

# Roma Independent School District

## District Improvement Plan

2021-2022

Accountability Rating: Not Rated: Declared State of Disaster



**Board Approval Date:** September 30, 2021  
**Public Presentation Date:** September 30, 2021

# **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 (6<sup>th</sup> – 8<sup>th</sup>), one high school (9<sup>th</sup> – 12<sup>th</sup>) and one Instructional and Guidance Center (6<sup>th</sup> – 12<sup>th</sup>). 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 are forced to 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 performance 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 accommodations.

### 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** Regional Quailifiers, **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):** Student state assessment data for Roma ISD may not be an accurate representation of student learning for the 2019-2020 and for the 2020-2021.

**Root Cause:** A majority of students at Roma ISD did not take state assessments for the 2020-2021 school year.

**Problem Statement 2 (Prioritized):** Students at Roma ISD experienced significant learning loss from March 2020 to May 2021. **Root Cause:** All students were engaged in virtual instruction from March 2020 to May 2021.

**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 administrators 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 of 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 ensure 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.

**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 are forced to 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 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 are forced to relocate in order to obtain better employment.

**Problem Statement 7 Areas:** Demographics - Perceptions

**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 8:** Student state assessment data for Roma ISD may not be an accurate representation of student learning for the 2019-2020 and for the 2020-2021.

**Root Cause 8:** A majority of students at Roma ISD did not take state assessments for the 2020-2021 school year.

**Problem Statement 8 Areas:** District Processes & Programs

**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 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

**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 9:** Students at Roma ISD experienced significant learning loss from March 2020 to May 2021.

**Root Cause 9:** All students were engaged in virtual instruction from March 2020 to May 2021.

**Problem Statement 9 Areas:** District Processes & Programs

**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 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 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 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.

**Problem Statement 3 Areas:** Perceptions

**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



# 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
- Federal Report Card 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**

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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: May 5, 2021






## 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:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Roma ISD will provide disinfecting supplies and equipment for district staff and teachers to disinfect areas on a daily basis. <b>Strategy's Expected Result/Impact:</b> Better attendance rates <b>Staff Responsible for Monitoring:</b> Principals  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5 <b>Problem Statements:</b> Perceptions 6	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> During the 2021-2022 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.  <b>Problem Statements:</b> Perceptions 6	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide training opportunities and resources for staff through webinars and materials that address strategies to support mental health and social-emotional needs. <b>Strategy's Expected Result/Impact:</b> Increased awareness of mental health and the impact of trauma on student's mental and emotional well-being.  <b>Problem Statements:</b> Perceptions 6	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The duties of Roma ISD Police officers, school resource officers, and security personnel will be clear and shared with the superintendent as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Clear understanding of the duties of these individuals</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Police</p> <p><b>Problem Statements:</b> Perceptions 6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> All Roma ISD campus staff will receive training in trauma-informed practices as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will be able to better serve our students</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Support the well-being of all students</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.5</p> <p><b>Problem Statements:</b> Perceptions 6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased knowledge of the signs of dating violence to address the needs of all students</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.5</p> <p><b>Problem Statements:</b> Perceptions 6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**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 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 instruction activities and resources to increase the scores of all students in all tested subject areas by 5% in meets and 3% in masters to help close achievement gaps.

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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Roma ISD will provide students and teachers with materials, supplies, and resources needed to achieve this performance objective.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased scores on state and local assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 1, 2, 3 - District Processes &amp; Programs 2, 3 - Perceptions 6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Roma ISD will provide all students with tutorial and enrichment opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased score on state and local assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 2, 3 - District Processes &amp; Programs 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Roma ISD will provide an extended academic year, including summer academic and enrichment programs for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Federal Programs Director</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 1, 2, 3 - District Processes &amp; Programs 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
			
 No Progress  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 1:** 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:** 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:** Student state assessment data for Roma ISD may not be an accurate representation of student learning for the 2019-2020 and for the 2020-2021. **Root Cause** : A majority of students at Roma ISD did not take state assessments for the 2020-2021 school year.

**Problem Statement 2:** Students at Roma ISD experienced significant learning loss from March 2020 to May 2021. **Root Cause:** All students were engaged in virtual instruction from March 2020 to May 2021.

**Problem Statement 3:** 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

**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 2:** By May 2022, 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.

**Evaluation Data Sources:** RDA district report

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All Students (including Special Populations) will be provided with the needed accommodations and supports to successfully progress with their cohort toward graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased graduation rate; decreased dropout rate</p> <p><b>Staff Responsible for Monitoring:</b> Campus staff; Program Coordinators; and Program Directors</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.6 - Results Driven Accountability</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 3</p>	Formative		
	Nov	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 3: #3</b> 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. <b>Root Cause:</b> 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).</p>
Student Learning
<p><b>Problem Statement 3: #3</b> 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. <b>Root Cause:</b> 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).</p>

**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 90% by June 2022.

**HB3 Goal**

**Evaluation Data Sources:** STAAR Reading scores

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Elementary schools will provide additional tutoring after school and on Saturdays  <b>Strategy's Expected Result/Impact:</b> Increased scores  <b>Staff Responsible for Monitoring:</b> Curriculum and Instruction</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5  <b>Problem Statements:</b> Demographics 3 - Student Learning 2, 3 - District Processes &amp; Programs 2 - Perceptions 6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Elementary schools will provide additional time for teachers to update curriculum  <b>Strategy's Expected Result/Impact:</b> Improved lesson delivery and more targeted instruction  <b>Staff Responsible for Monitoring:</b> Curriculum and Instruction</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5  <b>Problem Statements:</b> Demographics 3 - Student Learning 1, 2, 3 - District Processes &amp; Programs 2 - Perceptions 6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 3:</b> #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. <b>Root Cause:</b> 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).</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Students transitioning to sixth grade are not performing as they did in prior grades. <b>Root Cause:</b> Students transition from one teacher to multiple teachers</p>



### 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 2:** Students at Roma ISD experienced significant learning loss from March 2020 to May 2021. **Root Cause:** All students were engaged in virtual instruction from March 2020 to May 2021.

### 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 4:** The percent of PreK students that score on grade level or above in Reading on the CLI-Circle Assessment will increase to 84% by June 2022.

**HB3 Goal**

**Evaluation Data Sources:** CLI-Circle Assessment results

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Elementary schools will provide additional tutoring after school and on Saturdays  <b>Strategy's Expected Result/Impact:</b> Increased scores  <b>Staff Responsible for Monitoring:</b> Curriculum and Instruction</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5  <b>Problem Statements:</b> Demographics 3 - Student Learning 1, 3 - District Processes &amp; Programs 2</p>	<b>Formative</b>		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Elementary schools will provide additional time for teachers to update curriculum  <b>Strategy's Expected Result/Impact:</b> Improved lesson delivery and more targeted instruction  <b>Staff Responsible for Monitoring:</b> Curriculum and Instruction</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5  <b>Problem Statements:</b> Demographics 3 - Student Learning 1, 3 - District Processes &amp; Programs 2</p>	<b>Formative</b>		
	Nov	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All Kindergarten through 3rd grade teachers will complete The Science of Reading Academies  <b>Strategy's Expected Result/Impact:</b> Increased scores  <b>Staff Responsible for Monitoring:</b> Curriculum and Instruction</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6  <b>Problem Statements:</b> Demographics 3 - Student Learning 3 - District Processes &amp; Programs 2 - Perceptions 1, 6</p>	<b>Formative</b>		
	Nov	Mar	June
			
 No Progress  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 1:** 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 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 2:** Students at Roma ISD experienced significant learning loss from March 2020 to May 2021. **Root Cause:** All students were engaged in virtual instruction from March 2020 to May 2021.

### 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 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**

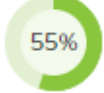






Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

**Performance Objective 5:** The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase to 92% by June 2022.

**HB3 Goal**

**Evaluation Data Sources:** STAAR Math scores

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Elementary schools will provide additional tutoring after school and on Saturdays</p> <p><b>Strategy's Expected Result/Impact:</b> Increased scores</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and Instruction</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 1, 3 - District Processes &amp; Programs 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Elementary schools will provide additional time for teachers to update curriculum</p> <p><b>Strategy's Expected Result/Impact:</b> Improved lesson delivery and more targeted instruction</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and Instruction</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 1, 3 - District Processes &amp; Programs 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All Kindergarten through 3rd grade teachers will complete PD in Math strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased scores</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and Instruction</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 3 - District Processes &amp; Programs 2 - Perceptions 1, 6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
			
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

## Performance Objective 5 Problem Statements:

Demographics
<b>Problem Statement 3:</b> #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. <b>Root Cause:</b> 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
<b>Problem Statement 1:</b> Students transitioning to sixth grade are not performing as they did in prior grades. <b>Root Cause:</b> Students transition from one teacher to multiple teachers
<b>Problem Statement 3:</b> #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. <b>Root Cause:</b> 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
<b>Problem Statement 2:</b> Students at Roma ISD experienced significant learning loss from March 2020 to May 2021. <b>Root Cause:</b> All students were engaged in virtual instruction from March 2020 to May 2021.
Perceptions
<b>Problem Statement 1:</b> Teachers feel they need more professional development related to the use of instructional technology in the classroom. <b>Root Cause:</b> 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.
<b>Problem Statement 6:</b> There is a need to support the well-being of students and staff, especially after the pandemic <b>Root Cause:</b> 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 6:** The percent of PreK students that score on grade level or above in math on the CLI-Circle Assessment will increase to 91% by June 2022.

**HB3 Goal**

**Evaluation Data Sources:** CLI-Circle Assessment results

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Elementary schools will provide additional tutoring after school and on Saturdays  <b>Strategy's Expected Result/Impact:</b> Increased scores  <b>Staff Responsible for Monitoring:</b> Curriculum and Instruction</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5  <b>Problem Statements:</b> Demographics 3 - Student Learning 1, 3 - District Processes &amp; Programs 2</p>	<b>Formative</b>		
	Nov	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Elementary schools will provide additional time for teachers to update curriculum  <b>Strategy's Expected Result/Impact:</b> Improved lesson delivery and more targeted instruction  <b>Staff Responsible for Monitoring:</b> Curriculum and Instruction</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5  <b>Problem Statements:</b> Demographics 3 - Student Learning 1, 3 - District Processes &amp; Programs 2</p>	<b>Formative</b>		
	Nov	Mar	June
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All Kindergarten through 3rd grade teachers will complete PD in Math strategies.  <b>Strategy's Expected Result/Impact:</b> Increased scores  <b>Staff Responsible for Monitoring:</b> Curriculum and Instruction</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6  <b>Problem Statements:</b> Demographics 3 - Student Learning 3 - District Processes &amp; Programs 2 - Perceptions 1, 6</p>	<b>Formative</b>		
	Nov	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

## Performance Objective 6 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 1:** 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 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 2:** Students at Roma ISD experienced significant learning loss from March 2020 to May 2021. **Root Cause:** All students were engaged in virtual instruction from March 2020 to May 2021.

### 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 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 7:** The percentage of graduates that meet the criteria for CCMR will increase to 76% by June 2022.

**HB3 Goal**

**Evaluation Data Sources:** Student data

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All secondary teachers will complete professional development on the CCMR standards and requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in knowledge about CCMR implementation</p> <p><b>Staff Responsible for Monitoring:</b> CTE director</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 2 - Perceptions 1, 6</p>	Formative		
	Nov	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 7 Problem Statements:**

District Processes & Programs
<p><b>Problem Statement 2:</b> Students at Roma ISD experienced significant learning loss from March 2020 to May 2021. <b>Root Cause:</b> All students were engaged in virtual instruction from March 2020 to May 2021.</p>
Perceptions
<p><b>Problem Statement 1:</b> Teachers feel they need more professional development related to the use of instructional technology in the classroom. <b>Root Cause:</b> 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.</p>
<p><b>Problem Statement 6:</b> There is a need to support the well-being of students and staff, especially after the pandemic <b>Root Cause:</b> COVID-19 pandemic</p>



**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 2022.

**HB3 Goal**

**Evaluation Data Sources:** Student data

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All secondary teachers will complete professional development on the CCMR standards and requirements.  <b>Strategy's Expected Result/Impact:</b> Increase in knowledge about CCMR implementation  <b>Staff Responsible for Monitoring:</b> CTE director</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6  <b>Problem Statements:</b> District Processes &amp; Programs 2 - Perceptions 1, 6</p>	Formative		
	Nov	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 8 Problem Statements:**

District Processes & Programs
<p><b>Problem Statement 2:</b> Students at Roma ISD experienced significant learning loss from March 2020 to May 2021. <b>Root Cause:</b> All students were engaged in virtual instruction from March 2020 to May 2021.</p>
Perceptions
<p><b>Problem Statement 1:</b> Teachers feel they need more professional development related to the use of instructional technology in the classroom. <b>Root Cause:</b> 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.</p>
<p><b>Problem Statement 6:</b> There is a need to support the well-being of students and staff, especially after the pandemic <b>Root Cause:</b> COVID-19 pandemic</p>

**Goal 2: STUDENT LEARNING**


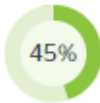


Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.





**Performance Objective 9:** The district will exceed passing rate region and state standards for all student groups in student achievement.

**Evaluation Data Sources:** Assessment results

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide supplemental resources, professional development, and interventions to improve the academic performance of all students, including that of students in special populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved scores on assessments</p> <p><b>Staff Responsible for Monitoring:</b> Federal programs</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 3 - Perceptions 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
	0%		
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Expand the CTE course offerings by evaluating current program and providing supplemental resources and equipment that align with industry standards and credentialing opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of CTE programs of study; Increased number of students participating in CTE programs of study</p> <p><b>Staff Responsible for Monitoring:</b> CTE director</p> <p><b>Problem Statements:</b> Demographics 1 - District Processes &amp; Programs 2 - Perceptions 5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
	0%		
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased use of technology for instruction</p> <p><b>Staff Responsible for Monitoring:</b> Instructional technology department</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 3 - District Processes &amp; Programs 2 - Perceptions 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
	0%		

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide support for each campus as they work to maintain effective PLC's to help improve planning to meet the needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved lesson quality; increased teacher confidence</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and Instruction Director</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.5</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 1, 2, 3 - District Processes &amp; Programs 2 - Perceptions 1, 6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Increase awareness and promotion of financial aid, grant and scholarship opportunities in an effort to pursue post-secondary education options</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student and parent knowledge about financial aid and other options.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.5</p> <p><b>Problem Statements:</b> Demographics 1 - District Processes &amp; Programs 2 - Perceptions 5, 6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduced number of dropouts, increased graduation and completion rates</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Problem Statements:</b> Demographics 1 - District Processes &amp; Programs 2 - Perceptions 5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> All campuses will provide coordinated intervention programs for at-risk students that will focus on assessed individual needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Individual student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, campus administrators</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 2 - District Processes &amp; Programs 2 - Perceptions 6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
			

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Roma ISD will dedicate resources necessary to ensure that all students achieve a passing rate. (Added November 2, 2021)</p> <p><b>Strategy's Expected Result/Impact:</b> Students will achieve a passing rate.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
	0%		
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduced drop out rate and increased academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, principals</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2 - District Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> Instructors &amp; Supplies - 270 Title V, Part B Rural &amp; Low-Income School - \$137,226</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
	0%		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Performance Objective 9 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> #1 During the last 5 years our district enrollment has decreased by 7.5% <b>Root Cause:</b> Our rural community does not provide enough work opportunities, therefore families are forced to relocate in order to obtain better employment.</p> <p><b>Problem Statement 2:</b> #2 Even though district enrollment has been decreasing for the past several years the number of At-Risk students have been increasing yearly. <b>Root Cause:</b> Being that our district is located in the border there has been an influx of immigrants into our district that are considered At-Risk.</p> <p><b>Problem Statement 3:</b> #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. <b>Root Cause:</b> 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).</p>
Student Learning
<p><b>Problem Statement 1:</b> Students transitioning to sixth grade are not performing as they did in prior grades. <b>Root Cause:</b> Students transition from one teacher to multiple teachers</p> <p><b>Problem Statement 2:</b> EOC US History scores are declining from one year to the next. All populations showed a decrease. <b>Root Cause:</b> There are numerous TEKS and there is very little time to ensure that students are learning the materials.</p> <p><b>Problem Statement 3:</b> #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. <b>Root Cause:</b> 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).</p>

### District Processes & Programs

**Problem Statement 1:** Student state assessment data for Roma ISD may not be an accurate representation of student learning for the 2019-2020 and for the 2020-2021. **Root Cause** : A majority of students at Roma ISD did not take state assessments for the 2020-2021 school year.

**Problem Statement 2:** Students at Roma ISD experienced significant learning loss from March 2020 to May 2021. **Root Cause:** All students were engaged in virtual instruction from March 2020 to May 2021.

### 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 are forced to 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 increase professional development participation for all staff members.

**Evaluation Data Sources:** Sign-in rosters

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide professional development to teachers and administrators to build capacity.  <b>Strategy's Expected Result/Impact:</b> Building teacher and leadership capacity.  <b>Staff Responsible for Monitoring:</b> Campus principals; program supervisors; district directors  <b>Problem Statements:</b> Demographics 1 - District Processes &amp; Programs 2 - Perceptions 1, 5</p>	Formative		
	Nov	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> #1 During the last 5 years our district enrollment has decreased by 7.5% <b>Root Cause:</b> Our rural community does not provide enough work opportunities, therefore families are forced to relocate in order to obtain better employment.</p>
District Processes & Programs
<p><b>Problem Statement 2:</b> Students at Roma ISD experienced significant learning loss from March 2020 to May 2021. <b>Root Cause:</b> All students were engaged in virtual instruction from March 2020 to May 2021.</p>
Perceptions
<p><b>Problem Statement 1:</b> Teachers feel they need more professional development related to the use of instructional technology in the classroom. <b>Root Cause:</b> 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.</p>
<p><b>Problem Statement 5:</b> #1 During the last 5 years our district enrollment has decreased by 7.5% <b>Root Cause:</b> Our rural community does not provide enough work opportunities, therefore families are forced to relocate in order to obtain better employment.</p>

**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:** Met Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continually monitor hiring schedules and compensation plan <b>Strategy's Expected Result/Impact:</b> Fair and equitable salary schedules <b>Staff Responsible for Monitoring:</b> HR Director  <b>Problem Statements:</b> Demographics 1 - District Processes & Programs 2 - Perceptions 5, 6	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide teachers who hold a Master's degree with a \$2,000 yearly stipend <b>Strategy's Expected Result/Impact:</b> Increased teacher retention <b>Staff Responsible for Monitoring:</b> HR  <b>Problem Statements:</b> Demographics 1 - Perceptions 5, 6	Formative		
	Nov	Mar	June
No Progress                 Accomplished                 Continue/Modify                 Discontinue			

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> #1 During the last 5 years our district enrollment has decreased by 7.5% <b>Root Cause:</b> Our rural community does not provide enough work opportunities, therefore families are forced to relocate in order to obtain better employment.
District Processes & Programs
<b>Problem Statement 2:</b> Students at Roma ISD experienced significant learning loss from March 2020 to May 2021. <b>Root Cause:</b> All students were engaged in virtual instruction from March 2020 to May 2021.
Perceptions
<b>Problem Statement 5:</b> #1 During the last 5 years our district enrollment has decreased by 7.5% <b>Root Cause:</b> Our rural community does not provide enough work opportunities, therefore families are forced to relocate in order to obtain better employment.

## 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 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:** No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Hold parent meetings throughout the school year that address various topics, including student academic achievement and how to monitor student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased knowledge of how to monitor student progress in a variety of ways.</p> <p><b>Staff Responsible for Monitoring:</b> Campus PFE liaisons</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.6, 3.2</p> <p><b>Problem Statements:</b> Perceptions 3, 4</p>	Formative		
	Nov	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 3:</b> There is insufficient communication with parents regarding the academic progress of their children. <b>Root Cause:</b> 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.</p>
<p><b>Problem Statement 4:</b> Parents feel that teachers are not posting grades in a timely manner. <b>Root Cause:</b> Campus administration and teachers need to emphasize the importance of timely posting of grades.</p>

**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:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The district campuses will host events such as campus open house events, meet the teacher events, student performances, parent meetings</p> <p><b>Strategy's Expected Result/Impact:</b> Increased communication; better relationships between parents, school, and community</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - District Processes &amp; Programs 2 - Perceptions 3, 4, 5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parental participation/input in IEP meetings</p> <p><b>Staff Responsible for Monitoring:</b> Campus ARD-C Administrators</p> <p><b>Problem Statements:</b> Demographics 1, 3 - Student Learning 3 - District Processes &amp; Programs 2 - Perceptions 3, 5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
No Progress                       Accomplished                       Continue/Modify                       Discontinue			

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> #1 During the last 5 years our district enrollment has decreased by 7.5% <b>Root Cause:</b> Our rural community does not provide enough work opportunities, therefore families are forced to relocate in order to obtain better employment.</p> <p><b>Problem Statement 3:</b> #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. <b>Root Cause:</b> 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).</p>

### Student Learning

**Problem Statement 1:** 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 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 2:** Students at Roma ISD experienced significant learning loss from March 2020 to May 2021. **Root Cause:** All students were engaged in virtual instruction from March 2020 to May 2021.

### 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 4:** 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.

**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 are forced to 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 3:** The district will identify campus parent and family engagement programs and increase the involvement of stakeholders.

**Evaluation Data Sources:** Survey and participation data

**Summative Evaluation:** No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide PFE (parent and family engagement) activities for parents of EL students.  <b>Strategy's Expected Result/Impact:</b> Improved English language skills; increased ability for parents and families to help their children  <b>Staff Responsible for Monitoring:</b> Bilingual Director  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.6, 3.2  <b>Problem Statements:</b> Demographics 1 - Student Learning 1 - District Processes &amp; Programs 2 - Perceptions 5, 6</p>	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Establish a district Parent &amp; Family Engagement Center to increase parental involvement.  <b>Strategy's Expected Result/Impact:</b> Increased parental involvement and better informed parents  <b>Staff Responsible for Monitoring:</b> Federal Programs Director  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 3.1, 3.2  <b>Problem Statements:</b> Demographics 1 - Perceptions 3, 5</p>	Formative		
	Nov	Mar	June
No Progress                       Accomplished                       Continue/Modify                       Discontinue			

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> #1 During the last 5 years our district enrollment has decreased by 7.5% <b>Root Cause:</b> Our rural community does not provide enough work opportunities, therefore families are forced to relocate in order to obtain better employment.</p>
Student Learning
<p><b>Problem Statement 1:</b> Students transitioning to sixth grade are not performing as they did in prior grades. <b>Root Cause:</b> Students transition from one teacher to multiple teachers</p>

### District Processes & Programs

**Problem Statement 2:** Students at Roma ISD experienced significant learning loss from March 2020 to May 2021. **Root Cause:** All students were engaged in virtual instruction from March 2020 to May 2021.

### 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 are forced to 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 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	Formative Reviews		
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parental involvement; increased student scores on state and local assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - District Processes &amp; Programs 2 - Perceptions 3, 4, 5</p>	Formative		
	Nov	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> #1 During the last 5 years our district enrollment has decreased by 7.5% <b>Root Cause:</b> Our rural community does not provide enough work opportunities, therefore families are forced to relocate in order to obtain better employment.</p>
District Processes & Programs
<p><b>Problem Statement 2:</b> Students at Roma ISD experienced significant learning loss from March 2020 to May 2021. <b>Root Cause:</b> All students were engaged in virtual instruction from March 2020 to May 2021.</p>
Perceptions
<p><b>Problem Statement 3:</b> There is insufficient communication with parents regarding the academic progress of their children. <b>Root Cause:</b> 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.</p>
<p><b>Problem Statement 4:</b> Parents feel that teachers are not posting grades in a timely manner. <b>Root Cause:</b> Campus administration and teachers need to emphasize the importance of timely posting of grades.</p>
<p><b>Problem Statement 5:</b> #1 During the last 5 years our district enrollment has decreased by 7.5% <b>Root Cause:</b> Our rural community does not provide enough work opportunities, therefore families are forced to relocate in order to obtain better employment.</p>

# Schoolwide and Targeted Assisted Title I Elements

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

We conducted a Comprehensive Needs Assessment for Roma ISD using a variety of data sources.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The District Improvement Plan was developed with the appropriate stakeholders.

### **2.2: Regular monitoring and revision**

There is a plan to monitor and revise the DIP throughout the school year.

### **2.3: Available to parents and community in an understandable format and language**

The Parent and Family Engagement Policy is attached as an addendum in both English and Spanish. These documents are also found on our website at [www.romaisd.com](http://www.romaisd.com)

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The PFE Policy was updated in June 2021. Parents were invited to participate in this update through Zoom meetings. The meetings were held on June 11 at 9:30 a.m., June 14 at 5:30 p.m. and on June 16 at 9:30 a.m. These meetings were advertised on the Starr County Town Crier newspaper that was published on Wednesday, June 9, 2021. Fliers were also posted on our district social media pages. Attendance was taken through a Google Form.

### **3.2: Offer flexible number of parent involvement meetings**

The meetings to update the PFE policy were held on June 11 at 9:30 a.m., June 14 at 5:30 p.m. and on June 16 at 9:30 a.m.

# District Funding Summary

270 Title V, Part B Rural & Low-Income School					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	9	9	Instructors & Supplies		\$137,226.00
<b>Sub-Total</b>					\$137,226.00
<b>Budgeted Fund Source Amount</b>					\$137,226.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$137,226.00
<b>Grand Total Spent</b>					\$137,226.00



# Addendums

**Roma ISD**

**2021-2022 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 Muñoz (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. Muñoz (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*

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**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.

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<b>Bullying Prohibited</b>	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.
<b>Retaliation</b>	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.
<b>False Claim</b>	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.
<b>Timely Reporting</b>	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.
<b>Reporting Procedures</b>	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.
Student Report	
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.

<b>Report Format</b>	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
<b>Notice of Report</b>	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.
<b>Prohibited Conduct</b>	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.
<b>Investigation of Report</b>	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.
<b>Concluding the Investigation</b>	<p>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.</p> <p>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.</p>
<b>Notice to Parents</b>	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.
<b>District Action</b>	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.
<i>Discipline</i>	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.

	<p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	<p>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.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>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.</p>
Improper Conduct	<p>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.</p>
<b>Confidentiality</b>	<p>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.</p>
<b>Appeal</b>	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
<b>Records Retention</b>	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
<b>Access to Policy and Procedures</b>	<p>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.</p>

**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 imbalance 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 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;
  - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
  - c. Materially and substantially disrupts the educational process 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, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication 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 cyberbullying:
  - a. Interferes with a student’s educational opportunities; or

- b. Substantially disrupts the orderly operation of a classroom, 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.

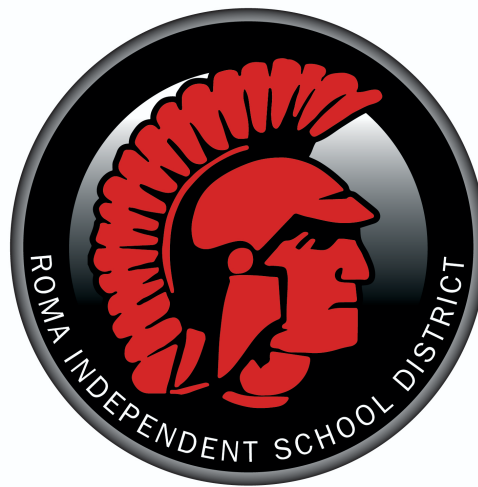
**Prevention and  
Mediation**

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*





**Roma ISD Parent and Family Engagement Policy  
2021-2022**

## Roma ISD Parent and Family Engagement Policy for school year 2021-2022

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.

<p>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.</p>	<p>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:</p> <ul style="list-style-type: none"><li>• work with the schools to ensure that the required school-level PFE policies meet the Title I requirements, and include, as a component, a School-Parent Compact.</li><li>• offer a “PFE Benefits” training to our school personnel during the Fall semester of each school year.</li></ul>
<p>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</p>	<p>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.</p>

<p>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</p>	<p>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:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● pay reasonable and necessary expenses associated with parental involvement activities.</li> <li>● arrange school meetings at a variety of times. These meetings may include teachers, other educators, and parents of the participating children.</li> </ul>
<p>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</p>	<p>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.</p>
<p>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</p>	<p>The district will involve community organizations in family engagement activities as feasible, as well as participate in programs that serve families and students.</p>

<p>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</p>	<p>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:</p> <ul style="list-style-type: none"><li>• district communications set up in English and Spanish based upon the primary language identified for the home.</li><li>• translations for all Title I information will be provided in both English and Spanish.</li></ul>
<p>Roma ISD will provide reasonable support for parental involvement activities under this section as parents may request.</p>	<p>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.</p>

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

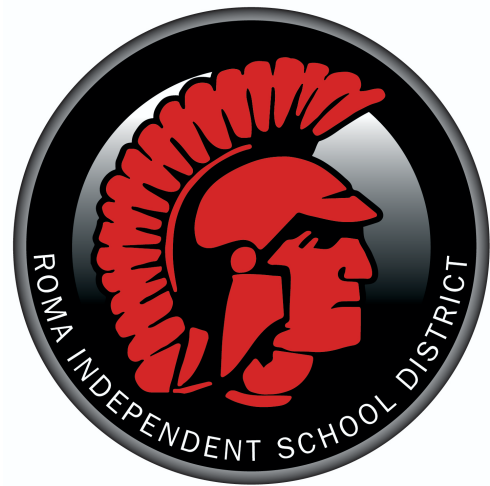
Roma ISD, as well as each campus, will take action to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this PFE policy in improving the quality of Title I schools. The evaluation will include identifying barriers to greater participation by parents in 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  
2021-2022**

## Póliza de participación de los padres y la familia de Roma ISD para el año escolar 2021-2022

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:

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.

### ESTRATEGIAS:

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.
- ofrecer un entrenamiento de “Beneficios PFE” a nuestro personal escolar durante el semestre de otoño de cada año escolar.

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 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

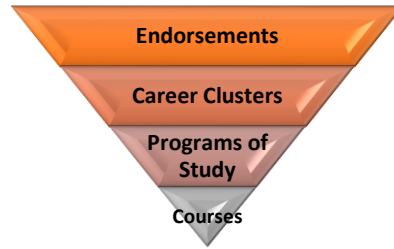
Roma ISD, así como cada campus, tomará medidas para llevar a cabo, con la participación de los padres, una evaluación anual del contenido y la eficacia de esta póliza de PFE para mejorar la calidad de las escuelas del Título I. La evaluación incluirá la identificación de las barreras para una mayor participación 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.

<p>Roma ISD involucrar� a los padres en las actividades de las escuelas</p>	<p>Roma ISD pondr� en funcionamiento programas, actividades y procedimientos para la participaci�n de los padres en todas sus escuelas con programas de T�tulo I. Esos programas, actividades y procedimientos se planificar�n y operar�n con una consulta significativa con los padres de los ni�os participantes.</p>
<p>Reserva de fondos</p>	<p>Roma ISD involucrar� a los padres y familias de los ni�os atendidos en las escuelas del T�tulo I, Parte A en las decisiones sobre c�mo se gasta el uno por ciento de los fondos del T�tulo I, Parte A reservados para PFE, y asegurar� que no menos del 95 por ciento del uno por ciento reservado va directamente a las escuelas para la implementaci�n del programa PFE en cada campus.</p>



## ROMA ISD CTE SUMMARY 2021-2022

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 (new for 2020-2021)
• *Energy (new for 2020-2021)	• 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 2021-2022 school year Roma ISD will offer 22 programs of study.

<ul style="list-style-type: none"> <li>• Agriculture, Food, and Natural Resources                             <ul style="list-style-type: none"> <li>○ Applied Agricultural Engineering</li> <li>○ Agribusiness</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Hospitality and Tourism                             <ul style="list-style-type: none"> <li>○ Culinary Arts</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Architecture and Construction                             <ul style="list-style-type: none"> <li>○ Carpentry</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Human Services                             <ul style="list-style-type: none"> <li>○ Family and Community Services</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Arts, AV Technology and Communications                             <ul style="list-style-type: none"> <li>○ Digital Communications</li> <li>○ Design and Multimedia</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Information Technology                             <ul style="list-style-type: none"> <li>○ Information Technology Support and Services</li> <li>○ Networking Systems</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Business Marketing and Finance                             <ul style="list-style-type: none"> <li>○ Business Management</li> <li>○ Entrepreneurship</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Law and Public Service                             <ul style="list-style-type: none"> <li>○ Emergency Services</li> <li>○ Law Enforcement</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Education and Training                             <ul style="list-style-type: none"> <li>○ Early Learning</li> <li>○ Teaching and Training</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Manufacturing (NONE for 2021-2022)</li> </ul>
<ul style="list-style-type: none"> <li>• Energy (NONE for 2021-2022)</li> </ul>	<ul style="list-style-type: none"> <li>• STEM (Science, Technology, Engineering, and Math)                             <ul style="list-style-type: none"> <li>○ Engineering</li> <li>○ Cybersecurity</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Health Science                             <ul style="list-style-type: none"> <li>○ Health Informatics</li> <li>○ Healthcare Diagnostics</li> <li>○ Healthcare Therapeutics</li> <li>○ Medical Therapy</li> <li>○ Nursing Science</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Transportation, Distribution, and Logistics                             <ul style="list-style-type: none"> <li>○ Automotive</li> </ul> </li> </ul>

**ROMA ISD CTE SUMMARY 2021-2022**

<b>Certificates Available for the 2021-2022 S/Y by Career Cluster:</b>	
Agriculture, Food, and Natural Resources	<ul style="list-style-type: none"> <li>• Commercial/Noncommercial Pesticide Applicator</li> <li>• AWS D1.1 Structural Steel</li> <li>• OSHA 30-Hour General Industry</li> </ul>
Architecture and Construction	<ul style="list-style-type: none"> <li>• NCCER Carpentry- Level 1 (Proposed)</li> <li>• OSHA 30-Hour General Industry</li> </ul>
Arts, AV Technology and Communications	<ul style="list-style-type: none"> <li>• Apple iWork</li> </ul>
Business Marketing and Finance	<ul style="list-style-type: none"> <li>• Microsoft Office Specialist Excel</li> <li>• Microsoft Office Specialist Word</li> </ul>
Education and Training	<ul style="list-style-type: none"> <li>• Substitute Certification (Region 1)</li> <li>• Educational Aide (Proposed)</li> </ul>
Energy	NONE for 2021-2022
Health Science	<ul style="list-style-type: none"> <li>• Certified Nurse Aide/Assistant (CNA)</li> <li>• Certified Pharmacy Technician</li> <li>• Emergency Medical Technician-Basic (EMT)</li> <li>• Medical Coding and Billing Specialist</li> <li>• Phlebotomy Technician</li> <li>• Basic Life Support (BLS) American Heart Association</li> <li>• EKG Certification</li> </ul>
Hospitality and Tourism	<ul style="list-style-type: none"> <li>• Food Handler Certification (ServSafe)</li> <li>• Certified Fundamentals Pastry Cook (CFPC) (Proposed)</li> </ul>
Human Services	NONE for 2021-2022
Information Technology	<ul style="list-style-type: none"> <li>• CompTIA A+</li> </ul>
Law and Public Service	<ul style="list-style-type: none"> <li>• Emergency Medical Technician-Basic (EMT)</li> <li>• Non-Commissioned Security Officer Level II</li> </ul>
Manufacturing	NONE for 2021-2022
STEM	<ul style="list-style-type: none"> <li>• CompTIA Security+ (Proposed)</li> </ul>
Transportation, Distributions, and Logistics	<ul style="list-style-type: none"> <li>• ASE Entry-Level Certifications:</li> <li>• Automotive Maintenance &amp; Light Repair</li> <li>• Automotive Service Technology</li> <li>• Brakes</li> <li>• Engine Performance</li> <li>• Engine Repair</li> <li>• Electronic/Electrical Systems</li> <li>• Heating and A/C</li> <li>• Suspension and Steering</li> <li>• Transmission/Transaxle</li> </ul>



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# 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:** \_\_\_\_\_

<b>Problem Statement / Root Cause:</b>
<b>Annual Goal:</b>

**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:**

Blank area for implementation strategy.





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



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# 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.<sup>1</sup>

**District Name:** \_\_\_\_\_

**District ESC:** \_\_\_\_\_

**County District Number:** \_\_\_\_\_

**DCSI:** \_\_\_\_\_

**Superintendent Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Program Area:** \_\_\_\_\_ **Area of Improvement:** \_\_\_\_\_

### Problem Statement / Root Cause:

### Annual Goal:

<sup>1</sup> 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:** \_\_\_\_\_

<b>Problem Statement / Root Cause:</b>
<b>Annual Goal:</b>

**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:





**2021-2022 Secondary Campus Budgets**

	RHS 001	I&G 003	RMS 041	RBMS 042
Title I, Part A (211)	\$ 1,120,564.00	\$ -	\$ 497,766.00	\$ 368,017.00
IDEA B Formula (224)	\$ 3,500.00	\$ 500.00	\$ 1,000.00	\$ 2,000.00
Carl Perkins Grant (244)	\$ 106,414.00		\$ 5,500.00	\$ 5,500.00
Title II, Part A (255)	\$ 60,838.00	\$ 4,827.00	\$ 25,588.00	\$ 15,797.00
Title III, Part A (263)	\$ 9,734.00	\$ 172.00	\$ 5,138.00	\$ 3,969.00
Title IV, Part A (289)	\$ 25,921.00	\$ -	\$ 11,514.00	\$ 8,513.00
Regular Program (11)	\$ 7,608,444.48	\$ 229,606.81	\$ 3,366,643.16	\$ 3,171,329.97
GT Program (21)	\$ 43,339.00		\$ 19,421.00	\$ 16,968.00
State CTE (22)	\$ 1,831,591.16		\$ 111,483.05	\$ 44,219.20
State Sp Ed (23)	\$ 3,500.00	\$ 500.00	\$ 1,000.00	\$ 2,000.00
State Bilingual (25)	\$ 33,799.00	\$ 587.00	\$ 23,077.00	\$ 16,255.00
State Comp Ed (30)	\$ 30,971.00	\$ 518.00	\$ 14,568.00	\$ 11,343.00
CCMR (38)	\$ 480,000.00		\$ 5,000.00	\$ 5,000.00
<b>Campus Totals</b>	<b>\$ 11,358,615.64</b>	<b>\$ 236,710.81</b>	<b>\$ 4,087,698.21</b>	<b>\$ 3,670,911.17</b>

**2021-2022 Elementary Campus Budgets**

	FJS 103	RTB 105	EVE 106	RCS 108	VME 109	DGG 110
Title I, Part A (211)	\$ 371,473.00	\$ 262,864.00	\$ 282,540.00	\$ 416,333.00	\$ 365,964.00	\$ 385,639.00
IDEA B Formula (224)	\$ 500.00	\$ 500.00	\$ 500.00	\$ 1,500.00	\$ 2,000.00	\$ 2,000.00
IDEA B Formula (225)	\$ 100.00	\$ 100.00	\$ 100.00	\$ 300.00	\$ 400.00	\$ 400.00
Title II, Part A (255)	\$ 20,725.00	\$ 17,926.00	\$ 10,898.00	\$ 21,225.00	\$ 24,725.00	\$ 17,725.00
Title III, Part A (263)	\$ 4,081.00	\$ 2,543.00	\$ 3,548.00	\$ 4,640.00	\$ 3,866.00	\$ 3,995.00
Title IV, Part A (289)	\$ 8,586.00	\$ 6,075.00	\$ 6,530.00	\$ 9,622.00	\$ 8,458.00	\$ 8,913.00
Regular Program (11)	\$2,226,100.74	\$1,709,396.50	\$1,717,273.30	\$1,918,411.65	\$2,029,629.68	\$2,126,348.54
GT Program (21)	\$ 7,359.00	\$ 5,928.00	\$ 4,293.00	\$ 6,542.00	\$ 6,542.00	\$ 9,608.00
State Sp Ed (23)	\$ 500.00	\$ 500.00	\$ 500.00	\$ 1,500.00	\$ 2,000.00	\$ 2,000.00
State Bilingual (25)	\$ 12,648.00	\$ 15,098.00	\$ 14,894.00	\$ 14,483.00	\$ 15,528.00	\$ 12,381.00
State Comp Ed (30)	\$ 11,320.00	\$ 7,037.00	\$ 9,767.00	\$ 12,779.00	\$ 10,637.00	\$ 11,061.00
Early Ed (36)	\$ 320,927.92	\$ 133,441.49	\$ 266,358.17	\$ 288,234.97	\$ 313,141.13	\$ 319,570.01
<b>Campus Totals</b>	<b>\$2,984,320.66</b>	<b>\$2,161,408.99</b>	<b>\$2,317,201.47</b>	<b>\$2,695,570.62</b>	<b>\$2,782,890.81</b>	<b>\$2,899,640.55</b>

# **Roma Independent School District**

## **Teen Dating Violence Policy**

# Roma Independent School District

## TEEN DATING VIOLENCE POLICY

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## 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](http://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](http://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 rape prevention. 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.