Roma Independent School District

District Improvement Plan

2022-2023

Board Approval Date: September 28, 2022
Public Presentation Date: September 15, 2022

Mission Statement

Graduate every student college, career and/or military ready.

Vision

Roma I.S.D., a dynamic community committed to the achievement of student excellence.

Core Beliefs

As a results-oriented community committed to excellence, we will adhere to the following values:

Accountability
Flexibility
Leadership
Perseverance
Pride & Respect
Unity

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Roma I.S.D. is located on the Texas-Mexico border in the heart of Starr County and is a leading provider of Pre-Kinder to 12th Grade education for more than 6,000 students. With its headquarters in Roma, Texas, Roma ISD is comprised of 10 campuses including six elementary schools (PreK – 5), two middle schools (6th – 8th), one high school (9th – 12th) and one Instructional and Guidance Center (6th – 12th). Students are provided a full range of services, educational options and extracurricular activities to meet their diverse needs. Our district is dynamic in its makeup and our needs change based on our enrollment. There has been a steady decline in enrollment of about 2% annually due to mobility and new charter school entering the area. While our enrollment has been decreasing our At-Risk numbers have been increasing. Our district provides several dual enrollment opportunities through local colleges and universities as well as numerous Career Clusters and Programs of Study. Our district plan guides and creates programs that are used to ensure that all students are given the education that they need to be successful in life.

Roma ISD conducts a thorough review of all programs and services each year in an effort to provide the highest quality programs and most efficient operations possible. These various needs assessment are performed at the department level by each program director or supervisor of the various district areas along with required members of the district educational improvement committee (DEIC) team. A summary of all the strengths and needs of the comprehensive needs assessment guide the district in making decisions for students and high quality educational programs. The comprehensive needs assessment also specifies priorities for addressing student achievement and meeting challenging academic and performance standards. This critical process is the pre-work to the development of the district and campus improvement plans and decisions regarding the justification for use of local, state and federal funds. Current demographic projections have been accurate and have allowed the District to plan appropriately to meet the needs of its ever changing student population.

Demographics Strengths

The number of district students identified as At-Risk has been increasing every year for the past 4-5 years. During this time, At-Risk students state assessment scores have been very comparable and in a few grade levels even higher to the all student population.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): #1 During the last 5 years our district enrollment has decreased by 7.5% **Root Cause:** Our rural community does not provide enough work opportunities, therefore families and graduates relocate in order to obtain better employment.

Problem Statement 2 (Prioritized): #2 Even though district enrollment has been decreasing for the past several years , the number of At-Risk students have been increasing yearly. **Root Cause:** Being that our district is located in the border there has been an influx of immigrants into our district that are considered At-Risk.

Problem Statement 3 (Prioritized): #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. **Root Cause:** Teachers do not have enough instructional training and resources to address the specific learning needs of this student population. The increase in population could be attributed to misidentification. or lack of pre-referral intervention support (MTSS).

Student Learning

Student Learning Strengths

There was an overall increase in STAAR scores in all grades and all subjects areas across different populations from 2018-2019.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students transitioning to sixth grade are not performing as they did in prior grades. **Root Cause:** Students transition from one teacher to multiple teachers

Problem Statement 2 (Prioritized): EOC US History scores are declining from one year to the next. All populations showed a decrease. **Root Cause:** There are numerous TEKS and there is very little time to ensure that students are learning the materials.

Problem Statement 3 (Prioritized): #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. **Root Cause:** Teachers do not have enough instructional training and resources to address the specific learning needs of this student population. The increase in population could be attributed to misidentification. or lack of pre-referral intervention support (MTSS).

District Processes & Programs

District Processes & Programs Summary

Curriculum/Assessment

The professional learning communities throughout the district have helped improve on-the-job learning and teacher capacity. During the summer, grade levels across the district met to revise and update curriculum guides and assessments.

Career & Technical Education

The district currently offers 12 out of 14 approved state CTE clusters. The clusters include: 1. Agriculture, Food, and Natural Resources; 2. Architecture and Construction; 3. Arts, AV Technology, and Communications; 4. Business Marketing and Finance; 5. Education and Training; 6. Health Science; 7. Hospitality and Tourism; 8. Human Services; 9. Information Technology; 10. Law and Public Service; 11. STEM (Science, Technology, Engineering, and Math); 12. Transportation, Distributions, and Logistics

Special Education

The Roma ISD Special Education Program provides instruction, accommodations, and related services to eligible students who need special education services to progress through school and who have one or more of the disability conditions according to state and federal criteria.

State Compensatory Education

The purpose of the SCE is to improve At-Risk Student perofrmance through direct instructional services. Roma ISD uses the fifteen criteria delineated in Texas Education Code 29.081 to identify students who are eligible.

Bilingual Education

Roma ISD currently has about 4,486 students enrolled as English Learners/Emergent Bilingual and 113 Monitored in a Late Exit Bilingual program. The elementary campuses are serving 2,123 students in bilingual education. The secondary campuses are serving 2,363 student in ESL Pull Out.

Athletic

Roma ISD provides 25 extra curricular activities through the athletic department for boys and girls ranging from competitive sports, dance, cheer and a student athletic trainers program.

Gifted and Talented

The Gifted & Talented program continues to grow and expand throughout the district to meet the needs of exceptional students.

Section 504/At Risk

We use the MTSS to target the needs of all students who are experiencing difficulties or need accomodations.

Personnel

Based on the 2019 snapshot data report from TEA, Roma ISD has a total staff FTE number of 1,015.8. The total teacher FTE is 447.9 with an average teacher salary of $52,551. A total of 28.2% of teachers in the district have 5 or fewer years of experience. The average number of years of experience for teachers is 12.2. A total of 19.1% of teachers have an

advanced degree.

Finance

Based on the 2019 snapshot data report from TEA, Roma ISD had a fund balance of $22,350,706. The total actual instructional expenditures per pupil equaled $5,786.

District Processes & Programs Strengths

Curriculum/Assessment

Roma ISD have vertical and horizontal alignment across all core areas. Common local benchmarks are created and implemented across the district.

Career & Technical Education

The Health Science Cluster is one of our largest programs that we offer. There are 5 programs within this cluster. We have 26 programs of study.

Special Education

The Roma ISD Special Education Program works to ensure that all children with disabilities are located, evaluated, identified, and that a free appropriate public education (FAPE) is made available to them. Student progress is monitored every six weeks and IEPs (Individual Educational Plans) are reviewed annually to ensure we are meeting their educational needs.

State Compensatory Education

Students identified as At-Risk perform comparable to the all students group in the majority of state assessments. Campuses use SCE funds to provide direct instructional services to At-Risk students.

Bilingual Education

All English Learners/Emergent Bilingual students at Roma ISD are being served with fully certified Bilingual or ESL teachers. Every campus Language Proficiency Assessment Committee (LPAC) at Roma ISD assesses and monitors progress and interventions for all students in the bilingual program throughout the school year.

Athletics

During the 2020-2021 school year our Roma I.S.D student athletes experienced great success through our extra curricular programs. They earned **1** State Championship, **3** Academic All State Honorees, **11** Academic All District Honorees, **15** Regioal Quaifiers, **16** Area Qualifiers, **4** Team District Championships, **10** Teams Advanced to the Playoffs and **118** All District Honorees.

Gifted and Talented

Students are expected to participate in the Texas Performance Project. The program is individualized at the campus level, but all campuses expose their students to numerous educational experiences.

Section 504/At-Risk

Individual needs are identified and targeted by all classroom teachers.

Personnel

Our teacher salaries have continued to increase year after year. These salaries have continued to remain competitive with those of other districts in our area.

Finance

The highest expenditures for pupils occurred in the area of "Basic Education Services" at 41.5%, while the 2nd highest was "State Compensatory Education" at 10.3%.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Students at Roma ISD experienced significant learning loss from March 2020 to May 2021. Students are participating in person instruction in order to decrease the COVID learning loss. **Root Cause:** All students were engaged in virtual instruction from March 2020 to May 2021. Students have been instructed in person for the 2021-2022 school year.

Problem Statement 2 (Prioritized): Student state assessment data for Roma ISD may not accurately represent student learning for 2019-2020 and for 2020-2021. However, student learning has increased due to in-person instruction. **Root Cause:** A majority of students at Roma ISD did not take state assessments for the 2020-2021 school year. The majority of students are now taking their state exams, and this should increase all scores.

Problem Statement 3 (Prioritized): Student athletes at Roma ISD suffered notable instructional loss of physical fitness, moral enrichment and discipline in conjunction with educational goals. **Root Cause:** 80% of the student athletes at Roma ISD were unable to participate in extra curricular athletic activities from March 2020 to May 2021.

Perceptions

Perceptions Summary

Roma ISD prides itself in emphasizing the importance of communication and of ensuring that all stakeholders' voices are validated. We revamped our perception needs assessment instrument to include input from teachers and parents. There was a total of 215 parents who responded to this parent perception online survey. A total of 308 teachers responded to the teacher perception online survey.

2021 Roma ISD Teacher Perception Needs Assessment

Respondents were asked to rate the current educational program by scoring each statement on a scale of 1 (not in place) to 5 (in place). The mean average of all the responses is indicated after each statement.

Demographics

Student demographic information is analyzed interpreted by teachers and administers on a six-week basis. 4.8

Attendance information is analyzed and promptly acted upon by teachers and administration if needed. 4.8

Teachers identify struggling and high achieving students and provide them opportunities to meet or exceed the expectations set by the teachers. 4.8

Student Achievement

All test data is disaggregated and analyzed by teachers and campus administrators in a timely manner. 4.8

All test data is used to determine student intervention needs. 4.8

Test data results are compared to local, regional, and state results as appropriate to create academic goals and evaluate program effectiveness to plan for student academic success. 4.8

Attendance rate, Completion rate, Graduation plans, Graduation rate, and Dropout rate (where applicable) are analyzed to determine campus intervention plans. 4.8

School Culture and Climate

Student and teacher interactions are positive and lead to student success. 4.9

Administrators effectively work, communicate and collaborate with teachers resulting in a positive environment and culture at the campus. 4.8

Parent and family engagement is an active part or our campus and is seen as an important factor in student achievement. 4.7

High expectations focusing on academic achievement are communicated to staff members, students, and parents/community. 4.8

Students are expected to meet recognized state standards of learning established jointly by special programs and regular teachers. 4.9

All school staff members believe that all students can will learn, provided the necessary time/resources are in place. 4.9

PLC's are an integral part of the district's and campus' vision and mission statements. 4.8

Staff Quality/Professional Development

Emphasis is given to professional development topics by collaborating with teachers to determine relevance and priority of topics. 4.7

Professional development opportunities are relevant to the instructional program. 4.7

Professional development is supported with time and other necessary resources. 4.7

Professional development emphasizes improvement of delivery of instruction that is rigorous and challenging, and leads to increased student achievement. 4.8

The PLC process of sharing innovative and best teaching practices amongst the teachers leads to high quality instruction. 4.8

Curriculum & Instruction and Assessment

The necessary materials and resources are available to teachers for the delivery of appropriate and high-quality instruction. 4.8

Teachers effectively implement a variety of instructional methods and strategies. 4.9

Teachers and students effectively manage and maximize their use of class time. 4.9

Administrators ensue that interruptions to instructional time are kept to a minimum. 4.8

Teachers effectively implement strategies to keep students successfully engaged and motivated to maximize the learning. 4.9

Instructional programs for special populations effectively address the needs of the students to meet high academic standards. 4.8

Instructional leaders plan, promote and carefully monitor instructional practices, such as curriculum alignment, student assessment, and professional development. 4.8

Teachers' instructional objectives, activities, materials, and assessments are aligned with state standards. 4.9

Goals and desired outcomes are based on data analysis, are stated in measurable terms and communicated to teachers, students, and parents. 4.9

Family and Community Engagement

Procedures for parent and family engagement are clearly communicated to parents and used consistently. 4.8

Parents are informed of their responsibilities for the success of their children using various methods. (students' handbook, trainings, meetings, website, local media, etc.) 4.8

Communication with the parents and staff is frequent and done in the primary language of the parents using a variety of delivery methods. 4.8

Parents and family engagement meetings take place throughout the year and focus on a variety of topics. 4.8

Parents are encouraged to volunteer in school and participate in school events throughout the school year. 4.7

School Context and Organization

School Facilities are well maintained and provide an appropriate learning environment for all students. 4.8

The school maintains Emergency Operation Procedures to maintain a safe and secure environment for all. 4.9

School facilities are developmentally appropriate for students in order to carry out our instructional goal. 4.9

School facilities promote a positive and active learning environment (classroom size, lighting, temperature, noise level, location, traffic, etc.). 4.8

The school has procedures in place that allow for open communication on concerns and issues affecting the campus. 4.8

Site Based Decision-Making is an integral part of the decision-making process at the campus. 4.8

Instructional leaders recognize and celebrate the contributions of all stakeholders. 4.8

Administrators are viewed by teachers as having relevant instructional expertise as well as appropriate leadership skills. 4.8

Technology

The delivery of instruction is enhanced through the integration of technology at the classroom level. 4.8

Instructional technology strategies that lead to increased student achievement are emphasized and encouraged by the campus administration. 4.8

Professional development sessions focus on improving the effective use of instructional technology in the classroom. 4.7

Hardware and software to effectively enhance the delivery of instruction are available to all teachers. 4.8

Instructional technology resources, technology infrastructure, and networks are appropriate and adequate for our instructional programs and needs. 4.8

2021 Roma ISD Parent Perception Needs Assessment

Respondents were asked to rate the current educational program by scoring each statement on a scale of 1 (not in place) to 5 (in place). The mean average of all the responses is indicated after each statement.

Communication

Parents are notified when their children are absent from school. 4.3

Parents are notified when their children are struggling academically with their grades. 4.2

Parents are notified when their children are excelling academically. 3.9

Communication with parents is done in a language and format that parents can understand. 4.7

Communication between the school and the parents is regular and consistent. 4.1

Communication between the teachers and the parents is regular and consistent. 4.0

Student Achievement

Student academic data (grades, state test results) is shared with parents in a format that is easy to understand and in a language that parents understand. 4.6

Parents are able to monitor their children's grades online. 4.5

Teachers post grades online on a weekly basis. 3.9

Student achievement is recognized and celebrated at my child's school. 4.2

Students are challenged academically at my child's school. 4.2

The school provides resources for student to excel academically (access to technology, textbooks, materials for class, etc.) 4.5

School Culture and Climate

Parent and teacher interactions are positive and lead to student success. 4.4

Parent and administrator interactions are positive and lead to student success. 4.

Parent and family engagement is an active part of my child's school. 4.4

Parent and family engagement is seen as an important factor in student achievement at my child's school. 4.4

High expectations focusing on academic achievement are communicated to parents/community. 4.4

Parents are welcomed and valued at my child's school. 4.4

My child feels welcomed and valued at school. 4.4

Parents feel comfortable voicing their concerns. 4.4

Parent and Family Engagement

Procedures for parent and family engagement are clearly communicated to parents and used consistently. 4.3

Parents are informed of their responsibilities for success of their children using various methods. (student handbooks, meetings, website, local media, etc.) 4.4

Parent and family engagement meetings take place throughout the year and focus on a variety of topics. 4.5

The schools recognize and celebrate the contributions of all parents. 4.1

The schools encourage parents and families to volunteer. 4.2

The schools encourage parents and families to participate in school events throughout the school year. 4.3

School Context and Organization

School facilities are well maintained and provide an appropriate learning environment for all students. 4.5

School facilities promote a positive and active learning environment (classroom size, lighting, temperature, noise level, location, traffic, etc.). 4.5

The school has procedures in place that allow for open communication on concerns and issues affecting the campus. 4.4

Perceptions Strengths

The majority of responses reflected a positive outlook. In the teacher perception survey, all ratings stayed above 4.7. The highest scores were in the area of curriculum & instruction and assessment. This reflects a strong commitment that Roma ISD has placed in these areas. In the parent perception survey, all ratings stayed above 3.9. The highest scores were in the area of school context and organization. This reflects a strong commitment that Roma ISD has placed in maintaining a positive and appropriate learning environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Teachers feel they need more professional development related to the use of instructional technology in the classroom. **Root Cause:** The pandemic has caused all teachers to adapt very quickly to delivering instructional through the use of technology. This was a very fast learning curve that needed to occur. Roma ISD had not been emphasizing the use of instructional technology prior to the pandemic.

Problem Statement 2: Teachers feel that the professional development they receive is not relevant to their situation and there is not enough time and resources allocated to professional development. **Root Cause:** Teachers are not taken into account during the planning of professional development.

Problem Statement 3 (Prioritized): There is insufficient communication with parents regarding the academic progress of their children. **Root Cause:** Due to the pandemic, communication with parents has veered towards email. A lack of open house and meet the teacher events has led to less communication.

Problem Statement 4 (Prioritized): Parents feel that teachers are not posting grades in a timely manner. **Root Cause:** Campus administration and teachers need to emphasize the importance of timely posting of grades. Additionally, Administration should monitor the posting of grades

Problem Statement 5 (Prioritized): #1 During the last 5 years our district enrollment has decreased by 7.5% **Root Cause:** Our rural community does not provide enough work opportunities, therefore families and graduates relocate in order to obtain better employment.

Problem Statement 6 (Prioritized): There is a need to support the well-being of students and staff, especially after the pandemic **Root Cause:** COVID-19 pandemic

Priority Problem Statements

Problem Statement 1: Students transitioning to sixth grade are not performing as they did in prior grades.

Root Cause 1: Students transition from one teacher to multiple teachers

Problem Statement 1 Areas: Student Learning

Problem Statement 2: EOC US History scores are declining from one year to the next. All populations showed a decrease.

Root Cause 2: There are numerous TEKS and there is very little time to ensure that students are learning the materials.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Parents feel that teachers are not posting grades in a timely manner.

Root Cause 3: Campus administration and teachers need to emphasize the importance of timely posting of grades. Additionally, Administration should monitor the posting of grades

Problem Statement 3 Areas: Perceptions

Problem Statement 4: There is insufficient communication with parents regarding the academic progress of their children.

Root Cause 4: Due to the pandemic, communication with parents has veered towards email. A lack of open house and meet the teacher events has led to less communication.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Teachers feel they need more professional development related to the use of instructional technology in the classroom.

Root Cause 5: The pandemic has caused all teachers to adapt very quickly to delivering instructional through the use of technology. This was a very fast learning curve that needed to occur. Roma ISD had not been emphasizing the use of instructional technology prior to the pandemic.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments.

Root Cause 6: Teachers do not have enough instructional training and resources to address the specific learning needs of this student population. The increase in population could be attributed to misidentification. or lack of pre-referral intervention support (MTSS).

Problem Statement 6 Areas: Demographics - Student Learning

Problem Statement 7: #1 During the last 5 years our district enrollment has decreased by 7.5%

Root Cause 7: Our rural community does not provide enough work opportunities, therefore families and graduates relocate in order to obtain better employment.

Problem Statement 7 Areas: Demographics - Perceptions

Problem Statement 8: Student state assessment data for Roma ISD may not accurately represent student learning for 2019-2020 and for 2020-2021. However, student learning has

increased due to in-person instruction.

Root Cause 8: A majority of students at Roma ISD did not take state assessments for the 2020-2021 school year. The majority of students are now taking their state exams, and this should increase all scores.

Problem Statement 8 Areas: District Processes & Programs

Problem Statement 9: Students at Roma ISD experienced significant learning loss from March 2020 to May 2021. Students are participating in person instruction in order to decrease the COVID learning loss.

Root Cause 9: All students were engaged in virtual instruction from March 2020 to May 2021. Students have been instructed in person for the 2021-2022 school year.

Problem Statement 9 Areas: District Processes & Programs

Problem Statement 10: There is a need to support the well-being of students and staff, especially after the pandemic

Root Cause 10: COVID-19 pandemic

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Student athletes at Roma ISD suffered notable instructional loss of physical fitness, moral enrichment and discipline in conjunction with educational goals.

Root Cause 11: 80% of the student athletes at Roma ISD were unable to participate in extra curricular athletic activities from March 2020 to May 2021.

Problem Statement 11 Areas: District Processes & Programs

Problem Statement 12: #2 Even though district enrollment has been decreasing for the past several years , the number of At-Risk students have been increasing yearly.

Root Cause 12: Being that our district is located in the border there has been an influx of immigrants into our district that are considered At-Risk.

Problem Statement 12 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- RDA data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

Employee Data

- Professional learning communities (PLC) data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Revised/Approved: September 28, 2022

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.
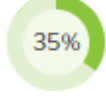
Performance Objective 1: 100% of safety protocols will be implemented throughout the district to make staff and students feel safe.

    Evaluation Data Sources: Safety protocols

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Roma ISD will provide disinfecting supplies and equipment for district staff and teachers to disinfect areas on a daily basis, and will provide the resources and staffing to disinfect and clean.	Formative			Summative

Strategy's Expected Result/Impact: Better attendance rates
    Staff Responsible for Monitoring: Principals
 	
    Title I:
    2.4, 2.5
	Nov	Mar	June	June

	35%			

Strategy 2 Details	Reviews			
Strategy 2: During the 2022-2023 school year, all students and staff will have access to mental health services via the school counselors and LPC's through direct services and professional development sessions.	Formative			Summative
	Nov	Mar	June	June
	30%			

Strategy 3 Details	Reviews			
Strategy 3: Provide training opportunities and resources for staff through webinars and materials that address strategies to support mental health and social-emotional needs.	Formative			Summative
Strategy's Expected Result/Impact: Increased awareness of mental health and the impact of trauma on student's mental and emotional well-being.	Nov	Mar	June	June
	30%			

Strategy 4 Details		**Reviews**			

Strategy 4: The duties of Roma ISD Police officers, school resource officers, and security personnel will be clear and shared with the superintendent as needed.
 	
    Strategy's Expected Result/Impact: Clear understanding of the duties of these individuals
    Staff Responsible for Monitoring: Chief of Police
		Formative			**Summative**

		Nov	Mar	June	June
		30%			

Strategy 5 Details		**Reviews**			

Strategy 5: All Roma ISD campus staff will receive training in trauma-informed practices as needed.
 	
    Strategy's Expected Result/Impact: Staff will be able to better serve our students
    Staff Responsible for Monitoring: Counselors
 	
Title I:
2.5
		Formative			**Summative**

		Nov	Mar	June	June
		15%			

Strategy 6 Details		**Reviews**			

Strategy 6: Roma ISD will identify programs and resources to address social-emotional learning, character education, mental health education, suicide prevention, bullying prevention, sexual abuse, sex trafficking, violence prevention, and other maltreatment of students as needed.
 	
    Strategy's Expected Result/Impact: Support the well-being of all students
    Staff Responsible for Monitoring: Counselors
 	
Title I:
2.5
		Formative			**Summative**

		Nov	Mar	June	June
		30%			

Strategy 7 Details		**Reviews**			

Strategy 7: Roma ISD will identify procedures to address dating violence created and communicated by counselors and school staff with focus on the use of physical, sexual, verbal, emotional abuse with intent to harm, threaten, intimidate, or control another person in a dating relationship as needed.
 	
    Strategy's Expected Result/Impact: Increased knowledge of the signs of dating violence to address the needs of all students
    Staff Responsible for Monitoring: Counselors
 	
Title I:
2.5
		Formative			**Summative**

		Nov	Mar	June	June
		35%			

Strategy 8 Details	Reviews			
Strategy 8: Ongoing districtwide external/internal building doors audits will be conducted to ensure a safe learning and working environment for all students and staff.	**Formative**			**Summative**
	Nov	Mar	June	June
Strategy's Expected Result/Impact: To ensure a safe learning and working environment for all students and staff **Staff Responsible for Monitoring:** District Safety Officer and Safety Coordinator **Problem Statements:** Perceptions 6	30%			

Strategy 9 Details	Reviews			
Strategy 9: Monthly Student Respond Protocols (SRP) safety drills will be conducting in every campus.	**Formative**			**Summative**
	Nov	Mar	June	June
Strategy's Expected Result/Impact: Scheduled SRP/safety drills will result in a safe learning and working environment. **Staff Responsible for Monitoring:** Campus Principal, Principal's administrative designee **Problem Statements:** Perceptions 6	35%			

Strategy 10 Details	Reviews			
Strategy 10: Provide ongoing active shooter trainings to all staff using the hide/run/fight technique	**Formative**			**Summative**
	Nov	Mar	June	June
Strategy's Expected Result/Impact: Overall safety of our studnets and staff. **Staff Responsible for Monitoring:** Roma ISD Chief and Asst Chief of Police and Police Officers **Problem Statements:** Perceptions 6	35%			

Strategy 11 Details	Reviews			
Strategy 11: Four times daily police walk arounds in every school building to make sure all doors are locked and reporting back to the Police Department via a QR code to ensure safety of all students and staff.	**Formative**			**Summative**
	Nov	Mar	June	June
Strategy's Expected Result/Impact: Overall safety of our students and staff **Staff Responsible for Monitoring:** Chief and Asst Chief of Police **Problem Statements:** Perceptions 6	30%			

Strategy 12 Details	Reviews			
Strategy 12: All school campuses now have enclosed vestibules for all visitors (including all other school personnel), parents, and delivery services workers to check in and get clearance for entrance into the school building by the front office receptionist.	Formative			Summative
	Nov	Mar	June	June
Strategy's Expected Result/Impact: Overall safety of our students, staff, and the community at large. **Staff Responsible for Monitoring:** Operations Director, Campus Principals, and front office receptionists **Problem Statements:** Perceptions 6	30%			

Strategy 13 Details	Reviews			
Strategy 13: The use on the electronic Raptor system to screen all visitors into the school campus, including any possible sex offernders, using a valid drivers license.	Formative			Summative
	Nov	Mar	June	June
Strategy's Expected Result/Impact: Overall safety and well-being of all students and staff. **Staff Responsible for Monitoring:** Operations Director, Campus Principal, and front office receptionists. **Problem Statements:** Perceptions 6	30%			

Strategy 14 Details	Reviews			
Strategy 14: The use of magnetic reader cards or staff ID's using specific access points for all staff members in each campus to go into their respective school building.	Formative			Summative
	Nov	Mar	June	June
Strategy's Expected Result/Impact: Overall safety and well-being of all students and staff. **Staff Responsible for Monitoring:** Operations Director, Campus Principals and principals' designees **Problem Statements:** Perceptions 6	30%			

Strategy 15 Details	Reviews			
Strategy 15: Roma ISD will host after school and weekend sessions where students will engage in physical activity to promote health and wellness through sports. This will help students perform better academically.	Formative			Summative
	Nov	Mar	June	June
Strategy's Expected Result/Impact: An increased number of students will engage in physical activity resulting in healthier students better able to learn. **Staff Responsible for Monitoring:** Campus PE coaches **Problem Statements:** District Processes & Programs 1 - Perceptions 6 **Funding Sources:** Extra duty pay - 270 Title V, Part B Rural & Low-Income School	50%			

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

Performance Objective 1 Problem Statements:

District Processes & Programs
Problem Statement 1: Students at Roma ISD experienced significant learning loss from March 2020 to May 2021. Students are participating in person instruction in order to decrease the COVID learning loss. **Root Cause**: All students were engaged in virtual instruction from March 2020 to May 2021. Students have been instructed in person for the 2021-2022 school year.
Perceptions
Problem Statement 6: There is a need to support the well-being of students and staff, especially after the pandemic **Root Cause**: COVID-19 pandemic

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: Roma ISD will dedicate 100% of our instructional activities and resources to increase student performance in all tested subject areas by 5% in Meets and 3% in Masters to help close achievement gaps as measured by STAAR by May 19, 2023.

High Priority

Evaluation Data Sources: Expenditure reports; Test scores; Benchmark scores

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Roma ISD will provide students and teachers with materials, supplies, and resources needed to achieve this performance objective.	**Formative**			**Summative**
	Nov	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: Increased scores on state and local assessments **Staff Responsible for Monitoring:** Principals, Curriculum and Instruction **Title I:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Problem Statements:** Demographics 3 - Student Learning 3 **Funding Sources:** - 211 Title I, Part A	30%			

Strategy 2 Details	Reviews			
Strategy 2: Roma ISD will provide all students with tutorial and enrichment opportunities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased score on state and local assessments	**Nov**	**Mar**	**June**	**June**
Staff Responsible for Monitoring: Principals, Curriculum and Instruction **Title I:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Problem Statements:** District Processes & Programs 1 **Funding Sources:** - 211 Title I, Part A	50%			

Strategy 3 Details	Reviews			

Strategy 3: Roma ISD will provide an extended academic year, including summer academic and enrichment programs for all students.
 	
    Strategy's Expected Result/Impact: Increased academic achievement
    Staff Responsible for Monitoring: Federal Programs Director
 	
    Title I:
    2.4, 2.5, 2.6
    Problem Statements: District Processes & Programs 1
	Formative			Summative

	Nov	Mar	June	June
	30%			

Strategy 4 Details	Reviews			

Strategy 4: Revisit and align instructional timelines (every six weeks), based on student results. Ensure tight alignment between written, taught and tested. Monitor the implementation / delivery of instruction / assessment per six weeks. Provide necessary resources.
 	
    Strategy's Expected Result/Impact: 10%+ gain in student achievement
    Staff Responsible for Monitoring: Principal, Curriculum and Instruction
 	
    Results Driven Accountability
    Problem Statements: District Processes & Programs 2
    Funding Sources: - 211 Title I, Part A
	Formative			Summative

	Nov	Mar	June	June
	30%			

Strategy 5 Details	Reviews			

Strategy 5: Analyze campus student assessment data (CIRCLE, KEA, TPRI, Local Assessment Data and STAAR) to help establish goals and objectives. Measure campus strengths and weaknesses. Identify (Non-negotiables) Plan accordingly.
    Strategy's Expected Result/Impact: 10%+ gain student achievement
    Staff Responsible for Monitoring: Principal, Curriculum and Instruction
 	
    Results Driven Accountability
    Problem Statements: District Processes & Programs 2
    Funding Sources: - 211 Title I, Part A
	Formative			Summative

	Nov	Mar	June	June
	30%			

Strategy 6 Details	Reviews			
Strategy 6: Emphasize TEKS objectives in all subject areas (Reading, Writing, Math, Science and Social Studies). Provide in-depth "unpacking" opportunities to ensure clarity on "what, how" and level of rigor expected from each TEK.	Formative			Summative
	Nov	Mar	June	June
Strategy's Expected Result/Impact: 10%+ gain in student achievement **Staff Responsible for Monitoring:** Principal, Curriculum and Instruction **Results Driven Accountability** **Problem Statements:** District Processes & Programs 1 **Funding Sources:** - 211 Title I, Part A	30%			

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. **Root Cause**: Teachers do not have enough instructional training and resources to address the specific learning needs of this student population. The increase in population could be attributed to misidentification. or lack of pre-referral intervention support (MTSS).

Student Learning
Problem Statement 3: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. **Root Cause**: Teachers do not have enough instructional training and resources to address the specific learning needs of this student population. The increase in population could be attributed to misidentification. or lack of pre-referral intervention support (MTSS).

District Processes & Programs
Problem Statement 1: Students at Roma ISD experienced significant learning loss from March 2020 to May 2021. Students are participating in person instruction in order to decrease the COVID learning loss. **Root Cause**: All students were engaged in virtual instruction from March 2020 to May 2021. Students have been instructed in person for the 2021-2022 school year.
Problem Statement 2: Student state assessment data for Roma ISD may not accurately represent student learning for 2019-2020 and for 2020-2021. However, student learning has increased due to in-person instruction. **Root Cause**: A majority of students at Roma ISD did not take state assessments for the 2020-2021 school year. The majority of students are now taking their state exams, and this should increase all scores.

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: By May 2023, all students, including special population students, will meet a minimum of 80% graduation rate and less than 1.8% drop out rate on the RDA District Report.

High Priority

Evaluation Data Sources: RDA district report

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: All Students (including Special Populations) will be provided with the needed accommodations and supports to successfully progress with their cohort toward graduation.	Formative			Summative
	Nov	Mar	June	June
Strategy's Expected Result/Impact: Increased graduation rate; decreased dropout rate **Staff Responsible for Monitoring:** Campus staff; Program Coordinators; and Program Directors **Title I:** 2.4, 2.6 - Results Driven Accountability **Problem Statements:** Demographics 3 - Student Learning 3	50%			

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. **Root Cause**: Teachers do not have enough instructional training and resources to address the specific learning needs of this student population. The increase in population could be attributed to misidentification. or lack of pre-referral intervention support (MTSS).
Student Learning
Problem Statement 3: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. **Root Cause**: Teachers do not have enough instructional training and resources to address the specific learning needs of this student population. The increase in population could be attributed to misidentification. or lack of pre-referral intervention support (MTSS).

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 3rd grade students that score Meets grade level or above on STAAR Reading will increase to 92% by June 2023.

    High Priority

    HB3 Goal

    Evaluation Data Sources: STAAR Reading scores

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Elementary schools will provide accelerated learning opportunities, additional tutoring (before and after school) and Saturdays camps.		**Formative**			**Summative**
		Nov	**Mar**	**June**	**June**

Strategy's Expected Result/Impact: Increased scores
    Staff Responsible for Monitoring: Curriculum and Instruction
 	
    Title I:
    2.4, 2.5
    Problem Statements: District Processes & Programs 1
		30%			

Strategy 2 Details		Reviews			
Strategy 2: Elementary schools will provide additional time for teachers to update curriculum		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved lesson delivery and more targeted instruction		**Nov**	**Mar**	**June**	**June**

Staff Responsible for Monitoring: Curriculum and Instruction
 	
    Title I:
    2.4, 2.5
    Problem Statements: Demographics 3 - Student Learning 3
		15%			

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

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 3: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. **Root Cause**: Teachers do not have enough instructional training and resources to address the specific learning needs of this student population. The increase in population could be attributed to misidentification. or lack of pre-referral intervention support (MTSS).

Student Learning

Problem Statement 3: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. **Root Cause**: Teachers do not have enough instructional training and resources to address the specific learning needs of this student population. The increase in population could be attributed to misidentification. or lack of pre-referral intervention support (MTSS).

District Processes & Programs

Problem Statement 1: Students at Roma ISD experienced significant learning loss from March 2020 to May 2021. Students are participating in person instruction in order to decrease the COVID learning loss. **Root Cause**: All students were engaged in virtual instruction from March 2020 to May 2021. Students have been instructed in person for the 2021-2022 school year.

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: The percent of PreK students that score on grade level or above in Reading on the CLI-Circle Assessment will increase to 87% by June 2023.

High Priority

HB3 Goal

Evaluation Data Sources: CLI-Circle Assessment results

Strategy 1 Details		Reviews			
Strategy 1: Elementary schools will provide accelerated learning opportunities, additional tutoring (before and after school) and Saturdays camps.		**Formative**			**Summative**
		Nov	Mar	June	June
Strategy's Expected Result/Impact: Increased scores **Staff Responsible for Monitoring:** Principal, Curriculum and Instruction **Title I:** 2.4, 2.5 - **Results Driven Accountability** **Problem Statements:** District Processes & Programs 1		30%			
Strategy 2 Details		**Reviews**			
Strategy 2: Schools will provide additional time for teachers to update curriculum		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved lesson delivery and more targeted instruction		Nov	Mar	June	June
Staff Responsible for Monitoring: Curriculum and Instruction **Title I:** 2.4, 2.5 **Problem Statements:** Demographics 3 - Student Learning 3		30%			

Strategy 3 Details	Reviews			
Strategy 3: All Kindergarten through 3rd grade teachers will complete The Science of Reading Academies	Formative			Summative
Strategy's Expected Result/Impact: Increased scores **Staff Responsible for Monitoring:** Curriculum and Instruction **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Perceptions 1	Nov	Mar	June	June
	95%			

Strategy 4 Details	Reviews			
Strategy 4: Analyze campus student assessment data (CIRCLE, and Local Assessment Data) to help establish goals and objectives. Measure campus strengths and weaknesses. Identify (Non-negotiables) Plan accordingly.	Formative			Summative
Strategy's Expected Result/Impact: 10%+ gain student achievement **Staff Responsible for Monitoring:** Principal, Curriculum and Instruction **Results Driven Accountability** **Problem Statements:** District Processes & Programs 1 **Funding Sources:** - 211 Title I, Part A	Nov	Mar	June	June
	30%			

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

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 3: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. **Root Cause**: Teachers do not have enough instructional training and resources to address the specific learning needs of this student population. The increase in population could be attributed to misidentification. or lack of pre-referral intervention support (MTSS).

Student Learning
Problem Statement 3: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. **Root Cause**: Teachers do not have enough instructional training and resources to address the specific learning needs of this student population. The increase in population could be attributed to misidentification. or lack of pre-referral intervention support (MTSS).

District Processes & Programs
Problem Statement 1: Students at Roma ISD experienced significant learning loss from March 2020 to May 2021. Students are participating in person instruction in order to decrease the COVID learning loss. **Root Cause**: All students were engaged in virtual instruction from March 2020 to May 2021. Students have been instructed in person for the 2021-2022 school year.

Perceptions
Problem Statement 1: Teachers feel they need more professional development related to the use of instructional technology in the classroom. **Root Cause**: The pandemic has caused all teachers to adapt very quickly to delivering instructional through the use of technology. This was a very fast learning curve that needed to occur. Roma ISD had not been emphasizing the use of instructional technology prior to the pandemic.

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 3rd grade students that score meets grade level or above on STAAR Math will increase to 95% by June 2023.

    High Priority

    HB3 Goal

    Evaluation Data Sources: STAAR Math scores

Strategy 1 Details	Reviews			
Strategy 1: Elementary schools will provide accelerated learning opportunities, additional tutoring (before and after school) and Saturday camps.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased scores **Staff Responsible for Monitoring:** Principal, Curriculum and Instruction **Title I:** 2.4, 2.5 - **Results Driven Accountability** **Problem Statements:** District Processes & Programs 1	**Nov**	**Mar**	**June**	**June**
	30%			

Strategy 2 Details	Reviews			
Strategy 2: Elementary schools will provide additional time for teachers to update curriculum	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved lesson delivery and more targeted instruction **Staff Responsible for Monitoring:** Curriculum and Instruction **Title I:** 2.4, 2.5 **Problem Statements:** District Processes & Programs 1	**Nov**	**Mar**	**June**	**June**
	30%			

Strategy 3 Details	Reviews			
Strategy 3: All Kindergarten through 3rd grade teachers will complete PD in Math strategies.	Formative			Summative
Strategy's Expected Result/Impact: Increased scores **Staff Responsible for Monitoring:** Curriculum and Instruction **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Perceptions 1	Nov	Mar	June	June
	30%			

Strategy 4 Details	Reviews			
Strategy 4: Analyze campus student assessment data (Local Assessment Data and STAAR) to help establish goals and objectives. Measure campus strengths and weaknesses. Identify (Non-negotiables) Plan accordingly.	Formative			Summative
	Nov	Mar	June	June
Strategy's Expected Result/Impact: 10%+ gain student achievement **Staff Responsible for Monitoring:** Principal, Curriculum and Instruction **Results Driven Accountability** **Problem Statements:** District Processes & Programs 1 **Funding Sources:** - 211 Title I, Part A	30%			

Strategy 5 Details	Reviews			
Strategy 5: Revisit and align instructional timelines (every six weeks), based on student results. Ensure tight alignment between written, taught and tested. Monitor the implementation / delivery of instruction / assessment per six weeks. Provide necessary resources.	Formative			Summative
	Nov	Mar	June	June
Strategy's Expected Result/Impact: 10%+ gain in student achievement **Staff Responsible for Monitoring:** Principal, Curriculum and Instruction **Results Driven Accountability** **Problem Statements:** District Processes & Programs 1 **Funding Sources:** - 211 Title I, Part A	30%			

Strategy 6 Details	Reviews			
Strategy 6: Through the PLC process, teachers will meet to address the needs of all student populations. Weekly agenda to include: *Revisit Campus Status *Identify Non-Negotiables *Plan Delivery of Instruction *Determine levels of student Mastery *Identify areas and students in need of intervention *Develop Intervention Plans *Share/Discuss strategies *TTESS Weekly Dimension *Monitor Student Growth Strategy's **Strategy's Expected Result/Impact:** 10%+ gain student achievement **Staff Responsible for Monitoring:** Principal, Curriculum and Instruction **Results Driven Accountability** **Problem Statements:** Demographics 2 **Funding Sources:** - 211 Title I, Part A	**Formative**			**Summative**
	Nov	**Mar**	**June**	**June**
	30%			

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

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: #2 Even though district enrollment has been decreasing for the past several years , the number of At-Risk students have been increasing yearly. **Root Cause**: Being that our district is located in the border there has been an influx of immigrants into our district that are considered At-Risk.

District Processes & Programs
Problem Statement 1: Students at Roma ISD experienced significant learning loss from March 2020 to May 2021. Students are participating in person instruction in order to decrease the COVID learning loss. **Root Cause**: All students were engaged in virtual instruction from March 2020 to May 2021. Students have been instructed in person for the 2021-2022 school year.

Perceptions
Problem Statement 1: Teachers feel they need more professional development related to the use of instructional technology in the classroom. **Root Cause**: The pandemic has caused all teachers to adapt very quickly to delivering instructional through the use of technology. This was a very fast learning curve that needed to occur. Roma ISD had not been emphasizing the use of instructional technology prior to the pandemic.

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: The percent of PreK students that score on grade level or above in math on the CLI-Circle Assessment will increase to 92% by June 2023.

High Priority

HB3 Goal

Evaluation Data Sources: CLI-Circle Assessment results

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Elementary schools will provide accelerated learning opportunities, additional tutoring (before and after school) and Saturday camps.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased scores **Staff Responsible for Monitoring:** Curriculum and Instruction **Title I:** 2.4, 2.5 - **Results Driven Accountability** **Problem Statements:** District Processes & Programs 1 **Funding Sources:** - 211 Title I, Part A	**Nov**	**Mar**	**June**	**June**
	30%			

Strategy 2 Details	Reviews			
Strategy 2: Elementary schools will provide additional time for teachers to update curriculum	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved lesson delivery and more targeted instruction **Staff Responsible for Monitoring:** Curriculum and Instruction **Title I:** 2.4, 2.5	**Nov**	**Mar**	**June**	**June**
	30%			

Strategy 3 Details	Reviews			
Strategy 3: All Kindergarten through 3rd grade teachers will complete PD in Math strategies.	Formative			Summative
Strategy's Expected Result/Impact: Increased scores **Staff Responsible for Monitoring:** Curriculum and Instruction **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Perceptions 1	Nov	Mar	June	June
	30%			

Strategy 4 Details	Reviews			
Strategy 4: Analyze campus student assessment data (CIRCLE, KEA, TPRI, Local Assessment Data and STAAR) to help establish goals and objectives. Measure campus strengths and weaknesses. Identify (Non-negotiables) Plan accordingly.	Formative			Summative
	Nov	Mar	June	June
Strategy's Expected Result/Impact: 10%+ gain student achievement **Staff Responsible for Monitoring:** Principal, Curriculum and Instruction **Results Driven Accountability** **Problem Statements:** District Processes & Programs 1 **Funding Sources:** - 211 Title I, Part A	30%			

Strategy 5 Details	Reviews			
Strategy 5: Revisit and align instructional timelines (every six weeks), based on student results. Ensure tight alignment between written, taught and tested. Monitor the implementation / delivery of instruction / assessment per six weeks. Provide necessary resources.	Formative			Summative
	Nov	Mar	June	June
Strategy's Expected Result/Impact: 10%+ gain in student achievement **Staff Responsible for Monitoring:** Principal, Curriculum and Instruction **Results Driven Accountability** **Problem Statements:** Demographics 2 **Funding Sources:** - 211 Title I, Part A	30%			

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 2: #2 Even though district enrollment has been decreasing for the past several years , the number of At-Risk students have been increasing yearly. **Root Cause**: Being that our district is located in the border there has been an influx of immigrants into our district that are considered At-Risk.

District Processes & Programs
Problem Statement 1: Students at Roma ISD experienced significant learning loss from March 2020 to May 2021. Students are participating in person instruction in order to decrease the COVID learning loss. **Root Cause**: All students were engaged in virtual instruction from March 2020 to May 2021. Students have been instructed in person for the 2021-2022 school year.

Perceptions
Problem Statement 1: Teachers feel they need more professional development related to the use of instructional technology in the classroom. **Root Cause**: The pandemic has caused all teachers to adapt very quickly to delivering instructional through the use of technology. This was a very fast learning curve that needed to occur. Roma ISD had not been emphasizing the use of instructional technology prior to the pandemic.

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: The percentage of graduates that meet the criteria for CCMR will increase to 76% by June 2023.

 High Priority

 HB3 Goal

 Evaluation Data Sources: Student data

 Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: All secondary teachers will complete professional development on the CCMR standards and requirements.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in knowledge about CCMR implementation	**Nov**	**Mar**	**June**	**June**
Staff Responsible for Monitoring: CTE director **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** District Processes & Programs 1	30%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 7 Problem Statements:

District Processes & Programs
Problem Statement 1: Students at Roma ISD experienced significant learning loss from March 2020 to May 2021. Students are participating in person instruction in order to decrease the COVID learning loss. **Root Cause**: All students were engaged in virtual instruction from March 2020 to May 2021. Students have been instructed in person for the 2021-2022 school year.

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: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for college ready will increase to 55% by June 2023.

High Priority

HB3 Goal

Evaluation Data Sources: Student data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: All secondary teachers will complete professional development on the CCMR standards and requirements.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in knowledge about CCMR implementation	**Nov**	**Mar**	**June**	**June**
Staff Responsible for Monitoring: CTE director **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** District Processes & Programs 1	25%			
0% No Progress 100% Accomplished Continue/Modify ✗ Discontinue				

Performance Objective 8 Problem Statements:

District Processes & Programs
Problem Statement 1: Students at Roma ISD experienced significant learning loss from March 2020 to May 2021. Students are participating in person instruction in order to decrease the COVID learning loss. **Root Cause**: All students were engaged in virtual instruction from March 2020 to May 2021. Students have been instructed in person for the 2021-2022 school year.

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: The district will exceed the region and state passing rates for all student groups in Domain I (Student Achievement).

    Evaluation Data Sources: Assessment results

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide supplemental resources, professional development, and interventions to improve the academic performance of all students, including that of students in special populations.	**Formative**			**Summative**
	Nov	**Mar**	**June**	**June**

Strategy's Expected Result/Impact: Improved scores on assessments
  Staff Responsible for Monitoring: Federal programs
 	
  Title I:
  2.4, 2.6
  Problem Statements: District Processes & Programs 1
	30%			

Strategy 2 Details	Reviews			
Strategy 2: Expand the CTE course offerings by evaluating current program and providing supplemental resources and equipment that align with industry standards and credentialing opportunities.	**Formative**			**Summative**
	Nov	**Mar**	**June**	**June**

Strategy's Expected Result/Impact: Increased awareness of CTE programs of study; Increased number of students participating in CTE programs of study
  Staff Responsible for Monitoring: CTE director
 	
  Problem Statements: Demographics 1 - Perceptions 5
	30%			

Strategy 3 Details	Reviews			
Strategy 3: Support the use of technology to inform the instruction through professional development for teachers, and by providing devices, content, and resources that will improve student digital literacy skills and academic achievement.	**Formative**			**Summative**
	Nov	**Mar**	**June**	**June**

Strategy's Expected Result/Impact: Increased use of technology for instruction
  Staff Responsible for Monitoring: Instructional technology department
 	
  Problem Statements: Demographics 3 - Student Learning 3 - Perceptions 1
  Funding Sources: Digital resources - 270 Title V, Part B Rural & Low-Income School
	30%			

Strategy 4 Details	Reviews			
Strategy 4: Provide support for each campus as they work to maintain effective PLC's to help improve planning to meet the needs of all students.	Formative			Summative
	Nov	Mar	June	June
Strategy's Expected Result/Impact: Improved lesson quality; increased teacher confidence **Staff Responsible for Monitoring:** Curriculum and Instruction Director **Title I:** 2.5 **Problem Statements:** District Processes & Programs 1	30%			

Strategy 5 Details	Reviews			
Strategy 5: Increase awareness and promotion of financial aid, grant and scholarship opportunities in an effort to pursue post-secondary education options	Formative			Summative
	Nov	Mar	June	June
Strategy's Expected Result/Impact: Increased student and parent knowledge about financial aid and other options. **Staff Responsible for Monitoring:** Counselors **Title I:** 2.5	30%			

Strategy 6 Details	Reviews			
Strategy 6: Support increased high school graduation and completion rates by focusing efforts to reduce the dropout rate by continuing with ongoing dropout prevention, intervention and recovery program protocols and the use of alternate online-based learning environments and mentoring.	Formative			Summative
	Nov	Mar	June	June
Strategy's Expected Result/Impact: Reduced number of dropouts, increased graduation and completion rates **Staff Responsible for Monitoring:** Counselors **Problem Statements:** District Processes & Programs 1 **Funding Sources:** Resources - 270 Title V, Part B Rural & Low-Income School	30%			

Strategy 7 Details	Reviews			
Strategy 7: All campuses will provide coordinated intervention programs for at-risk students that will focus on assessed individual needs.	Formative			Summative
	Nov	Mar	June	June
Strategy's Expected Result/Impact: Individual student achievement **Staff Responsible for Monitoring:** Teachers, campus administrators **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 3 - Student Learning 3	30%			

Strategy 8 Details	Reviews			
Strategy 8: Roma ISD will dedicate resources necessary to ensure that all students achieve a passing rate on State exams, AP exams, and other academic measures. **Strategy's Expected Result/Impact:** Students will achieve a passing rate. **Staff Responsible for Monitoring:** All staff **Title I:** 2.6 **Problem Statements:** District Processes & Programs 2 **Funding Sources:** Resources - 270 Title V, Part B Rural & Low-Income School, Resources - 211 Title I, Part A, Resources - 289 Title IV, Part A -SSAEP	Formative			Summative
	Nov	Mar	June	June
	30%			

Strategy 9 Details	Reviews			
Strategy 9: Roma ISD will provide a summer school program PreK-12 to ensure that students have an opportunity to receive supplemental instruction to reduce the drop out rate and to increase the academic achievement of students. **Strategy's Expected Result/Impact:** Reduced drop out rate and increased academic achievement **Staff Responsible for Monitoring:** Counselors, principals **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** District Processes & Programs 1 **Funding Sources:** Instructors & Supplies - 270 Title V, Part B Rural & Low-Income School - $137,226	Formative			Summative
	Nov	Mar	June	June
	50%			

Strategy 10 Details	Reviews			
Strategy 10: Roma ISD will hired qualified teachers to ensure that all students learn at high levels. **Strategy's Expected Result/Impact:** Student academic scores will improve. **Staff Responsible for Monitoring:** Human Resources **Problem Statements:** Demographics 2 - Student Learning 2 - District Processes & Programs 1, 2 **Funding Sources:** Teachers - 211 Title I, Part A	Formative			Summative
	Nov	Mar	June	June
	30%			

Strategy 11 Details	Reviews			
Strategy 11: Provide resources to Migrant students as needed to ensure their continued academic success.	Formative			Summative
Strategy's Expected Result/Impact: Migrant students will have needed supplies, clothing, and footwear to be able to learn. **Staff Responsible for Monitoring:** Campus counselors **Problem Statements:** Demographics 1 - Perceptions 5 **Funding Sources:** - 211 Title I, Part A	Nov	Mar	June	June
	0%			

Strategy 12 Details	Reviews			
Strategy 12: Roma ISD will provide resources for students taking AP courses to help them achieve passing scores.	Formative			Summative
Strategy's Expected Result/Impact: Students will be more motivated to obtain a passing score on the AP tests through the use of resources to prepare for the exams. **Staff Responsible for Monitoring:** Counselors **Problem Statements:** District Processes & Programs 1 - Perceptions 6 **Funding Sources:** Resources for AP; study guides - 270 Title V, Part B Rural & Low-Income School	Nov	Mar	June	June
	0%			

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

Performance Objective 9 Problem Statements:

Demographics
Problem Statement 1: #1 During the last 5 years our district enrollment has decreased by 7.5% **Root Cause**: Our rural community does not provide enough work opportunities, therefore families and graduates relocate in order to obtain better employment.
Problem Statement 2: #2 Even though district enrollment has been decreasing for the past several years , the number of At-Risk students have been increasing yearly. **Root Cause**: Being that our district is located in the border there has been an influx of immigrants into our district that are considered At-Risk.
Problem Statement 3: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. **Root Cause**: Teachers do not have enough instructional training and resources to address the specific learning needs of this student population. The increase in population could be attributed to misidentification. or lack of pre-referral intervention support (MTSS).
Student Learning
Problem Statement 2: EOC US History scores are declining from one year to the next. All populations showed a decrease. **Root Cause**: There are numerous TEKS and there is very little time to ensure that students are learning the materials.
Problem Statement 3: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. **Root Cause**: Teachers do not have enough instructional training and resources to address the specific learning needs of this student population. The increase in population could be attributed to misidentification. or lack of pre-referral intervention support (MTSS).

District Processes & Programs
Problem Statement 1: Students at Roma ISD experienced significant learning loss from March 2020 to May 2021. Students are participating in person instruction in order to decrease the COVID learning loss. **Root Cause**: All students were engaged in virtual instruction from March 2020 to May 2021. Students have been instructed in person for the 2021-2022 school year.
Problem Statement 2: Student state assessment data for Roma ISD may not accurately represent student learning for 2019-2020 and for 2020-2021. However, student learning has increased due to in-person instruction. **Root Cause**: A majority of students at Roma ISD did not take state assessments for the 2020-2021 school year. The majority of students are now taking their state exams, and this should increase all scores.

Perceptions
Problem Statement 1: Teachers feel they need more professional development related to the use of instructional technology in the classroom. **Root Cause**: The pandemic has caused all teachers to adapt very quickly to delivering instructional through the use of technology. This was a very fast learning curve that needed to occur. Roma ISD had not been emphasizing the use of instructional technology prior to the pandemic.
Problem Statement 5: #1 During the last 5 years our district enrollment has decreased by 7.5% **Root Cause**: Our rural community does not provide enough work opportunities, therefore families and graduates relocate in order to obtain better employment.
Problem Statement 6: There is a need to support the well-being of students and staff, especially after the pandemic **Root Cause**: COVID-19 pandemic

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: Roma ISD will provide professional development training sessions for all staff members following the SBEC Clearinghouse training recommendations for all District employees.

Evaluation Data Sources: District Improvement Plan, Campus Improvement Plans, Sign-in rosters, documentation of required professoinal development for all District employees.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide required professional development to all District employees guided by the SBEC Clearinghouse training recommendations.	**Formative**			**Summative**
	Nov	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: To provide best practices and industry recommendations on professional development directly related to: 1. Suicide prevention, intervention, and postvention 2. Building skills related to managing emotions, establishing, and maintaining positive relationships, and responsible decision-making (conflict resolution). 3. Positive Youth Development and Bullying and Cyberbullying 4. UIL Safety training 5. Human trafficking 6. Grief Informed and Trauma Informed Training and 7. Epinephrine Auto-Injector Training **Staff Responsible for Monitoring:** Campus principals; program supervisors; district directors **Problem Statements:** Perceptions 6	25%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 6: There is a need to support the well-being of students and staff, especially after the pandemic **Root Cause**: COVID-19 pandemic

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: The district will develop and sustain an equitable compensation plan for all employees

    Evaluation Data Sources: HR/Finance Dept Records

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Continually monitor hiring schedules and compensation plan	**Formative**			**Summative**
Strategy's Expected Result/Impact: Fair and equitable salary schedules	**Nov**	**Mar**	**June**	**June**
Staff Responsible for Monitoring: HR Director	30%			
Problem Statements: Demographics 1 - Perceptions 5				
Strategy 2 Details	Reviews			
Strategy 2: Provide teachers who hold a Master's degree with a $2,000 yearly stipend	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased teacher retention	**Nov**	**Mar**	**June**	**June**
Staff Responsible for Monitoring: HR	30%			
Problem Statements: Demographics 1 - Perceptions 5				
Funding Sources: - 255 Title II, Part A - $205,000				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: #1 During the last 5 years our district enrollment has decreased by 7.5% **Root Cause**: Our rural community does not provide enough work opportunities, therefore families and graduates relocate in order to obtain better employment.

Perceptions
Problem Statement 5: #1 During the last 5 years our district enrollment has decreased by 7.5% **Root Cause**: Our rural community does not provide enough work opportunities, therefore families and graduates relocate in order to obtain better employment.

Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT

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

Performance Objective 1: Roma ISD will survey all parents at the end of the school year to gather their input on the effectiveness and timeliness of communication regarding student academic progress. Our goal is to increase the rating received in the survey to a mean average of no less than 4.5 by the end of the school year.

Evaluation Data Sources: Parent Perception Surveys

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Hold parent meetings throughout the school year that address various topics, including student academic achievement and how to monitor student progress.	**Formative**			**Summative**
	Nov	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: Increased knowledge of how to monitor student progress in a variety of ways. **Staff Responsible for Monitoring:** Campus PFE liaisons **Title I:** 2.6, 4.2 **Problem Statements:** Perceptions 3	50%			
0% No Progress 100% Accomplished Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: There is insufficient communication with parents regarding the academic progress of their children. **Root Cause**: Due to the pandemic, communication with parents has veered towards email. A lack of open house and meet the teacher events has led to less communication.

Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT
Roma ISD will engage all stakeholders in developing positive, collaborative relationships and community partnerships.

Performance Objective 2: All Roma ISD campuses will increase the opportunities for parents to attend events that foster relationships and open communication.

Evaluation Data Sources: Sign-in rosters, evaluations

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: The district campuses will host events such as campus open house events, meet the teacher events, student performances, parent meetings		**Formative**			**Summative**
		Nov	Mar	June	June
Strategy's Expected Result/Impact: Increased communication; better relationships between parents, school, and community **Staff Responsible for Monitoring:** Principals **Problem Statements:** Perceptions 3 **Funding Sources:** - 211 Title I, Part A - $3,000		50%			

Strategy 2 Details		Reviews			
Strategy 2: The district campuses will encourage parental participation in student IEP meetings by allowing a variety of participation options including, but not limited to, in-person meetings, conference calls, and video conferencing.		**Formative**			**Summative**
		Nov	Mar	June	June
Strategy's Expected Result/Impact: Increased parental participation/input in IEP meetings **Staff Responsible for Monitoring:** Campus ARD-C Administrators **Problem Statements:** Demographics 3 - Student Learning 3		50%			

Strategy 3 Details		Reviews			
Strategy 3: Campus librarians will update the campus webpage in order to improve communication with parents. In addition, all required postings will be included in the campus/district web page.		**Formative**			**Summative**
		Nov	Mar	June	June
Strategy's Expected Result/Impact: Campus web pages will be updated periodically to pertinent information. **Staff Responsible for Monitoring:** Principals Librarian Director		100%	100%	100%	

Strategy 4 Details	Reviews			
Strategy 4: Librarians and director will host a drive-by book drive in order to promote reading and foster a positive relationship with all parents across the district. **Strategy's Expected Result/Impact:** Parents and students will drive-by and receive free books. **Staff Responsible for Monitoring:** Librarians/Director	Formative			Summative
	Nov	Mar	June	June
	50%			

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. **Root Cause**: Teachers do not have enough instructional training and resources to address the specific learning needs of this student population. The increase in population could be attributed to misidentification. or lack of pre-referral intervention support (MTSS).

Student Learning
Problem Statement 3: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. **Root Cause**: Teachers do not have enough instructional training and resources to address the specific learning needs of this student population. The increase in population could be attributed to misidentification. or lack of pre-referral intervention support (MTSS).

Perceptions
Problem Statement 3: There is insufficient communication with parents regarding the academic progress of their children. **Root Cause**: Due to the pandemic, communication with parents has veered towards email. A lack of open house and meet the teacher events has led to less communication.

Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT
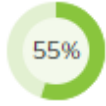
Roma ISD will engage all stakeholders in developing positive, collaborative relationships and community partnerships.

Performance Objective 3: The district will identify campus parent and family engagement programs and increase the involvement of stakeholders.

    Evaluation Data Sources: Participation data

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide PFE (parent and family engagement) activities for parents of EL students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved English language skills; increased ability for parents and families to help their children	**Nov**	**Mar**	**June**	**June**
Staff Responsible for Monitoring: Bilingual Director **Title I:** 2.6, 4.2 **Problem Statements:** Perceptions 3 **Funding Sources:** - 263 Title III, Part A EL/Immigrant - $5,000	50%			

Strategy 2 Details	Reviews			
Strategy 2: Establish a district Parent & Family Engagement Center to increase parental involvement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parental involvement and better informed parents	**Nov**	**Mar**	**June**	**June**
Staff Responsible for Monitoring: Federal Programs Director **Title I:** 4.1, 4.2 **Problem Statements:** Perceptions 3 **Funding Sources:** Furniture, computers - 270 Title V, Part B Rural & Low-Income School - $10,000	100%	100%	100%	

Strategy 3 Details	Reviews			
Strategy 3: Provide staff development sessions to teachers and administrators on the importance of parent and family engagement.	Formative			Summative
	Nov	Mar	June	June
Strategy's Expected Result/Impact: Teachers and administrators will gain knowledge about the importance of parent and family engagement. **Staff Responsible for Monitoring:** Parental Involvement Director **Problem Statements:** Demographics 2 - Perceptions 3 **Funding Sources:** Payroll and Consulting Services - 270 Title V, Part B Rural & Low-Income School	55%			

Strategy 4 Details	Reviews			
Strategy 4: Provide workshops for parents at the Parent and Family Engagement Center	Formative			Summative
Strategy's Expected Result/Impact: Increased parental involvement	Nov	Mar	June	June
Staff Responsible for Monitoring: Federal Programs Director **Problem Statements:** Demographics 1 - Perceptions 5	0%			

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: #1 During the last 5 years our district enrollment has decreased by 7.5% **Root Cause**: Our rural community does not provide enough work opportunities, therefore families and graduates relocate in order to obtain better employment.
Problem Statement 2: #2 Even though district enrollment has been decreasing for the past several years , the number of At-Risk students have been increasing yearly. **Root Cause**: Being that our district is located in the border there has been an influx of immigrants into our district that are considered At-Risk.

Perceptions
Problem Statement 3: There is insufficient communication with parents regarding the academic progress of their children. **Root Cause**: Due to the pandemic, communication with parents has veered towards email. A lack of open house and meet the teacher events has led to less communication.
Problem Statement 5: #1 During the last 5 years our district enrollment has decreased by 7.5% **Root Cause**: Our rural community does not provide enough work opportunities, therefore families and graduates relocate in order to obtain better employment.

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: The district will increase parent participation in the academic monitoring of their students.

Evaluation Data Sources: Emails; flyers; notices

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Roma ISD will inform all parents of the availability of the parent portal and will provide them with instructions on how to manage the software.	**Formative**			**Summative**
	Nov	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: Increased parental involvement; increased student scores on state and local assessments **Staff Responsible for Monitoring:** Principals **Title I:** 2.4, 2.6 **Problem Statements:** Perceptions 3	50%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: There is insufficient communication with parents regarding the academic progress of their children. **Root Cause**: Due to the pandemic, communication with parents has veered towards email. A lack of open house and meet the teacher events has led to less communication.

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 2: The district will allocate resources from Federal funds to ensure we have an efficiently-running federal programs department.

   Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Move Federal Programs department to the old I&G center to maximize resources for the school district. This will also be used as a Parent Resource Center building to increase parental involvement and communication.	**Formative**			**Summative**
	Nov	Mar	June	June
Strategy's Expected Result/Impact: Ensure close monitoring of all resources and have all materials/supplies in one building. **Staff Responsible for Monitoring:** Federal programs director **Problem Statements:** Perceptions 3	100%	100%	100%	
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 3: There is insufficient communication with parents regarding the academic progress of their children. **Root Cause**: Due to the pandemic, communication with parents has veered towards email. A lack of open house and meet the teacher events has led to less communication.

RDA Strategies

Goal	Objective	Strategy	Description
2	1	1	Roma ISD will provide students and teachers with materials, supplies, and resources needed to achieve this performance objective.
2	1	2	Roma ISD will provide all students with tutorial and enrichment opportunities.
2	1	4	Revisit and align instructional timelines (every six weeks), based on student results. Ensure tight alignment between written, taught and tested. Monitor the implementation / delivery of instruction / assessment per six weeks. Provide necessary resources.
2	1	5	Analyze campus student assessment data (CIRCLE, KEA, TPRI, Local Assessment Data and STAAR) to help establish goals and objectives. Measure campus strengths and weaknesses. Identify (Non-negotiables) Plan accordingly.
2	1	6	Emphasize TEKS objectives in all subject areas (Reading, Writing, Math, Science and Social Studies). Provide in-depth "unpacking" opportunities to ensure clarity on "what, how" and level of rigor expected from each TEK.
2	2	1	All Students (including Special Populations) will be provided with the needed accommodations and supports to successfully progress with their cohort toward graduation.
2	4	1	Elementary schools will provide accelerated learning opportunities, additional tutoring (before and after school) and Saturdays camps.
2	4	4	Analyze campus student assessment data (CIRCLE, and Local Assessment Data) to help establish goals and objectives. Measure campus strengths and weaknesses. Identify (Non-negotiables) Plan accordingly.
2	5	1	Elementary schools will provide accelerated learning opportunities, additional tutoring (before and after school) and Saturday camps.
2	5	4	Analyze campus student assessment data (Local Assessment Data and STAAR) to help establish goals and objectives. Measure campus strengths and weaknesses. Identify (Non-negotiables) Plan accordingly.
2	5	5	Revisit and align instructional timelines (every six weeks), based on student results. Ensure tight alignment between written, taught and tested. Monitor the implementation / delivery of instruction / assessment per six weeks. Provide necessary resources.
2	5	6	Through the PLC process, teachers will meet to address the needs of all student populations. Weekly agenda to include: *Revisit Campus Status *Identify Non-Negotiables *Plan Delivery of Instruction *Determine levels of student Mastery *Identify areas and students in need of intervention *Develop Intervention Plans *Share/Discuss strategies *TTESS Weekly Dimension *Monitor Student Growth Strategy's
2	6	1	Elementary schools will provide accelerated learning opportunities, additional tutoring (before and after school) and Saturday camps.
2	6	4	Analyze campus student assessment data (CIRCLE, KEA, TPRI, Local Assessment Data and STAAR) to help establish goals and objectives. Measure campus strengths and weaknesses. Identify (Non-negotiables) Plan accordingly.
2	6	5	Revisit and align instructional timelines (every six weeks), based on student results. Ensure tight alignment between written, taught and tested. Monitor the implementation / delivery of instruction / assessment per six weeks. Provide necessary resources.

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $4,807,247.00
Total FTEs Funded by SCE: 66
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 District Improvement Plan

Name	Position	FTE
Adan Loera	Teacher	1
Aida R Escobar	Teacher	1
Alan Pena	Teacher	1
Albesa Barrera	Teacher	1
Alejandra Garcia	Teacher's Aide	1
Alejandra Garcia	Teacher	1
Alma Marlen Garza	Teacher	1
Alyssa Garza	Teacher	1
Ana M Cantu	Teacher	1
Anel Alanis	Teacher	1
Anjanette H Ibanez	Teacher	1
Anna L Hinojosa	Teacher	1
Annabel S Garcia	Teacher	1
Arnold Saenz	Teacher	1
Bertha L Guerra	Teacher	1
Briseiry Hinojosa	Teacher	1
Carol Torres Moreno	Teacher	1
Chloe Elane Lopez	Teacher	1

Name	Position	FTE
Christopher B Salinas	Teacher	1
Conchita Longoria	Teacher	1
Daniel A Cantu	Teacher	1
Daniel Trevino	Teacher	1
Elia I Pena-Guerra	Teacher's Aide	1
Elizabeth Reyes	Teacher	1
Emiliano Ines Molina	Teacher	1
Emmanuel Arellano	Teacher	1
Erika Hinojosa	Teacher	1
Esmeralda Jones	Teacher	1
Eulalio Gutierrez	Teacher	1
Gabriel Resendez	Teacher	1
Gabriela Pena	Teacher	1
Gerardo Esteban Canales	Teacher	1
Heather G Gonzalez	Teacher	1
Hector Antonio Alaniz	Teacher	1
Heron Alfonzo Escobar	Teacher	1
Irasema Garcia	Facilitator	1
Irene Flores	Teacher	1
Jessica Lizbeth Alaniz	Teacher	1
Jesus H Guerra	Teacher	1
Jesus Jaime Garza	Teacher	1
Leo Canales	Teacher	1
Lissy Mabel Molina	Lab Proctor	1
Llysel M Cantu	Teacher	1
Luis A Cantu	Teacher	1
Manuel H Tello	Teacher	1
Maria Cecilia Alaniz	Teacher	1
Maria Guadalupe Saenz	Teacher	1
Maribel Garcia	Teacher	1
Marina Marily Moreno	Teacher	1

Name	Position	FTE
Marlee Liana Garza	Teacher	1
Melba Cantu Perez	Teacher	1
Melissa Lopez	Teacher	1
Monica Garza	Teacher	1
Narciso Garcia	Teacher	1
Nydia Ana Canales	Teacher	1
Orpha Ruth Jones	Teacher	1
Paula J Ayala	Teacher	1
Raul Bazan	Teacher	1
Regino E Barrera	Teacher	1
Rene S Gonzalez	Teacher	1
Sandra Guerra	Teacher	1
Selene Villarreal	Teacher	1
Ulysses Garcia	Teacher	1
Veronica Arellano	Teacher	1
Yesenia Perez Salinas	Teacher	1
Yolanda G Rangel	Teacher	1

District Funding Summary

			211 Title I, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1			$0.00
2	1	2			$0.00
2	1	4			$0.00
2	1	5			$0.00
2	1	6			$0.00
2	4	4			$0.00
2	5	4			$0.00
2	5	5			$0.00
2	5	6			$0.00
2	6	1			$0.00
2	6	4			$0.00
2	6	5			$0.00
2	9	8	Resources		$0.00
2	9	10	Teachers		$0.00
2	9	11			$0.00
4	2	1			$3,000.00
				Sub-Total	$3,000.00
				Budgeted Fund Source Amount	$171,000.00
				+/- Difference	$168,000.00
			255 Title II, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	2			$205,000.00
				Sub-Total	$205,000.00
				Budgeted Fund Source Amount	$377,811.00
				+/- Difference	$172,811.00

263 Title III, Part A EL/Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1			$5,000.00
				Sub-Total	$5,000.00
				Budgeted Fund Source Amount	$451,534.00
				+/- Difference	$446,534.00

289 Title IV, Part A -SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	9	8	Resources		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$332,338.00
				+/- Difference	$332,338.00

270 Title V, Part B Rural & Low-Income School					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	15	Extra duty pay		$0.00
2	9	3	Digital resources		$0.00
2	9	6	Resources		$0.00
2	9	8	Resources		$0.00
2	9	9	Instructors & Supplies		$137,226.00
2	9	12	Resources for AP; study guides		$0.00
4	3	2	Furniture, computers		$10,000.00
4	3	3	Payroll and Consulting Services		$0.00
				Sub-Total	$147,226.00
				Budgeted Fund Source Amount	$140,000.00
				+/- Difference	-$7,226.00
				Grand Total Budgeted	$1,472,683.00
				Grand Total Spent	$360,226.00
				+/- Difference	$1,112,457.00

Addendums

Note:		This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.
		For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.
	The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action Bullying	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
Discipline	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
Corrective Action	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
Transfers	The principal or designee shall refer to FDB for transfer provisions.
Counseling	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Definitions   "Bullying":

  Bullying   1. Means a single significant act or a pattern of acts by one or
                            more students directed at another student that exploits an im-
                            balance of power and involves engaging in written or verbal
                            expression, expression through electronic means, or physical
                            conduct that satisfies the applicability requirements below and
                            that:

                            a. Has the effect or will have the effect of physically harm-
                                ing a student, damaging a student's property, or placing
                                a student in reasonable fear of harm to the student's
                                person or of damage to the student's property;

                            b. Is sufficiently severe, persistent, or pervasive enough
                                that the action or threat creates an intimidating, threaten-
                                ing, or abusive educational environment for a student;

                            c. Materially and substantially disrupts the educational pro-
                                cess or the orderly operation of a classroom or school;
                                or

                            d. Infringes on the rights of the victim at school; and

                        2. Includes cyberbullying.

  Cyberbullying   "Cyberbullying" means bullying that is done through the use of any
                        electronic communication device, including through the use of a
                        cellular or other type of telephone, a computer, a camera, electron-
                        ic mail, instant messaging, text messaging, a social media applica-
                        tion, an Internet website, or any other Internet-based communica-
                        tion tool.

Applicability   These provisions apply to:

                        1. Bullying that occurs on or is delivered to school property or to
                            the site of a school-sponsored or school-related activity on or
                            off school property;

                        2. Bullying that occurs on a publicly or privately owned school
                            bus or vehicle being used for transportation of students to or
                            from school or a school-sponsored or school-related activity;
                            and

                        3. Cyberbullying that occurs off school property or outside of a
                            school-sponsored or school-related activity if the cyberbully-
                            ing:

                            a. Interferes with a student's educational opportunities; or

b.   Substantially disrupts the orderly operation of a class-room, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1.   Prohibits the bullying of a student;

2.   Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;

3.   Establishes a procedure for providing notice of an incident of bullying to:

a.   A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and

b.   A parent or guardian of the alleged bully within a reasonable amount of time after the incident;

4.   Establishes the actions a student should take to obtain assistance and intervention in response to bullying;

5.   Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;

6.   Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;

7.   Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and

8.   Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

Prevention and Mediation

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or

2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

Texas Education Agency - Department of Review and Support
Strategic Support Plan

Description: The LEA will refer to multiple sources of data to identify and prioritize areas for continuous improvement. The self-assessment summary and other pertinent data sources (i.e. RDA, STAAR scores, discipline reports) to identify all areas for improvement that have been selected and prioritized for inclusion in the SSP. Include 3-4 systemic areas from the self-assessment summary, RDA, STAAR data, and any additional areas requiring priority action that are addressed elsewhere in the special education monitoring process.

District Name: _____   **District ESC:** _____

County District Number: _____   **DCSI:** _____

Superintendent Name: _____   **Date:** _____

Program Area: _____   **Area of Improvement:** _____

Problem Statement / Root Cause:

Annual Goal:

Strategy for Implementation:

Activity:	Goal for this Activity:	Activity Completion:	Personnel Responsible for Implementation:	Personnel Responsible for Supervision of Implementation:

Program Area: _____   **Area of Improvement:** _____

Problem Statement / Root Cause:

Annual Goal:

Strategy for Implementation:

Activity:	Goal for this Activity:	Activity Completion:	Personnel Responsible for Implementation:	Personnel Responsible for Supervision of Implementation:

Program Area: _____   **Area of Improvement:** _____

Problem Statement / Root Cause:

Annual Goal:

Strategy for Implementation:

Activity:	Goal for this Activity:	Activity Completion:	Personnel Responsible for Implementation:	Personnel Responsible for Supervision of Implementation:

Texas Education Agency - Department of Review and Support
Strategic Support Plan

Description: The LEA will refer to multiple sources of data to identify and prioritize areas for continuous improvement. The self-assessment summary and other pertinent data sources (i.e. PBMAS/RDA, STAAR scores, discipline reports) to identify all areas for correction and improvement that have been selected and prioritized for inclusion in the SSP. Include 3-4 systemic areas from the self-assessment summary, PBMAS/RDA, STAAR data, continued noncompliance, and any additional areas cited priority action that are addressed elsewhere in the special education monitoring process.[1]

District Name: _____

County District Number: _____

Superintendent Name: _____

District ESC: _____

DCSI: _____

Date: _____

Program Area: _____

Area of Improvement: _____

Problem Statement / Root Cause:

Annual Goal:

[1] The LEA will prioritize critical area(s) of improvement/correction from additional data sources by conducting a root cause analysis using investigative questions to align most critical areas of improvement/correction with self-assessment summary.

Strategy for Implementation:

Activity:	Goal for this Activity:	Activity Completion:	Personnel Responsible for Implementation:	Personnel Responsible for Supervision of Implementation:

Program Area: _____   **Area of Improvement:** _____

Problem Statement / Root Cause:

Annual Goal:

Strategy for Implementation:

Activity:	Goal for this Activity:	Activity Completion:	Personnel Responsible for Implementation:	Personnel Responsible for Supervision of Implementation:

Program Area: _____   **Area of Improvement:** _____

Problem Statement / Root Cause:

Annual Goal:

Strategy for Implementation:

Activity:	Goal for this Activity:	Activity Completion:	Personnel Responsible for Implementation:	Personnel Responsible for Supervision of Implementation:

Roma Independent School District

Teen Dating Violence Policy

Roma Independent School District
TEEN DATING VIOLENCE POLICY

TABLE OF CONTENTS

I. DEFINITIONS

A. TEEN DATING VIOLENCE (1) In this policy, "teen dating violence" is defined as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Section 71.0021, Texas Family Code.
(2) Teen dating violence is a pattern of coercive behavior that one partner exerts over the other for the purpose of establishing and maintaining power and control.

B. SEXUAL HARASSMENT (1) In this policy, "harassment" is defined as conduct that threatens to cause harm or bodily injury to another student, is sexually intimidating, causes physical damage to the property of another student, subjects another student to physical confinement or restraint or maliciously and substantially harms another student's physical or emotional health or safety.
(2) In this policy, "sexual harassment" is defined as conduct that is severe, pervasive, and objectively offensive in such a manner that it can be said to deprive the victim student of access to the educational opportunities or benefits provided by the school. It is a form of harassment that includes touching someone in ways that are not wanted, sexual jokes, pressuring someone to have sex, threats or intimidation from a dating partner, or any other form of harassment of a sexual nature that would make a reasonable person uncomfortable. Sexual harassment does not include simple acts of teasing and name-calling among school children, however, even when the comments target differences in gender.
     (a) *By An Employee:* Sexual harassment of a student by a school district employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually-motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:
        (i) A school district employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
        (ii) The conduct is severe, persistent, or pervasive such that it affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or creates an intimidating, threatening, hostile, or abusive educational environment.
     (b) *By Others:* Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is severe, persistent, or pervasive such that it:
        (i) Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
        (ii) Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
        (iii) Otherwise adversely affects the student's educational opportunities.
(3) Necessary or permissible physical contact, such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.
(4) Violence or abusive behavior of a sexual nature in a dating relationship may also be considered sexual harassment when the behaviors occur at school and meet the definition of sexual harassment.

C. SEXUAL VIOLENCE (1) In this policy, "sexual violence" is defined as sexual assault, sexual abuse, or sexual stalking of a minor child or teenager, including sexual violence committed by perpetrators who are strangers to the victim and by perpetrators who are known or related by blood or marriage to the victim.
(2) This definition includes behavior including but not limited to incest, molestation, child abuse, stranger rape, and non-stranger rape.

D. BULLYING (1) In this policy, "bullying" is defined as written or oral expression or physical conduct that a school district's board of trustees or the board's designee determines:

  (a) To have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or

  (b) To be sufficiently severe, persistent, or pervasive to create an intimidating, threatening, or abusive educational environment for a student.

E. ALLEGED PERPETRATOR (1) In this policy, an "alleged perpetrator" is an individual who has been accused of exhibiting harassing or violent behaviors towards another individual or an individual who has been suspected of such behaviors.

(2) A perpetrator is a person who uses coercive tactics to establish and maintain power and control over a dating partner.

(3) Perpetrators may come from any cultural, educational, religious and economic stratum of society. A perpetrator's background is never grounds to justify the abuse.

F. VICTIM (1) A victim is the target of the alleged perpetrator's coercive and/or violent acts.

II. VICTIM SAFETY

A. SAFETY PLANNING (1) A safety plan is a tool for helping to increase students' safety.

(2) Schools must inform the victim's parent/guardian that a safety plan has been developed, as well as the details of the safety plan, unless this action would endanger the victim.

(3) School personnel will develop a safety plan in collaboration with the victim and include the following elements:

  (a) The schedule(s) of staff person(s) that have been identified as a support system for the victim,

  (b) Routes to and from school,

  (c) Routes to and from classes,

  (d) Names and contact information of peers who can help support the victim and accompany him or her to and from classes as needed,

  (e) A discussion of potential school-related problems/areas of concern and strategies for increasing safety: after-school activities, class trips, dances, etc.,

  (f) A plan of action for the victim to follow if he/she encounters the alleged perpetrator outside of school: in a public place, on public transportation, at the victim's home, at the home of a friend, etc.,

  (g) A list of general safety tips to aid the victim outside of school: lock doors, screen phone calls, never walk alone, etc.,

  (h) A list of local resources: shelters, hotlines, agencies, advocates, and other services,

  (i) Follow-up meeting dates to review the situation and to make any necessary adjustments,

  (j) Referral to the National Teen Dating Abuse Helpline: 1-866-331-9474 and the Helpline's online home: www.loveisrespect.org, for peer support, information, and referral for youth concerning violence or abuse in dating relationships, and an opportunity to talk with or chat online anonymously with trained peer advocates,

  (k) Referral to the National Sexual Assault Hotline: 1-800-656-HOPE and the Hotline's online home: www.rainn.org, and

  (l) Referral to the Dating Violence Legal Line: 1-800-374-HOPE for assistance accessing legal tools such as a protective order (stay-away order).

B. ENFORCEMENT OF PROTECTIVE ORDERS (1) When a protective order has been issued by a court to protect one student from another, schools will take the following steps.

  (a) Hold separate meetings with the victim and the alleged perpetrator to:

    (i) Review the protective order and ramifications

(ii) Clarify expectations

(iii) Review the school day, classes, lunch (open/closed campus situation), and activities, paying attention to potential conflicts and opportunities for face-to-face contact between the victim and the alleged perpetrator

(iv) Identify schedule overlaps, i.e. arrival/dismissal times, classes, lunch, before and after-school activities, locker, etc.

(b) Whenever possible, face-to-face contact between the victim and alleged perpetrator should be avoided. If changes need to be made, attention will be given to the victim's preference. The burden for any bus, classroom or other schedule changes should be on the alleged perpetrator, not the victim.

(c) In meeting with the victim, the school should:

(i) Help the victim identify adults within the school setting with whom he/she feels comfortable

(ii) Develop a safety plan

(d) The victim should be provided with the right to have a support person present during all stages of the investigation.

(e) In meeting with the alleged perpetrator, the school should develop a checklist or plan that includes the following key points:

(i) Identification of key staff members to check in with daily/weekly or as needed

(ii) Any needed class/schedule changes, lunch, locker changes

(iii) Changes in arrival/departure times to/from school

(iv) Changes in arrival/departure times to/from classes

(v) Clear review of expectations and consequences for any violations

(vi) Follow-up meeting dates to review how things are working and to make any necessary adjustments.

C. SCHOOL-BASED ALTERNATIVES TO PROTECTIVE ORDERS (1) The most common school-based alternative to a protective order is called a Stay-Away Agreement.

(2) A Stay-Away Agreement should be administered in a conference with the alleged perpetrator and his or her parent/guardian.

(3) If the parent/guardian is unavailable or unwilling to attend the conference, the school may note this on the agreement.

III. TRAINING AND PREVENTION

A. TRAINING FOR TEACHERS AND ADMINISTRATORS (1) Schools must provide awareness training and education for the school community that includes the following elements:

(a) Defining the issues of teen dating violence and sexual violence

(b) Recognizing warning signs, identifying issues of confidentiality and safety

(c) The laws pertaining to interpersonal violence

(d) Appropriate school-based interventions

(2) These trainings will be organized to reach all members of the school community, including students, educators, parents/guardians, administrators, custodial and food service staff.

(3) These trainings will be facilitated by a school staff person and a representative from a community agency that serves victims of domestic or sexual violence, such as a victim advocate.

(4) Schools will provide training to educators on methods of teaching the dynamics of power and control in dating relationships, as well as strategies for effectively teaching teen dating violence prevention curriculum from agencies in their local community who serve victims of domestic and sexual violence. Educators will also receive information on the barriers teenagers face in ending abusive relationships, and information on resources from which teenagers can seek help and services for themselves and for others.

(5) Schools will provide annual workshops for school administrators, teachers, health educators, school nurses, and other staff, at which school incidents will be addressed, as well as training on how to intervene in an appropriate and consistent way. In order to respect the privacy of students, hypothetical facts or actual scenarios absent of identifying information should be used.

B. COUNSELING FOR AFFECTED STUDENTS (1) Schools should ensure that the victim and alleged perpetrator have access to support services when needed.
(2) Schools may refer the victim and alleged perpetrator to a school counselor as appropriate.
    (a) Counselors may provide interventions themselves or contract when possible with advocates from local domestic violence or rape crisis centers to provide school-based services such as school-based support groups.
    (b) An administrator or counselor may give his/her business card to the student to carry and write on the back: *Please allow NAME to see me when requested*.
(3) Campuses will access resources in the community that are available for teaching and supporting positive student behaviors and responding to the needs of students who have been hurt by violence or abuse or who have begun to use hurtful behaviors toward others.
    (a) An alleged perpetrator may be referred to batterer's counseling or another program with a focus on controlling behaviors.
    (b) Anger management programs are not recommended for alleged perpetrators because such programs do not typically address these behaviors.
(4) Schools will make reasonable accommodations for victims of teen dating violence and sexual violence, i.e. excusing a student from school when the absence is due to teen dating violence or sexual violence.

C. AWARENESS EDUCATION FOR STUDENTS (1) Schools will provide educational presentations to students on teen dating violence, sexual violence, and acquaintance rapeprevention. The presentations may include:
    (a) Defining abuse in teen dating relationships, including rape, and methods to recognize abuse,
    (b) Identifying societal expectations of males and females that contribute to violence and abuse,
    (c) Examining the role of the media in supporting sex role stereotypes and how these stereotypes, if believed, are a set-up for abuse and violence,
    (d) Exploring how teens can help themselves or a friend, including where to find legal, medical, and mental health services, and
    (e) Defining healthy and respectful behavior and relationships.

D. AWARENESS EDUCATION FOR PARENTS/GUARDIANS (1) Schools will sponsor parent/guardian workshops to educate parents/guardians on the issues of teen dating violence and sexual violence.
(2) The workshops may cover topics such as recognizing the warning signs of dating violence in teens and pre-teens, what parents/guardians can do to help their teens learn how to have safe and healthy relationships, and the realities and dynamics of sexual violence.
(3) Schools may also develop other strategies, like cable access shows and written materials that are sent home with students, in order to reach parents/guardians who do not regularly attend school events.

(4) Schools should provide parents/guardians and the community at large with information on where they can go for help if their child is a victim, and what they can do to address the issues of teen dating violence and sexual violence.

(5) Each school will inform students' parents/guardians of the district's dating violence policy.

E. MODELING RESPECTFUL BEHAVIOR (1) Schools must emphasize the role of school personnel in prevention of teen dating violence through leading by example.

(2) All school personnel will model respectful behavior and promote gender equality and mutual respect among all members of the school community.

(3) School personnel must respond to bullying, sexual harassment, dating violence and sexual violence immediately and in a manner consistent with the district's policy.

F. DISTRICT-WIDE CODE OF CONDUCT (1) In working to prevent teen dating violence and sexual violence, schools must communicate their behavioral expectations to students and staff. School districts will adopt a district-wide code of conduct that complies with the model handbook disseminated by the Texas Association of School Boards. The code of conduct may include the following provisions:

      (a) No person shall engage in any verbal, sexual or physical conduct that would tend to cause disruption of the educational setting or school activity; or would harass, threaten, attack, injure, or intimidate any other person.

      (b) All persons on district property or attending any district activity shall be treated with respect.

      (c) All students are encouraged to seek help from school personnel if they are hurt, threatened, or otherwise harassed by another student or staff member.

      (d) Students who witness or are aware of incidents or threats are encouraged to prevent harm by speaking up on behalf of the victim when it is safe to do so or by getting help from school personnel.

G. COMMUNITY COORDINATION (1) In creating a safe school climate, schools will develop an advisory team of local experts from community organizations to assist in the school's efforts and to familiarize the schools with the roles, responsibilities and constraints of their agencies.

(2) Additionally, each school will maintain a dating violence and sexual violence response team. Members of the response team must serve willingly and exhibit sensitivity to the issue. The team will be made up of school personnel who have received specialized training that will prepare them to:

      (a) Conduct investigations and assessments.

      (b) Assist victims with safety planning.

      (c) Make appropriate referrals.

      (d) Decide and implement appropriate disciplinary action.

      (e) Monitor compliance of disciplinary action.

      (f) Evaluate the district's dating violence policy and make recommendations for changes.

IV. INTERVENTION IN SCHOOLS

A. DOCUMENTATION OF INCIDENTS (1) Schools will develop a system for documenting each complaint of teen dating violence and sexual violence.

B. PROTOCOL FOR CAMPUS INTERVENTION: STAFF MEMBERS

(1) Schools will provide staff members with protocol for responding to an incident of bullying, sexual harassment, dating violence, or sexual violence between students occurring anywhere on campus. The protocol should include the following actions:

      (a) Fulfill the state's mandatory reporting laws regarding the suspected abuse or neglect of a child. See Section 261.101(a), Texas Family Code.

      (b) Separate the victim from the alleged perpetrator.

      (c) Speak with the victim and alleged perpetrator separately.

      (d) Speak with any bystanders who may have been present or involved. Encourage them to speak up directly on behalf of the victim if they should witness further incidents, or to get help from school personnel.

      (e) Administer logical and reasonable consequences to the alleged perpetrator when appropriate, including but not limited to making a discipline referral.

      (f) Inform the victim of his or her right to file a complaint of bullying, sexual harassment, dating violence, or sexual violence with any counselor or administrator.

      (g) Monitor the victim's safety. Increase supervision of the alleged perpetrator as needed.

C. PROTOCOL FOR CAMPUS INTERVENTION: ADMINISTRATORS AND COUNSELORS

(1) Administrators' duties include informing students, parents/guardians, and school personnel of a student's right to make a complaint for incidents of bullying, sexual harassment, dating violence, or sexual violence.

(2) Schools will make complaint forms available to all students at any time through any counselor or administrator.

(3) Counselors and administrators will offer students assistance in filling out the form.

(4) Schools will file completed complaint forms in a secure location in the campus administrative office. These files will be available to the Office of General Counsel upon request.

(5) Schools will adopt a set of actions for when a school counselor or administrator learns of an incident of bullying, sexual harassment, dating violence, or sexual violence, or receives a complaint from a student or staff member. Actions will include the following:

      (a) Fulfill the state's mandatory reporting laws regarding the suspected abuse or neglect of a child. See Section 261.101(a), Texas Family Code.

      (b) Separate the victim from the alleged perpetrator.

      (c) Meet separately with the victim. Review the student's complaint form or assist the student in documenting the incident on a complaint form during the meeting.

      (d) Further investigate the complaint by speaking with the alleged perpetrator and any bystanders separately.

      (e) If the assessment by the counselor or administrator determines that the incident involved physical or sexual assault or threats, the counselor or administrator should notify the School Resource Officer immediately.

      (f) Contact the parents/guardians of the victim and the alleged perpetrator to inform them that an incident of bullying, sexual harassment, dating violence, or sexual violence has occurred. Ask the parents/guardians to attend a meeting with the administrator and their child to discuss the incident. *Schools should be consistent about what to do if parents/guardians are not available or responsive.*

      (g) *Working with the Victim:* In working with the victim, schools will make every reasonable effort to protect the due process rights of the alleged perpetrator. Administrators will adopt the following methods of intervention with the victim:

            (i) Conference with the victim and parent/guardian.

            (ii) Identify immediate actions that can be taken to increase the victim's safety and ability to participate in school without fear or intimidation, including positive behavior support interventions.

            (iii) Inform the student and parent/guardian of school and community resources

as needed, including their right to file charges or seek legal protection.

        (iv) Encourage the student to report further incidents.

        (v) Inform the victim of his or her right to request a Stay-Away Agreement or another school-based alternative to a protective order. If the student declines, this should be documented.

        (vi) For situations also involving sexual harassment, inform the victim of his or her right to file a complaint alleging sexual harassment directly with the Title IX Coordinator. A complaint may also be filed with the Office for Civil Rights.

        (vii) Monitor the victim's safety as needed. Assist the victim with safety planning for the school day and for after-school hours.

        (viii) Document the meeting and any action plans on a complaint form. If the victim or parent/guardian declines to document the incident, note this on a complaint form.

        (ix) Store all complaint forms in a separate, confidential file and document subsequent follow-up actions and complaints on a complaint form.

        (x) Administrators may provide the victim with the right to have a support person present during all stages of the investigation.

        (h) *Working with the Alleged Perpetrator:* Schools will make every reasonable effort to protect the due process rights of the alleged perpetrator. Administrators will adopt the following methods of intervention with the alleged perpetrator:

        (i) Conference with the alleged perpetrator and parent/guardian.

        (ii) Allow the alleged perpetrator an opportunity to respond in writing to the allegations.

        (iii) Emphasize expectations for positive behavior.

        (iv) Identify and implement disciplinary and other actions and consequences that will be taken to prevent further incidents.

        (v) Inform the alleged perpetrator and parent/guardian of help and support available at school or in the community as needed.

        (vi) Address the seriousness of retaliation against the victim for reporting the incident or cooperating with the investigation.

        (vii) Increase supervision of the alleged perpetrator as needed.

        (viii) Document the meeting and action plans on a complaint form.
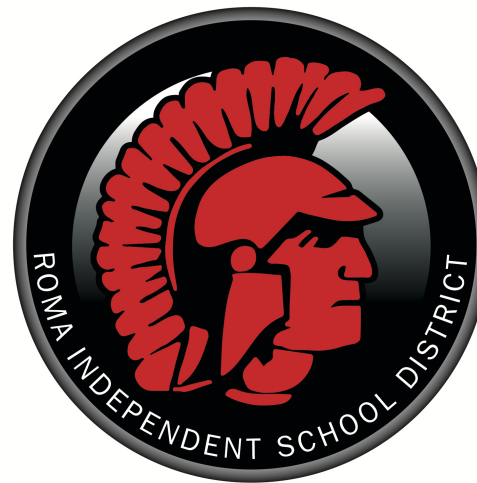
Roma ISD Parent and Family Engagement Policy
2022-2023

Roma ISD Parent and Family Engagement Policy for school year 2022-2023

In support of strengthening student academic achievement, all school districts receiving Title I, Part A funds must develop a written parental involvement policy as required by Section 1116 of the Every Student Succeeds Act (ESSA). This policy establishes the expectations for parent and family engagement (PFE) and describes how the district will support the integral role of families in the education of their children to promote student academic achievement. Roma ISD agrees to implement the statutory requirements as stated in this document.

POLICY REQUIREMENTS:	STRATEGIES:
Roma ISD will involve parents and families to jointly develop the Title I program plan, including the PFE Policy, and in the process of improving and reviewing the plan and policy.	Roma ISD is dedicated to providing a quality education for every student in our district. In support of the district mission to "graduate every student college, career, and/or military ready", Roma ISD will develop and nurture partnerships with parents/guardians, students, and community stakeholders. Furthermore, the district will involve parents/guardians in all aspects of the various local, state and federal programs offered in Roma ISD schools. Roma ISD will accomplish this by taking the following actions to involve parents in the joint development of its district/school PFE plan such as: ● schedule meetings at convenient times and locations to participate in a comprehensive review of policy, budget, and programs for parent involvement. ● establish campus level contacts to implement parent involvement activities and initiatives. ● offer a flexible number of meetings, such as meetings in the morning or evening. ● facilitate communication between parents/guardians and Title I campuses in their native language as represented by district demographics.
Roma ISD will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.	Roma ISD will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective PFE activities to improve student academic achievement and school performance such as:

Roma ISD will assist parents of participating children in understanding state academic standards, state and local academic assessments, how to monitor their child's progress, and how to work with educators to improve the achievement of their children	Roma ISD will provide resources and assistance to parents of children served by the school district/school, as appropriate, in understanding the state's academic content standards, student academic achievement standards, and state and local academic assessments including alternate assessments. The requirements of Title I include knowing how to monitor the child's progress and understand how to work with educators to support and improve the learning, development, and whole health of the students. The district and schools may use parent-teacher conferences, report cards and progress reports, Blackboard Notification System, Ascender Parent Portal as well as allow reasonable access to staff, opportunities to observe and/or volunteer in their child's classroom to serve this purpose.
Roma ISD will provide materials and training to help parents work with their children to improve their children's achievement, such as literacy and technology	The goal of the PFE program is to implement effective PFE activities to improve student achievement and school performance. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. In supporting this goal, the district will, with the assistance of its Title I schools:

	- provide materials and training to help parents work with their children to improve their children's academic achievement such as literacy training and using technology, as appropriate, to foster parental involvement. - pay reasonable and necessary expenses associated with parental involvement activities. - arrange school meetings at a variety of times. These meetings may include teachers, other educators, and parents of the participating children.
Roma ISD will educate teachers, specialized instruction support personnel, principals, and other school leaders and staff, with the assistance of parents, in the value and utility of contributions of parents and families, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and school	With the assistance of its Title I schools and parents, the district will educate its teachers, administrators and other staff on how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents. The contributions of the parents will consist in how to implement and coordinate parent programs and build ties between parents and schools with the goal of improving student achievement. The focus will be on the benefits of PFE.
Roma ISD will coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with other federal, state, and local programs, including public school programs, and conduct other activities such as parent resource centers	The district will involve community organizations in family engagement activities as feasible, as well as participate in programs that serve families and students.
Roma ISD will ensure information related to school and parent/family programs, meetings, and other activities is sent to the parents/families in a format and, to the extent practicable, in a language the parents can understand	The school/district will take the following actions to ensure that Title I information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats

	upon request, and, to the extent practicable, in a language the parents can understand: • district communications set up in English and Spanish based upon the primary language identified for the home. • translations for all Title I information will be provided in both English and Spanish.
Roma ISD will provide reasonable support for parental involvement activities under this section as parents may request.	In carrying out the Title I PFE requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a native language as represented by district demographics.
Roma ISD will conduct an annual evaluation of the effectiveness of the PFE policy and use the findings from the evaluation to design more effective parental involvement strategies	Roma ISD, as well as each campus, will take action to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this PFE policy in improving the quality of Title I schools. The evaluation will include identifying barriers to greater

	participation by parents in parental involvement activities with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The evaluation will also seek to meaningfully involve parents, assess content and effectiveness of PFE policy as it relates to the academic quality of schools. Roma ISD will use the findings of the evaluation about its PFE policy and activities to design strategies for more effective parental involvement and services, and to revise, if necessary its PFE policies. During the Campus Needs Assessment process, one focus group/committee specifically reviews family and community involvement in the district.
Roma ISD will involve parents in the activities of the schools	Roma ISD will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I programs. Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
Reservation of funds	Roma ISD will involve the parents and families of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for PFE is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools for implementation of the PFE program at each campus.
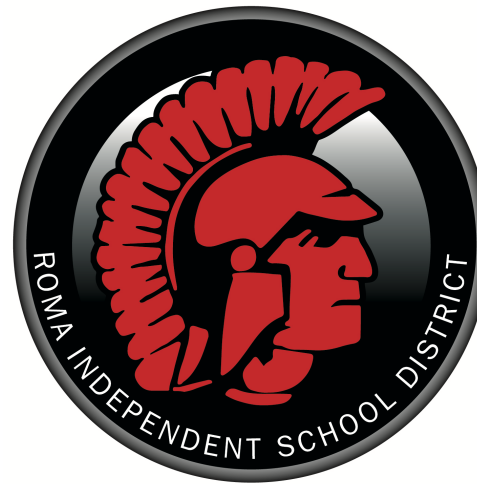
Roma ISD Póliza de Participación de los Padres y las Familias
2022-2023

Póliza de participación de los padres y la familia de Roma ISD para el año escolar 2022-2023

En apoyo del fortalecimiento del rendimiento académico de los estudiantes, todos los distritos escolares que reciben fondos del Título I, Parte A deben desarrollar una política de participación de los padres por escrito como lo requiere la Sección 1116 de la ley Every Student Succeeds Act (ESSA). Esta póliza establece las expectativas para la participación de los padres y la familia (PFE) y describe cómo el distrito apoyará el papel integral de las familias en la educación de sus hijos para promover el rendimiento académico de los estudiantes. Roma ISD se compromete a implementar los requisitos legales como se indica en este documento.

REQUISITOS DE LA LEY:	ESTRATEGIAS:
Roma ISD involucrará a los padres y familias para desarrollar conjuntamente el plan del programa Título I, incluida la póliza PFE, y en el proceso de mejorar y revisar el plan y la póliza.	Roma ISD se dedica a brindar una educación de calidad para todos los estudiantes de nuestro distrito. En apoyo de la misión del distrito de "graduar a todos los estudiantes universitarios, profesionales y/o militares preparados", Roma ISD desarrollará y fomentará asociaciones con padres/tutores, estudiantes y partes interesadas de la comunidad. Además, el distrito involucrará a los padres / tutores en todos los aspectos de los diversos programas locales, estatales y federales que se ofrecen en las escuelas de Roma ISD. Roma ISD logrará esto tomando las siguientes acciones para involucrar a los padres en el desarrollo conjunto de su plan PFE del distrito / escuela, tales como: • programar reuniones en horarios y lugares convenientes para participar en una revisión integral de la póliza, el presupuesto y los programas para la participación de los padres. • establecer contactos a nivel de campus para implementar actividades para participación de los padres. • ofrecer a un número flexible de reuniones, como reuniones por la mañana o por la noche. • facilitar la comunicación entre los padres / tutores y los campus de Título I en su idioma nativo representado por la demografía del distrito.

Roma ISD proporcionará la coordinación, asistencia técnica y otro apoyo necesario para ayudar y desarrollar la capacidad de todas las escuelas participantes en la planificación e implementación de actividades efectivas de participación de padres y familias para mejorar el rendimiento académico y el rendimiento escolar de los estudiantes.	Roma ISD proporcionará la siguiente coordinación necesaria, asistencia técnica y otro tipo de apoyo para ayudar a las escuelas de Título I a planificar e implementar actividades de PFE efectivas para mejorar el rendimiento académico y el rendimiento escolar de los estudiantes, tales como: • trabajar con las escuelas para garantizar que el nivel escolar requerido por las pólizas de PFE cumplan con los requisitos del Título I e incluyen, como componente, un Pacto entre la escuela y los padres.

Roma ISD ayudará a los padres de los niños participantes a comprender los estándares académicos estatales, las evaluaciones académicas estatales y locales, cómo monitorear el progreso de sus hijos y cómo trabajar con los educadores para mejorar el rendimiento de sus hijos	Roma ISD proporcionará recursos y asistencia a los padres de niños atendidos por el distrito escolar / escuela, según corresponda, en la comprensión de los estándares de contenido académico del estado, los estándares de rendimiento académico del estudiante y las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas. Los requisitos del Título I incluyen saber cómo monitorear el progreso del niño y comprender cómo trabajar con los educadores para apoyar y mejorar el aprendizaje, el desarrollo y la salud integral de los estudiantes. El distrito y las escuelas pueden usar conferencias de padres y maestros, boletas de calificaciones e informes de progreso, Blackboard Notification System, Ascender Parent Portal, así como permitir un acceso razonable al personal, oportunidades para observar y / o ser voluntario en el aula de su hijo para cumplir este propósito.

Roma ISD proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento de sus hijos, como alfabetización y tecnología.	El objetivo del programa PFE es implementar actividades PFE efectivas para mejorar el rendimiento estudiantil y el rendimiento escolar. La participación de los padres significa la participación de los padres en una comunicación regular, bidireccional y significativa que involucre el aprendizaje académico del estudiante y otras actividades escolares. Para apoyar esta meta, el distrito, con la ayuda de sus escuelas de Título I: • proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, como la alfabetización y el uso de tecnología, según corresponda, para fomentar la participación de los padres. . • pagar los gastos razonables y necesarios asociados con las actividades de participación de los padres. • organizar reuniones escolares en una variedad de momentos. Estas reuniones pueden incluir maestros, otros educadores y padres de los niños participantes.

Roma ISD educará a los maestros, personal de apoyo de instrucción especializado, directores y otros líderes y personal escolar, con la ayuda de los padres, en el valor y la utilidad de las contribuciones de los padres y las familias, y en cómo acercarse, comunicarse y trabajar con los padres como socios iguales, implementar y coordinar programas para padres y construir lazos entre los padres y la escuela	Con la ayuda de sus escuelas y padres de Título I, el distrito educará a sus maestros, administradores y otro personal sobre cómo comunicarse y trabajar con los padres como socios iguales en el valor y la utilidad de las contribuciones de los padres. Las contribuciones de los padres consistirán en cómo implementar y coordinar programas para los padres y construir lazos entre los padres y las escuelas con el objetivo de mejorar el rendimiento de los estudiantes. La atención se centrará en los beneficios de la PFE.

Roma ISD coordinará e integrará, en la medida de lo posible y apropiado, los programas y actividades de participación de los padres con otros programas federales, estatales y locales, incluidos los programas de escuelas públicas, y otras actividades como centros de recursos para padres	El distrito involucrará a organizaciones comunitarias en actividades de participación familiar en la medida de lo posible, así como participar en programas que sirven a familias y estudiantes.
Roma ISD asegurará que la información relacionada con los programas escolares y los padres / familiares, reuniones, y otras actividades se envíe a los padres / familias en un formato y, en la medida de lo posible, en un idioma que los padres puedan entender	La escuela / distrito tomará la las siguientes acciones para garantizar que la información del Título I relacionada con la escuela y los programas para padres, reuniones y otras actividades se envíe a los padres de los niños participantes en un formato comprensible y uniforme, incluidos formatos alternativos a pedido y, en la medida de lo posible , en un idioma que los padres puedan entender:

	- comunicaciones del distrito establecidas en inglés y español basadas en el idioma principal identificado para el hogar. - Las traducciones de toda la información del Título I se proporcionarán tanto en inglés como en español.
Roma ISD brindará apoyo razonable para las actividades de participación de los padres bajo esta sección, según lo soliciten los padres.	Al llevar a cabo los requisitos de PFE del Título I, en la medida de lo posible, el distrito escolar y sus escuelas brindarán oportunidades completas para la participación de los padres con niños con dominio limitado del inglés, padres con niños con discapacidades y padres de niños migratorios, incluida la provisión de información e informes escolares en un formato comprensible y uniforme e, incluidos formatos alternativos a pedido y, en la medida de lo posible, en un idioma nativo representado por los datos demográficos del distrito.

Roma ISD llevará a cabo una evaluación anual de la eficacia de la póliza de PFE y utilizará los resultados de la evaluación para diseñar estrategias más efectivas de participación de los padres	Roma ISD, así como cada campus, tomará medidas para llevar a cabo, con la participación de los padres, una evaluación anual del contenido y la eficacia de esta póliza de PFE para mejorar la calidad de las escuelas del Título I. La evaluación incluirá la identificación de las barreras para una mayor participación de los padres en las actividades de participación de los padres, con especial atención a los padres que están en desventaja económica, están discapacitados, tienen dominio limitado del inglés, alfabetización limitada o pertenecen a minorías raciales o étnicas. La evaluación también buscará involucrar significativamente a los padres, evaluar el contenido y la efectividad de la póliza de PFE en lo que se refiere a la calidad académica de las escuelas. Roma ISD utilizará los resultados de la evaluación sobre su póliza y actividades de PFE para diseñar estrategias para una participación y servicios de los padres más efectivos, y para revisar, si es necesario, sus póliza de PFE. Durante el proceso de evaluación de las necesidades del campus, un grupo de enfoque / comité revisa específicamente la participación de la familia y la comunidad en el distrito.

Roma ISD involucrará a los padres en las actividades de las escuelas	Roma ISD pondrá en funcionamiento programas, actividades y procedimientos para la participación de los padres en todas sus escuelas con programas de Título I. Esos programas, actividades y procedimientos se planificarán y operarán con una consulta significativa con los padres de los niños participantes.
Reserva de fondos	Roma ISD involucrará a los padres y familias de los niños atendidos en las escuelas del Título I, Parte A en las decisiones sobre cómo se gasta el uno por ciento de los fondos del Título I, Parte A reservados para PFE, y asegurará que no menos del 95 por ciento del uno por ciento reservado va directamente a las escuelas para la implementación del programa PFE en cada campus.

Roma Independent School District

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2022-2023

Site-Based Decision Making Committee

</div>

Elected Membership

Roma High School	I & G Center	Ramiro Barrera Middle School	Roma Middle School
Gladys Eliserio (2) Business	Emmanuel Arellano (1) ELA	Patricio Bazan (1) Adhoc	Morahima Cepeda (1) Science
Edward Gonzalez (2) Math	Reuben Gonzalez (2) Adhoc	Fatima Garza (2) Science	Mirtha Jaime (1) Social Studies
Rebeca Garcia (2) ELA	Lucila Silva (1) Admin/Counselor	David Pena (2) Math	Apolinar Garza (2) Science
Noel Martinez (1) Adhoc -Sp Ed		Alejandro Maldonado (1) Science	Paola Garcia (2) Sped.
Cynthia Casas (1) Admin.		Chloe Benitez (1) Admin.	Daniel Renteria (2) Admin.

R. T. Barrera Elementary	Delia G. Garcia Elementary	R. & C. Saenz Elementary	F. J. Scott Elementary
Cecilia Alanis (2) 1st Grade	Brenda Gonzalez (1) 1st Grade	Liliana Rodriguez (2) Resource	Veronica Saenz (2) 504 Proctor
Aniceto Garza (2) PE Coach	Amelia Garza (1) 2nd Grade	Graciela Gonzalez (1) 2nd Grade	Brenda Escobar (2) Kinder
Linda Morales (1) Kinder	Alma Garza (2) 4th Grade	Maria Guadalupe Flores (1) 2nd Grade	Edyth Lopez (2) 5th Grade
Amando Ramirez (1) Adhoc-Sp Ed	Alexis Garza (2) Adhoc	Melissa Guillen (1) Adhoc-Sp Ed	Lissbeth Garcia (1) (Adhoc)
Delma Rios (2) Admin.	Lisbeth Rios (2) Admin/Librarian	Trinidad Hernandez (1) Admin	Yveliz Vazquez (2) Admin/Counselor

Emma Vera Elementary	Veterans Memorial Elementary	Central Office	Non-Campus Adhoc Members
Elizabeth Gonzalez (2) 1st Grade	Micaela Guzman (2) PK	Rodrigo Bazán - Chairperson	Lorena G. Cantu (2) SLPA
Elsa Sanchez (1) 504 Teacher	Alma M. Garza (2) 3rd	Adrian Guerra (2) Admin.	Vanna Clarke (1) Ed Diag
Arlen Jasso (2) 5th Grade	Maria G. Garcia (1) 4th	Edgar Garza (2) Admin.	Elisa Ramirez (1) OT
Cristina Canales (1) Adhoc	Kayla Ramos (1) AdHoc		
Isabel Treviño (1) Admin.	Norma Gonzalez (2) Admin		

Appointed Members		Central Office	
Juan Celis - Parent	Carmen Cepeda - Community Mem.	Rodrigo Bazán- Chairperson	
Mary Cobos - Parent	Norabel Salinas - Community Mem.	Adrian Guerra - (2) Admin.	
Cecilia Benavides - Business Rep.	Raquel Solis - Community Mem.	Edgar Garza (2) Admin.	
Monica Garcia - Business Rep.		Note: (1) Indicates term will end May 2023	
		(2) Indicates term will end May 2022	

Roma Independent School District

District Site-Based Decision Making Committee Virtual

Meeting Thursday, Sept 15, 2022

7:30 am - 8:15 am

Workshop # 245270-<mark>same as remote check-in</mark>

1. Welcome   Mr. Rodrigo Bazán

2. Voting on changing the early dismissal from   Mr. Noé Guzmán
    Oct 28th to the Oct 27th on the Roma ISD
    2022-2023 school calendar due to a scheduled
    AWAY Varsity Football Game

3. Roma ISD 2022-2023 Return to In-Person   Mr. Joe R. Martinez
    Instruction and Continuity of Services Plan

4. 2022-2023 Roma ISD District Improvement Plan Mr. Rodrigo Bazán
      ● Presentation
      ● Comments

5. 2022-2023 Roma ISD District Improvement Plan Mr. Rodrigo Bazán
      ● Voting/Approval by SBDM members

6. Other

Roma ISD SBDM Virtual Meeting
September 15, 2022
Minutes

Item #1
Welcome by Mr. Rodrigo Bazán
Mr. Rodrigo Bazan welcomed all SBDM members, and he reminded them to remote check in if they had not done so.

Item #2 Voting on changing the early dismissal from Oct 28th to the Oct 27th on the Roma ISD 2022-2023 school calendar due to a scheduled AWAY Varsity Football Game by Mr. Noé Guzmán
Mr. Noe Guzman proposed changing the early release scheduled on October 28, 2022, to October 27, 2022. Ms. Melizza Galvan made a motion to make the change and Mr. Jose G. Cantu seconded the motion. Committee members unanimously approved the motion.

Item #3 Roma ISD 2022-2023 Return to In-Person Instruction and Continuity of Services Plan by Mr. Joe R. Martinez
Mr. Martinez reviewed each section of the Return to In-Person Instruction and Continuity of Services Plan. This item did not need to be approved, but it needed to be presented. Highlights included the recommendation of mask use although it is not a requirement.

Item #4 2022-2023 Roma ISD District Improvement Plan (Presentation/Comments) by Mr. Rodrigo Bazán

Item #5 2022-2023 Roma ISD District Improvement Plan (Voting/Approval by SBDM members) by Mr. Rodrigo Bazán

Mr. Bazan presented the Plan4Learning platform to SBDM members, which is the online platform that houses both the DIP and campus CIPs. These will be made available to the public both in English and Spanish once the School Board of Trustees make the final approval on Sept 28, 2022. The five DIP goals were reviewed with special attention to the recent safety protocol procedures in place at Roma ISD due to the recent Robb Elementary tragedy in Uvalde, Texas. For the past 2 weeks, district directors have been reviewing within their areas of responsibilities the respective DIP goals. SBDM members were encouraged to ask questions or make comments through Mr. Bazan's presentation. The performance objectives that were reviewed are tied directly to our DIP goals for Roma ISD, which happen to be the same five goals for the campuses. Also, reviewed were the strategies under the Performance Objectives, including SBEC's Clearinghouse training recommendations for all district employees. The DIP was presented as a working document, pending final approval of the School Board of Trustees by the end of September 2022.
After time for comments or questions, first motion to approve the 2022-2023 Roma ISD District Improvement Plan was made by Mrs. Marissa Belmontes and seconded by Mrs. Cloe Benitez and Mr. Max Habecker. Committee members unanimously approved the motion.
The District SBDM meeting was concluded by announcing the next date for our Roma ISD District SBDM meeting on Feb. 16, 2023. The meeting was adjourned shortly after.

Roma ISD
2022-2023 District Improvement Plan Committee

Demographics	Student Learning	Processes & Programs	Perceptions
Edgar Garza*	Yadira Diaz*	Marissa Belmontes*	Adrian Guerra*
Jose R. Martinez*	Noe Guzman*	Max Habecker*	Melizza Galvan*
Gladys Eliserio (RHS)	Edward Gonzalez (RHS)	Rebeca Garcia (RHS)	Daisy Gonzalez (RHS)
Cynthia Casas (RHS)	Arnold Saenz (I&G)	Reuben Gonzalez (I&G)	Maria T. Ramirez (I&G)
Jorge Luis Guerra (RBMS)	Fatima Garza (RBMS)	David Peña (RBMS)	Humberto Alanis (RBMS)
Annette Garza (RBMS)	Irma Hinojosa (RMS)	Jose L. Salinas (RMS)	Apolinar Garza (RMS)
Paola Garcia (RMS)	Daniel Renteria (RMS)	Cecilia Alanis (RTB)	Aniceto Garza (RTB)
Idalou Treviño (RTB)	Amando Ramirez (RTB)	Delma Rios (RTB)	Loreyda Guerra (DGG)
Lesslie Saenz (DGG)	Alma Garza (DGG)	Alexis Garza (DGG)	Lisbeth Rios (DGG)
Liliana Rodriguez (RCS)	Lydia Eguia (RCS)	Lucila Silva (RCS)	Rebecca Hinojosa (RCS)
Maricela Rios (RCS)	Veronica Saenz (FJS)	Brenda Escobar (FJS)	Edyth Lopez (FJS)
Jose E. Alanis (FJS)	Yveliz Vazquez (FJS)	Elizabeth Gonzalez (EVE)	Judy Muñiz (EVE)
Arlen Jasso (EVE)	Cristina Canales (EVE)	Gladys Rodriguez (EVE)	Ana Cantu (VME)
Maria G. Vela (VME)	Micaela Guzman (VME)	Alma M. Garza (VME)	Norma Gonzalez (VME)
Lorena G. Cantu (NC)	Maricela Flores (NC)	Victoria S. Muñiz (NC)	Juan Celis (Parent)
Mary Cobos (Parent)	Cecilia Benavides (Business)	Monica Garcia (Business)	Carmen Cepeda (Community)
Norabel Salinas (Community)	Raquel Solis (Community)		

indicates co-chairperson

Clearinghouse

Continuing Education and Training Clearinghouse Purpose: The Clearinghouse includes best practices and industry recommendations for the frequency for training of educators and other school personnel.

Professional Development Best Practices: Effective Schools Framework

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Frequency
1. **Suicide Prevention**	• 21.451(d)(3)(A) and (d-1)(A) for the frequency and population, and (d-2) for the program/content • 21.451(d-1)(B) and 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers • 38.351(h) states school districts to provide suicide prevention training (minus elementary campuses if sufficient funding not available)	**Suicide Prevention, Intervention and Postvention**	School counselors, teachers, nurses, administrators, and other staff as well as law enforcement officers and social workers who regularly interact with students.	• **Job embedded or as part of a professional learning community** **OR** • ***Annually**
2. **Strategies for establishing and maintaining positive relationships among students, including conflict resolution**	• 21.451(d)(3)(B) and (d-1)(A) for the frequency and population and (B) for the program/content • 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers	**Building Skills Related to Managing Emotions, Establishing and Maintaining Positive Relationships, and Responsible Decision-Making**	Teachers, school counselors, principals, and all other appropriate personnel.	• **Job embedded or as part of a professional learning community** **OR** • ***Annually**

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Frequency
3. Preventing, identifying, responding to, and reporting incidents of bullying	• 21.451(d)(3)(C) and (d-1)(A) for the frequency and population and (B) for the program/content • 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers	**Positive Youth Development** **Bullying and Cyberbullying**	Teachers, school counselors, principals, and all other appropriate personnel.	• **Job embedded or as part of a professional learning community** *OR* • ***Annually**
4. Safety training program	• 33.202(b) for the frequency and population and (c) for the certification of participants and the content. • (a) requires the UIL to develop the program	**UIL Safety Training**	Coaches, trainers, sponsors for an extracurricular activity, director responsible for school marching band.	• **Job embedded or as part of a professional learning community** *OR* • ***Annually**
5. Increasing awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children	• 38.0041(c)(1)(A) for the frequency and (B) population. (2) for the program/content • 38.0041(a) requires each district and charter school to adopt a policy **to** be included in the district improvement plan and (b)(1) requires that policy to include methods using resources developed by the agency under 38.004. • 38.004 states that the agency shall develop and update a child abuse training program.	**Human Trafficking**	All employees **Part of new employee orientation.**	• **Job embedded or as part of a professional learning community** *OR* • ***Annually**

| Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Frequency
6. **Increasing awareness and implementation of trauma-informed care**	• 38.036(c)(1)(B) and (C) for frequency, and 38.036(d) for population • 38.036(c)(1) and 38.351 state that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers	**Grief Informed and Trauma Informed Training**	All staff in the school district. **Part of new employee orientation.**	• **Job embedded or as part of a professional learning community** *OR* • ***Annually**
7. **Administration of an epinephrine auto-injector**	• 38.210(b)(1) and (2) for program and format and (3) for frequency. • (a) states that if a district or charter school or private school adopts a policy under 38.208(a), they are responsible for the training, and points to (c) which states that the Health and Human Services Commission, with advice from the Texas Dept of State Health Services appointed committee in 38.207 (38.202 role and composition of the committee) which states that they advise on the training required, must develop rules regarding maintenance and administration of epinephrine injectors, and that the rules must state the amount of training required for school personnel. 38.210(b) also states specific training criteria	**Epinephrine Auto-Injector Training**	School personnel and volunteers who are authorized and trained.	• **Job embedded or as part of a professional learning community** *OR* • ***Annually**

Additional Resources: [TASB School District Training Chart](#), [Texas School Mental Health Toolkit](#), [Texas Model for Comprehensive School Counseling, 5ᵗʰ edition](#), [Criteria for Success in Job Embedded Professional Development](#).

Continuing Professional Education Requirements: [Continuing Professional Education Information](#)

*Although several organizations recommended annual training in this topic, they did not submit research or supporting evidence supporting the recommendation.

ROMA ISD CTE SUMMARY 2022-2023

All Career & Technical Education (CTE) courses specifically support the Business & Industry, Public Services, STEM and Multidisciplinary endorsement categories for the Foundation High School Program + Endorsement graduation plan. Roma ISD offers over 100 unique CTE courses in grades 8 through 12. The following definitions may assist you in understanding how CTE courses and programs fit within the graduation plan.
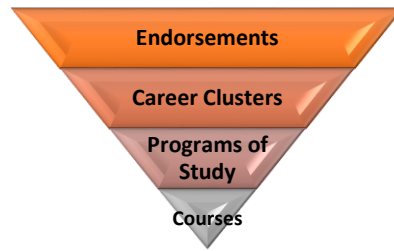
Endorsements: Endorsements consist of a related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area. There are five (5) endorsement areas:

- Arts and Humanities
- Business and Industry (CTE)
- Multi-Disciplinary Studies (CTE)
- Public Service (CTE)
- STEM- Science, Technology, Engineering, and Mathematics (CTE)

CTE Career Clusters: A career cluster is a group of careers that share a common themes. There are fourteen (14) Texas identified career clusters that are aligned with the five (5) Endorsement categories.

• Agriculture, Food, and Natural Resources	• Hospitality and Tourism
• Architecture and Construction	• Human Services
• Arts, AV Technology and Communications	• Information Technology
• Business Marketing and Finance	• Law and Public Service
• Education and Training	• *Manufacturing
• *Energy	• STEM (Science, Technology, Engineering, and Math)
• Health Science	• Transportation, Distributions, and Logistics

Programs of Study: A program of study is a coordinated, non- duplicative sequence of courses which progress in specificity beginning with all aspects of an industry and leading to more occupation specific instruction. For the 2022-2023 school year Roma ISD will offer 23 programs of study.

• Agriculture, Food, and Natural Resources o Applied Agricultural Engineering o Agribusiness	• Hospitality and Tourism o Culinary Arts
• Architecture and Construction o Carpentry	• Human Services o Family and Community Services
• Arts, AV Technology and Communications o Digital Communications o Design and Multimedia	• Information Technology o Information Technology Support and Services o Networking Systems
• Business Marketing and Finance o Business Management o Entrepreneurship	• Law and Public Service o Emergency Services o Law Enforcement
• Education and Training o Early Learning o Teaching and Training	• Manufacturing (NONE for 2022-2023, courses only)
• Energy (NONE for 2022-2023)	• STEM (Science, Technology, Engineering, and Math) o Engineering o Cybersecurity
• Health Science o Health Informatics o Healthcare Diagnostics o Healthcare Therapeutics o Medical Therapy o Nursing Science	• Transportation, Distribution, and Logistics o Automotive

ROMA ISD CTE SUMMARY 2022-2023

Certificates Available for the 2022-2023 S/Y by Career Cluster:	
Agriculture, Food, and Natural Resources	• AWS D1.1 Structural Steel • AWS D9.1 Sheet Metal • OSHA 30-Hour General Industry
Architecture and Construction	• OSHA 30-Hour Construction
Arts, AV Technology and Communications	• Apple iWork
Business Marketing and Finance	• Microsoft Office Specialist Excel • Microsoft Office Specialist Word
Education and Training	• Substitute Certification (Region 1) • Educational Aide
Energy	NONE for 2022-2023
Health Science	• Certified Nurse Aide/Assistant (CNA) • Certified Pharmacy Technician • Medical Coding and Billing Specialist • Patient Care Technician (PCT) • Phlebotomy Technician • Basic Life Support (BLS) American Heart Association (Not on IBC List) • EKG Certification
Hospitality and Tourism	• Food Handler Certification (ServSafe) • Certified Fundamentals Pastry Cook (CFPC)
Human Services	NONE for 2022-2023
Information Technology	• CompTIA A+
Law and Public Service	• Non-Commissioned Security Officer Level II
Manufacturing	NONE for 2022-2023
STEM	• CompTIA Security+
Transportation, Distributions, and Logistics	• ASE Entry-Level Certifications: • Automotive Maintenance & Light Repair • Automotive Service Technology • Brakes • Engine Performance • Engine Repair • Electronic/Electrical Systems • Heating and A/C • Suspension and Steering • Transmission/Transaxle

2022-2023 Secondary Campus Budgets				
	RHS 001	I&G 003	RMS 041	RBMS 042
Title I, Part A (211)	$ 1,093,954.00	$ 0.00	$ 863,262.00	$ 859,124.00
IDEA B Formula (224)	$ 75,570.00	$ 1085.00	$ 67,395.00	$ 151,240.00
Carl Perkins Grant (244)	$ 103,125.00	$ 0.00	$ 950.00	$ 950.00
251	$ 12,800.00	$ 0.00	$ 0.00	$ 0.00
Title II, Part A (255)	$ 120,452.00	$ 8,734.00	$ 48,674.00	$ 26,273.00
Title III, Part A (263)	$ 11,400.00	$ 339.00	$ 5,863.00	$ 4,577.00
274	$ 136,116.00	$ 0.00	$ 0.00	$ 0.00
Title IV, Part A (289)	$ 87,076.00	$ 0.00	$ 36,597.00	$ 29,024.00
Regular Program (11)	$ 5,838,966.00	$ 224,706.00	$ 2,699,417.00	$ 2,536,019.00
GT Program (21)	$ 35,480.00	$ 0.00	$ 15,003.00	$ 11,007.00
State CTE (22)	$ 1,741,144.00	$ 0.00	$ 111,060.00	$ 42,000.00
State Sp Ed (23)	$ 1,639,170.00	$ 65,360.00	$ 456,395.00	$ 153,530.00
State Bilingual (25)	$ 122,921.00	$ 639.00	$ 158,920.00	$ 103,236.00
State Comp Ed (30)	$ 1,348,039.00	$ 401,906.00	$ 1,020,370.00	$ 628,255.00
Dyslexia (37)	$ 2,000.00	$ 0.00	$ 1,000.00	$ 1,000.00
CCMR (38)	$ 387,000.00	$ 0.00	$ 10,000.00	$ 10,000.00
Campus Totals	$ 12,755,213.00	$ 702,769.00	$ 5,494,906.00	$ 4,556,235.00

INCLUDES SALARIES

	FJS 103	RTB 105	EVE 106	RCS 108	VME 109	DGG 110
2022-2023 Elementary Campus Budgets						
Title I, Part A (211)	$ 357,144.00	$ 272,946.00	$ 241,534.00	$ 319,286.00	$ 179,750.00	$ 408,563.00
IDEA B Formula (224)	$ 76347.00	$ 77995.00	$ 74335.00	$ 76,585.00	$ 66,005.00	$ 89,630.00
IDEA B Formula (225)	$ 0.00	$ 0.00	$ 0.00	$ 0.00	$ 4567.00	$ 0.00
Title II, Part A (255)	$ 23,995.00	$ 19,913.00	$ 13,471.00	$ 26,927.00	$ 27,300.00	$ 22,212.00
Title III, Part A (263)	$ 79,707.14	$ 59,557.12	$ 66,282.60	$ 63,447.29	$ 59,415.42	$ 62,405.42
Title IV, Part A (289)	$ 27,636.00	$ 19,306.00	$ 20,254.00	$ 29,972.00	$ 25,240.00	$ 28,267.00
Regular Program (11)	$ 2,298,062.00	$ 1,658,418.00	$ 1,820,912.00	$ 1,827,122.00	$ 2,137,434.00	$ 1,950,473.00
GT Program (21)	$ 10,269.00	$ 7,619.00	$ 8,716.00	$ 12,050.00	$ 9,400.00	$ 10,455.00
State Sp Ed (23)	$ 37810.00	$ 1800.00	$ 1000.00	$ 240,360.00	$ 357,052.00	$ 289,750.00
State Bilingual (25)	$ 210,483.00	$ 169,114.00	$ 39,220.00	$ 245,490.00	$ 116,795.00	$ 251,046.00
State Comp Ed (30)	$ 323,497.00	$ 280,137.00	$ 213,037.00	$ 160,106.00	$ 308,602.00	$ 239,791.00
Early Ed (36)	$ 218,455.00	$ 150,720.00	$ 503,445.00	$ 451,955.00	$ 75,194.00	$ 351,904.00
Dyslexia (37)	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00
Campus Totals	$ 3,664,405.14	$ 2,717,525.12	$ 3,002,206.60	$ 3,453,300.29	$ 3,366,754.42	$ 3,704,496.42

INCLUDES SALARIES

Committed to Student Excellence

**Superintendent Carlos M. Gonzalez Jr.
3 – Year Strategic Plan 2022-2025
Year One**

TABLE OF CONTENTS

WHO WE ARE

Roma I.S.D. is located on the Texas-Mexico border in the heart of Starr County and is a leading provider of Pre-Kinder to 12th Grade education for more than 6,000 students. With its headquarters in Roma, Texas, Roma ISD is comprised of 10 campuses including six elementary schools, two middle schools, one high school and one alternative learning center. Students are provided a full range of services, educational options and extracurricular activities to meet their diverse needs.

ROMA ISD

2021-22 Total Student Enrollment: **5,621**   Schools: **10**
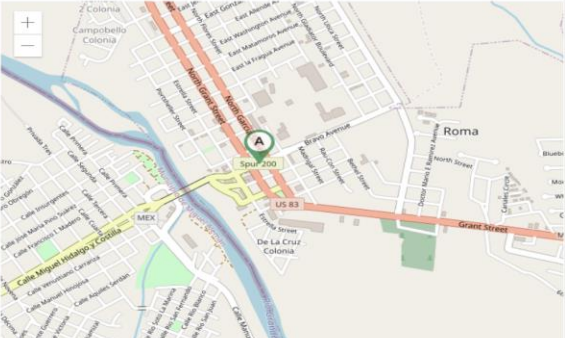
ADDRESS:
608 N Garcia St, Roma, TX 78584

PHONE:
(956) 849-1377

PROFILE   PERFORMANCE ⌄   FINANCE   SCHOOLS   PARENT RESOURCES   COMPARE   PDF REPORTS ⌄

🏫 DISTRICT PROFILE

Overall Rating

(A)

94 out of 100

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military.

TELL ME MORE   ADDITIONAL DETAILS

Address:
608 N Garcia St
Roma, TX 78584

Phone:
(956) 849-1377

Superintendent Name:
Mr Carlos Miguel Gonzalez Jr

🌐 DISTRICT WEBSITE

Map data © OpenStreetMap contributors, CC-BY-SA   Powered by Esri

👥 Student Information 2020-21

Total Student Enrollment
6,049

Student Enrollment by Race/Ethnicity

African American	0.2%
Hispanic	99.7%
White	0.3%
American Indian	0.1%
Asian	0.3%
Pacific Islander	0.4%
Two or More Races	0%

Student Enrollment by Type

Economically Disadvantaged
85.4%

Special Education
8.4%

Emergent Bilingual/English Learners
79.8%

Mission

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.
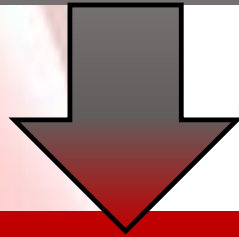
Vision

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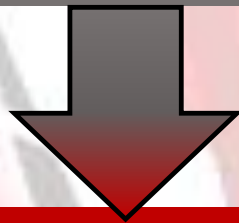
Values

| High Expectations for All | Unified in Our Pursuit of Excellence | Building Partnerships | Purposeful Innovation |

Values

High Expectations for All

- We take action to ensure the entire Roma ISD community is fully committed to embracing high standards leading towards student excellence.

Unified in Our Pursuit of Excellence

- We work collaboratively as one team in service of our students. We respect our colleagues and operate by our values at every level of our organization, every day.

Building Partnerships

- We engage with families by bridging a strong partnership with the entire school community while driving student learning, their well-being, and overall success.

Purposeful Innovation

- We embrace new approaches to meet the diverse needs of every child, every day.

Strategic Goal 1

1

Roma ISD will establish a system of continuous growth and building capacity for all, while providing rigorous, effective and engaging curricula, instruction and enrichment activities to prepare all students for graduation and post-secondary success.

Strategies

1. Establish a system of clarity among district stakeholders.
2. Ensure all students are college, military, and/or life-ready by providing coordinated intervention and enrichment programs for all students.
3. Sustain a network in which each student learns from a challenging and engaging Language Arts and STEM curricula led by committed, caring, and highly effective educators.
4. Improve the level of performance of all student populations with an emphasis on increasing students scoring state assessment scores at the Meets and Masters level.

Actions

A. Build campus administrative capacity through "Learning by Doing" book study.
B. Promote a system that will provide clarity on continuous growth and expand overall capacity.
C. Collaborate with campus administrators and teachers to effectively implement best teaching practices across the district.
D. Create clear and concise standards for both students and teachers.
E. Administer a system of non-negotiables that guide instructional practices.
F. Systemize on-going visits to each campus to emphasize the system of support that is readily available.
G. Utilize data analysis as an instructional tool that will assist with planning and target the needs of all our student populations on a six week basis.
H. Plan numerous professional development opportunities that target STAAR redesign and further clarification of the RLA extended response.
I. Provide educators with the Highly Effective Instructional Strategies from lead4ward to maximize their instructional approach.
J. Supply Resource Binders which contain a wide variety of initiatives that outline the district's expectations.
K. Facilitate Superintendent's High Frequency Word Evaluation for Grades 1-2 that aligns to the Reading curriculum.
L. Implement an array of instructional resources on a Google Shared Drive for educators to have quick accessibility that is horizontally aligned throughout the district.

Key-Strategic Measures	Expected Results/Impact
• TTESS/TPESS and walk-through data • PLC Agendas and Sign-In Rosters • State and Local Assessment Reports • TEEMS • DMAC/EdSpire/CRS (TFAR) • Comprehensive Needs Assessment Survey • District Professional Development System	• Increased number of students meeting grade level standards. • Increased number of students earning meets and masters levels on STAAR • Improved teacher performance • Improved quality of instruction

Strategic Goal 2

2

> Roma ISD will advocate a positive culture and collaborative climate that embraces the needs of each student in a nurturing environment.

Strategies

1. Establish laser-like focus on providing "best-in-class" customer service to our community.
2. Network with institutions of higher learning and higher education.
3. Access to mental health services.
4. Increase opportunities for parent and family engagement to better prepare parents as partners in education.

Actions

A. Open communication that allows timely constructive responses and feedback to establish an optimal network of academic support.
B. Implement ParentSquare to establish a more efficient, safe, and secure method of communication amongst all stakeholders.
C. Provide training opportunities, resources for staff and additional strategies that support mental health and social emotional needs.
D. Campus based activities to ignite community and parental involvement so we can build, enhance and maximize learning opportunities.
E. Sustain Roma ISD Family and Community Engagement Center for parents to have the opportunity to become actively engaged as partners in their child's education.

Key-Strategic Measures	Expected Results/Impact
• Discipline Summary Report (Ascender) • Agendas for Parent Trainings • Sign-in for parental involvement activities • ParentSquare • Parental and Community Involvement • Home/School Connection Letters	• Increased attendance • Decrease in disciplinary incidents • Improvement on parental participation • Elevated number of students graduating with college credits. • Enhanced school/community partnership. • Boost academic growth • Augment student achievement

Strategic Goal 3

3

Roma ISD will upgrade and strengthen safety and security measures across the district.

Strategies

1. Cultivate a safe, secure, healthy, and nurturing environment within our school community.
2. Create clear, easy pathways for parents to contact campus and district staff to gather information and address concerns.

Actions

A. Initiate a memorandum with the City of Roma Police Department.
B. Strengthen the safety of our campus by having police officers at every campus.
C. Ensure and update an emergency plan based on Texas Legislative Requirements.
D. Enhance district wide security measures and procedures.
E. Upgrade technology and equipment needed to ensure safety and security.
F. Implement campus safety committees at both district and campus levels to discuss safety issues.

Key-Strategic Measures	Expected Results/Impact
• Evaluate Safety Technology • Conduct Interior and Exterior Door Safety Audits • ParentSquare Reports • Raptor Visitor Management System • Standard Response Protocols (Safety Drills) • On-Going Active Shooter Trainings • Vestibules at Each Campus • Police QR Code Safety Routines • Crisis Prevention Intervention Trainings	• First-rate, safe and secure welcoming school environment • Increased parental communication across the district • Pass Texas School Safety Center Intruder Protection Audit • All staff certified on Active-Shooter Trainings • Crisis Prevention Intervention certificates • Police officers issued up-to-date equipment

Strategic Goal 4

4

Roma ISD will build a robust financial infrastructure that maximizes our current resources by practicing fiscal responsibility, transparency, and stewardship.

Strategies

1. Prepare and monitor our budget plan to maximize resources and evaluate current practices.
2. Provide a competitive compensation plan to all our employees.
3. Sustain and improve our academic and extracurricular programs and facilities for all students.
4. Authenticate financial transparency utilizing our district website.

Actions

A. Identify, recruit, and incentivize highly qualified educators.
B. Prioritize, relocate, and use resources to create school experiences that enable students to reach empowering, rigorous learning outcomes.
C. Maintain an A rating on The Financial Integrity Rating System of Texas (FIRST) rating.
D. Evaluate current compensation plan on an annual basis to maintain competitive salaries.
E. Upgrade our technology, infrastructure, devices, equipment, and software.

Key-Strategic Measures	Expected Results/Impact
• Submit annual financial report on a timely basis • Ensure that all indicators on The FIRST are adhered to • Establish Budget Workshops with Principals, Directors, and Board Members • Provide a Competitive Compensation Plan • Analyze Annual Comprehensive Financial Report • Utilize Ionwave Purchasing System • Maintain administration, payroll, investments and purchasing policies and procedures • Conduct inventory on our software and technology periodically	• Receive an A Rating on The FIRST • Hire highly qualified teachers • Approved balanced budget by the board. • Receive an unqualified opinion on the Annual Comprehensive Financial Report from our Independent Auditors • Abide by our Financial procedures that we have in place • Recruit and Retain highly qualified employees • Acquire best value purchases • Up-to-date software and technology • Competitive Bids

VALUES

Unified in Our Pursuit of Excellence -
We work collaboratively as one team in service of our students. We respect our colleagues and operate by our values at every level of our organization, every day.

Building Partnerships -
We engage with families by bridging a strong partnership with the entire school community while driving student learning, their well-being, and overall success.

High Expectations for ALL -
We take action to ensure the entire Roma ISD community is fully committed to embracing high standards leading towards student excellence.

Purposeful Innovation -
We embrace new approaches to meet the diverse needs of every child, every day.

Mission
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.

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

ROMA ISD

FINANCIAL INFRASTRUCTURE
Roma ISD will build a robust financial infrastructure that maximizes our current resources by practicing fiscal responsibility, transparency, and stewardship.

SAFETY & SECURITY
Roma ISD will upgrade and strengthen safety and security measures across the district.

POSITIVE CULTURE & COLLABORATIVE CLIMATE
Roma ISD will promote a positive culture and collaborative climate that embraces the needs of each student in a nurturing environment.

SYSTEM OF CONTINUOUS GROWTH
Roma ISD will establish a system of continuous growth and building capacity for all, while providing rigorous, effective and engaging curricula, instruction and enrichment activities to prepare all students for graduation and post secondary success.

Texas Education Agency - Department of Review and Support
Strategic Support Plan

Description: The LEA will refer to multiple sources of data to identify and prioritize areas for continuous improvement. The self-assessment summary and other pertinent data sources (i.e. RDA, STAAR scores, discipline reports) to identify all areas for improvement that have been selected and prioritized for inclusion in the SSP. Include 3-4 systemic areas from the self-assessment summary, RDA, STAAR data, and any additional areas requiring priority action that are addressed elsewhere in the special education monitoring process.

District Name: _____

County District Number: _____

Superintendent Name: _____

District ESC: _____

DCSI: _____

Date: _____

Program Area: _____

Area of Improvement: _____

Problem Statement / Root Cause:

Annual Goal:

Strategy for Implementation:

Activity:	Goal for this Activity:	Activity Completion:	Personnel Responsible for Implementation:	Personnel Responsible for Supervision of Implementation:

Program Area: _____   **Area of Improvement:** _____

Problem Statement / Root Cause:

Annual Goal:

Strategy for Implementation:

Activity:	Goal for this Activity:	Activity Completion:	Personnel Responsible for Implementation:	Personnel Responsible for Supervision of Implementation:

Program Area: _____ **Area of Improvement:** _____

Problem Statement / Root Cause:

Annual Goal:

Strategy for Implementation:

Activity:	Goal for this Activity:	Activity Completion:	Personnel Responsible for Implementation:	Personnel Responsible for Supervision of Implementation: