriguez	Counselor
Classroom Teacher	Enrique Rodriguez	5th Grade Teacher
Classroom Teacher	Jennifer Polanco	Kindergarten Teacher
Classroom Teacher	Karla Murillo	1st Grade Teacher

Special Education

Committee Role	Name	Position
Classroom Teacher	Cristina Canales	Special Education Teacher
Administrator	Aleida Alaniz	Assistant Principal
Counselor	Gladys Rodriguez	Counselor

Technology

Committee Role	Name	Position
Classroom Teacher	Juan Cantu	3rd Grade Teacher
Non-classroom Professional	Carla Oyervides	Librarian
Classroom Teacher	Jessica Ramirez	Resource Teacher
Classroom Teacher	Joel Cantu	Classroom Teacher

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Administrator	Aleida Alaniz	Assistant Principal
Facilitator	Isabel Trevino	Facilitator
Administrator	Yvonne Guerrero	Principal
Classroom Teacher	Arlen Jasso	Teacher
Classroom Teacher	Jessica Ramirez	Teacher
Classroom Teacher	Glenora Garza	Teacher
Classroom Teacher	Elsa Sanchez	Teacher
Non-classroom Professional	Carla Oyervides	Librarian
Parent	Claudia Coronado	Parent
Parent	Briseida Barrera	Parent
Classroom Teacher	Adriana Doria	P.E. Coach
Community Representative	Ludivina Ybarra	Community Representative
Nurse	Laura Nall	Nurse
Counselor	Gladys Rodriguez	Counselor

Addendums

Emma Vera Elementary

invites you to a Campus Improvement Plan Advisory Committee Meeting

Wednesday, September 13, 2023
Time: 8:30 a.m.
Place: Emma Vera Elementary

Your presence is greatly appreciated!

Campus Improvement Plan
2023-2024
Agenda
September 13, 2023

I.   Welcome

II.   Purpose of CIP

III.   Disintegration of Plan

IV.   Questions/Concerns

Emma Vera Elementary
2023-2024 CIP Committee Meeting

Meeting Minutes

September 13, 2023

Present:

Yvonne Guerrero (Principal)
Aleida Alaniz (Assistant Principal)
Gladys Rodriguez (Counselor)
Isabel Treviño (Facilitator)
Carla Oyervides (Librarian)

Briseida Barrera (Parent)
Arlen Jasso (Teacher)
Jessica Ramirez (Teacher)
Glenora Garza (Teacher)
Adriana Doria (P.E. Coach)
Elsa Sanchez (504/Dyslexia Teacher)
Ludivina Ybarra (Community Representative)

1. **Announcements**

   New members of the committee were introduced, along with their roles. Time frames for reviewing each section of the CIP was announced as well.

2. **Discussion**

   The meeting began by setting a clear purpose of the committee. The composition of the CIP was given in order for the new members to gain understanding of what to look for. This is important because breaking the plan apart allows members to see each section of the CIP. The new platform Plan4Learning was discussed as it plays an important role in the completion of the CIP.

3. **Roundtable**

   Everyone was given a copy of the 2023-2024 CIP and were directed to reviewing each section. Data was provided and reviewed in order to make accurate modifications to the plan.

Campus Improvement Plan Advisory Committee

Meeting Date: September 13, 2023

8:30 A.M.

Emma Vera Elementary

Committee Role	Name	Position	Signature
Administrator	Aleida Alaniz	Assistant Principal	
Facilitator	Isabel Trevino	Facilitator	
Administrator	Yvonne Guerrero	Principal	
Classroom Teacher	Arlen Jasso	Teacher	
Classroom Teacher	Jessica Ramirez	Teacher	
Classroom Teacher	Glenora Garza	Teacher	
Classroom Teacher	Elsa Sanchez	Teacher	
Non-classroom Professional	Carla Oyervides	Librarian	
Parent	Claudia Coronado	Parent	
Parent	Briseida Barrera	Parent	
Classroom Teacher	Adriana Doria	P.E. Coach	
Community Representative	Ludivina Ybarra	Community Representative	
Nurse	Laura Nall	Nurse	
Counselor	Gladys Rodriguez	Counselor	