



# **2020-2021**

# **District Educational Improvement Plan**

**“Committed to the Achievement of Student Excellence”**

# Table of Contents

Superintendent's Message	<a href="#">Page 3</a>
District Mission, Vision and Core Values	<a href="#">Page 4</a>
Roma ISD District SBDM List	<a href="#">Pages 5-6</a>
Long Range Goals	<a href="#">Page 7</a>
Comprehensive Needs Assessment Results and Summary	<a href="#">Pages 8-14</a>
Performance Objectives	<a href="#">Page 15</a>
Campus Budget Allocations by Special Program	<a href="#">Page 16</a>
Curriculum	<a href="#">Pages 17-20</a>
Technology	<a href="#">Pages 21-25</a>
Attendance	<a href="#">Pages 26-28</a>
Drop-Out Rate	<a href="#">Pages 29-31</a>
Safe and Drug Free School	<a href="#">Pages 32-35</a>
Migrant	<a href="#">Pages 36-50</a>
<ul style="list-style-type: none"><li>Implementation of Texas MEP Strategies</li></ul>	<a href="#">Pages 51-56</a>
<ul style="list-style-type: none"><li>Migrant Plan of Action for Identification and Recruitment</li></ul>	<a href="#">Pages 57-60</a>
<ul style="list-style-type: none"><li>Migrant Education Program Priority for Service Plan of Action</li></ul>	<a href="#">Pages 61-68</a>
At Risk	<a href="#">Pages 69-72</a>
Title Programs	<a href="#">Pages 73-84</a>
Special Education	<a href="#">Pages 85-89</a>
Bilingual/ESL	<a href="#">Pages 90-93</a>
Gifted and Talented	<a href="#">Pages 94-96</a>
Career and Technical Education	<a href="#">Pages 97-101</a>
Character Education	<a href="#">Pages 102-103</a>
Parent Engagement & Family and Community Engagement	<a href="#">Pages 104-112</a>
Support Structure	<a href="#">Pages 113-116</a>
District SBDM	<a href="#">Pages 117-118</a>
Support Services	<a href="#">Pages 119-120</a>
<ul style="list-style-type: none"><li>Appendix A Special Education Monitoring System</li></ul>	<a href="#">Pages 121-128</a>

# **SUPERINTENDENT'S MESSAGE**

The Roma Independent School District has focused on assuring that all educational programs provided by our schools will be at a level of quality that will prepare our students to be successful in this new century and be productive contributors to their society, as well as, becoming life-long learners. The demands that are imposed on today's schools no longer focus on teaching information, but rather to be able to research, assess its value, and apply it accordingly. The District Educational Improvement Council, with assistance from the many talented teachers and non-teaching professionals from all campuses, has given emphasis to the development of a district improvement plan that supports the idea that all our students will be career or college ready. Roma ISD is committed to utilize all its resources to ensure that this goal is achievable and attainable for all of our students.

The District Educational Improvement Council is to be commended for its fine efforts in developing this District Improvement Plan. They have focused on thoughtfully planning and setting goals that will greatly impact all our educational programs. The inclusion of services for all students, regardless of special population classifications, truly attests to the District's belief of quality and equity in education. Through its work, the DEIC has charted the path by which our District will guide its programs. Furthermore, this plan shall provide to all campuses guidance in their efforts to develop and/or modify their respective campus improvement plans.

In presenting the District Improvement Plan to the Roma Independent School District Board of Trustees, Roma ISD commits to seeking a superior achievement of student excellence. The future holds successes that will be a direct result of the support of the Board and the teamwork that has been instilled among all stakeholders. This plan strengthens this commitment by allowing administrators, teachers, students, and parents to become active partners in education.

**Carlos Guzmán, Superintendent**

## Mission

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 Values

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

Accountability

Leadership

Pride & Respect

Flexibility

Perseverance

Unity

# Roma Independent School District 2020-2021 Site-Based Decision Making Council

## Elected Membership

<i>Roma High School</i>	<i>J &amp; G</i>	<i>Ramiro Barrera Middle School</i>	<i>Roma Middle School</i>
1. Heron Escobar (1) 12th English 2. Aledia Lopez (1) 10th Chemistry 3. Natalio Lopez (1) 10th World Hist 4. Daisy Gonzalez (2) (Adhoc) 5. Cynthia Casas (2) (Admin.)	1. Arnold Saenz (2) Teacher 2. Rueben Gonzalez (1) (Adhoc) 3. Maria Teresa Ramirez (2) (Admin.)	1. Osbert D. Bazan (2) 7th Science 2. Victor Gutierrez, Jr. (2) 8th Science 3. Humberto Alanis (1) 6th Grade Scien 4. Jorge Luis Guerra (Adhoc) 5. Mario Saenz (2) (Admin)	1. Marlee Garza (1) 6th Grade ELA 2. Irma Hinojosa (2) 7th Grade Math 3. J. L. Salinas (2) 8th Grade ELA 4. Chloe Benitez (2) (Adhoc) 5. Oswaldo Garcia, Jr. (2) (Admin.)
<i>R.T. Barrera Elementary</i>	<i>Delia G. Garcia Elemntary</i>	<i>R &amp; C Saenz Elementary</i>	<i>F.J. Scott Elementary</i>
1. Cecilia Alanis (1) 1st Grade 2. Rolando Munoz (2) PE Coach 3. Idalou Trevino (2) Kinder 4. Amando Ramirez (2) (Adhoc) 5. Delma Rios (1) (Librarian)	1. Sarai Cavazos (1) 5th Grade 2. Loreyda Guerra (2) 1st Grade 3. Lesslie Saenz (2) Pre Kinder 4. Diana Medrano (1) (Adhoc) 5. Carmelita Cantu (1) (Administrator)	1. Emiliana Barrera (2) Resource 2. Lydia Eguia (2) 4th Grade 3. Lucila Silva (2) 5th Grade 4. Rebecca Hinojosa (2) (Adhoc) 5. Maricela Rios (2) (Admin)	1. Melinda Gonzalez (1) Pre-K 2. Maria Albeza Barrera (1) 1st Grade 3. Zaida Rodriguez (1) 3rd Grade 4. Jose E. Alanis (Adhoc) 5. Yveliz Vasquez (1) (Counselor)
<i>Emma Vera Elementary</i>	<i>Veterans Memorial Elementary</i>	<i>Central Office</i>	<i>Non-Campus Adhoc Members</i>
1. Michell Ramon (2) Pre-K 2. Veronica Escamilla (1) Kinder 3. Heather Gonzalez (2) 5th 4. Cristina Canales (1) (Adhoc) 5. Isabel Treviño (1) (Facilitator)	1. Ana Cantu (1) 5th Grade 2. Blanca Hernandez (2) Kinder 3. Ruth Chapa (2) 2nd Grade 4. Maria Guadalupe Vela (Adhoc) 5. Ana Melissa Peña (2) (Admin)	1. Leticia Cadena (Admin Chairperson) 2. (Admin) 3. (Admin)	1. Silvia Gonzalez (2) Teacher 2. Maricela Flores (2) Speech Assistant 3. Victoria S. Muñoz (2) OT

### *Appointed*

Oscar L. Ramirez, Jr. (retired adm  
Cecilia R. Benavides (entrepreneu  
Cynthia Salazar (parent)

**Note: (1) Indicates term will end May 2022 (2) Indicates term will end May 2021**

*"Education is for improving the lives of others and leaving your community and world better than you found it." Marian Wright Edelman (1939-) American Activist for the Rights of Children.*

## Committee by Indicator

Curriculum / Character Education/GT		State Bilingual/Title III		Career & Technical Education / Safe and Drug Free Schools		Migrant	
1	Victor Gutierrez, Jr. <i>RBMS</i>	1	Michell Ramon <i>EVE</i>	1	Heron Escobar <i>RHS</i>	1	Delma Rios <i>RTB</i>
2	Marlee Garza <i>RMS</i>	2	Maria Teresa Ramirez <i>I&amp;G</i>	2	Aledia Lopez <i>RHS</i>	2	Yveliz Vasquez <i>FJS</i>
3	Carmelita Cantu <i>DGG</i>	3	Diana Medrano <i>DGG</i>	3	Natalio Lopez <i>RHS</i>	3	Veronica Escamilla <i>EVE</i>
4	Isabel Trevino <i>EVE</i>	4	Jose E. Alanis <i>FJS</i>	4	Cecilia Alaniz <i>RTB</i>	4	Irma Hinojosa <i>RMS</i>
5	Ana Melissa Peña <i>VME</i>	5	Emiliana Barrera <i>RCS</i>	5	Osbert D. Bazan <i>RBMS</i>	5	Rolando Muñoz <i>RTB</i>
6	Melinda Gonzalez <i>FJS</i>	6	Ana Cantu <i>VME</i>	6	Oswaldo Garcia,Jr. <i>RMS</i>	6	Cristina Canales <i>EVE</i>
Chairperson: Yadira Diaz		Chairperson: Marissa Belmontes		Chairperson: Joe Martinez		Chairperson: Joe Martinez	
Title I Program/ Parental Engagement		Technology: Integration to Curriculum/SBDM		At-Risk/State Compensatory Education Program/Support Services		Drop Out/Attendance/ Support Structure	
1	Lesslie Saenz <i>DGG</i>	1	Lydia Eguia <i>RCS</i>	1	Maricela Rios <i>RCS</i>	1	Humberto Alanis <i>RBMS</i>
2	Marla Garcia <i>FJS</i>	2	Cynthia Casas <i>RHS</i>	2	Loreyda Guerra <i>DGG</i>	2	Mario Saenz <i>RBMS</i>
3	Sarai Cavazos <i>DGG</i>	3	Albesa Barrera <i>FJS</i>	3	Amando Ramirez <i>RTB</i>	3	Blanca Hernandez <i>VME</i>
4	Reuben Gonzalez <i>I&amp;G</i>	4	Idalou Trevino <i>RTB</i>	4	Ruth Chapa <i>VME</i>	4	Silvia Gonzalez <i>Spec. Ed.</i>
5	Rebecca Hinojosa <i>RCS</i>	5	Heather Gonzalez <i>EVE</i>	5	J. L. Salinas <i>RMS</i>	5	Maricela Flores <i>Spec. Ed.</i>
6	Cynthia Salazar	6	Cecilia R. Benavides	6	Oscar Ramirez	6	Lucila Silva <i>RCS</i>
Chairperson: Joe Martinez		Chairperson: Leticia Cadena		Chairperson: Nicolasa Sarabia		Chairperson: Noe Guzman Nicolasa Sarabia	
Special Education							
1	Chloe Benitez <i>RMS</i>	4	Maria G. Vela <i>VME</i>				
2	Daisy Gonzalez <i>RHS</i>	5	Victoria S. Muñoz <i>Spec. Ed.</i>				
3	Jorge Luis Guerra <i>RBMS</i>	6	Arnoldo Saenz <i>I&amp;G</i>	Chairperson: Melizza Galvan			

## ROMA INDEPENDENT SCHOOL DISTRICT

# District Improvement Plan

## Long-Range Goals: 2020-2023

Indicator	Goal
<b>Curriculum</b>	By 2023, the District will review and upgrade its curriculum, due to the STAAR and EOC assessments and the upcoming 2020 Accountability changes, both horizontally and vertically, with an appropriate scope and sequence under the deep alignment concept (the written curriculum, the taught curriculum, and the tested curriculum). The staff will continue the use of Professional Learning Communities to assist in our own Professional Development and they will be well versed in the development of Rigorous Assessments and Monitoring. Staff development will focus on the areas of Math, English Language Arts, specifically with and emphasis in Writing, and Science especially after this stumbling block due to the COVID 19 Pandemic.
<b>Student Performance Data</b>	By 2023, all students will attain the academic standards of Meets or Master for the District's rating set forth by the state's Texas Academic Performance Report under the STAAR Assessments.
<b>Student Populations</b>	By 2023, the District will continue to recognize all special populations, enhance the existing programs which provide services to these children, and develop additional ones to meet the new and emerging trends, as well as to assure equity and quality of services for all its students, especially with the introduction of ESSA.
<b>Support Structure</b>	By 2023, the District will assure that its support structure has contributed to the development and maintenance of an educational program that will provide safe and appropriate settings for students and staff, state-of-the-art equipment and technology, sufficient supplies and materials, highly qualified staff, continuous professional development training, enhance the T-TESS and SLO (Student Learning Objectives) system, an increased focus on parental engagement, and ensure the process for participation in decision-making by all of its members.
<b>Technology</b>	By 2023, integration of technology into the instructional program focuses on the need to support our current technology level, as well as, continued support of local and wide area networks, wireless networks, and improving Internet connectivity for all campuses, all aimed at improving the quality of staff development practices, expanding the boundaries of teaching and learning capabilities for teachers and students, exposing our students to the most current information and practices available, establishing a coherent sequence of course contents aligned to the Technology Application TEKS across all grade levels, and assuring that the quality education offered to our students is competitive and superior to others. In addition, all students will be issued a district-owned wireless device and hotspots to those students in rural areas where there is no broadband connection.

# **ROMA INDEPENDENT SCHOOL DISTRICT**

## **Comprehensive Needs Assessment Survey Results**

### **October 2020**

Roma Independent School District's top priority is student excellence. Our responsibility is to graduate students who have the necessary skills and are ready to take on the challenge to become members of the work force, attend and graduate from a university or trade school, or serve their country by enlisting in any of the five armed service branches. We therefore, conduct an annual Comprehensive Needs Assessment (CNA) that identifies our strengths and weaknesses. All teachers complete this online assessment.

Roma ISD conducted its annual survey of the Comprehensive Needs Assessment from October 15, 2020-October 27, 2020. Campus administration emailed each teacher the link to complete the assessment. The staff participation rate in the survey was as follows:

<b>Campus</b>	<b>Surveys Submitted</b>
Instruction and Guidance School (002)	6
Roma High School (001)	91
Ramiro Barrera School (042)	50
Roma Middle School (041)	53
R T Barrera Elementary(105)	20
Delia Gonzalez Garcia Elementary(110)	32
R C Saenz Elementary(108)	24
F J Scott Elementary (103)	27
Emma Vera Elementary (106)	25
Veterans Memorial Elementary (109)	35
<b>District</b>	<b>363</b>

The campus average and ratings for the Comprehensive Needs Assessment are found below. Each indicators has different sub-indicators that are rating on a scale from one to five points. The surveys were tabulated and the district results are presented below.

<b>Comprehensive Needs Assessment</b> <b>October 2020</b>													
	GOALS	I&G	RHS	RBMS	RMS	RTB	DGG	RCS	FJS	EVE	VME	District Average	District Rating
I.	Demographics	5.00	4.56	4.77	4.84	4.93	4.84	4.98	4.98	5.00	4.78	4.87	High
II.	Student Achievement	4.92	4.54	4.77	4.86	4.95	4.69	4.93	4.98	4.97	4.78	4.84	High
III.	School Culture and Climate	4.77	4.60	4.72	4.94	4.92	4.88	4.98	4.98	5.00	4.76	4.85	High
IV.	Staff Quality/ Professional Development	4.67	4.37	4.71	4.80	4.90	4.82	4.97	4.99	4.99	4.54	4.77	High
V.	Curriculum and Instruction Assessment	4.82	4.58	4.76	4.88	4.87	4.89	4.98	4.99	4.98	4.78	4.85	High
VI.	Family and Community Involvement	4.67	4.47	4.70	4.75	4.86	4.86	4.97	4.99	4.98	4.81	4.81	High
VII.	School Context and Organization	4.83	4.51	4.76	4.93	4.89	4.90	4.99	4.98	4.99	4.81	4.86	High
VIII.	Technology	4.86	4.54	4.70	4.79	4.89	4.90	4.97	4.96	4.99	4.78	4.84	High
Campus Average		4.82	4.52	4.73	4.85	4.90	4.85	4.97	4.98	4.99	4.75	4.84	High
Campus Rating		High	High	High	High	High	High	High	High	High	High		

After perusing the CNA results and comments, The Department of Student Improvement assisted in the compiling of this report. The results were shared with the District Educational Improvement Council (DEIC) and used to develop the 2020-2021 District Improvement Plan.

Indicators	Average	Rating
Demographics	4.87	High
Student Achievement	4.84	High
School Culture and Climate	4.85	High
Staff Quality /Professional Development	4.77	High
Curriculum and Instruction Assessment	4.85	High
Family and Community Involvement	4.81	High
School Context and Organization	4.86	High
Technology	4.84	High
<b>Over All District Rating</b>	<b>4.84</b>	<b>High</b>

#### District Needs Assessment Rating

4.50-5.00	High
4.0-4.49	Above Average
3.0-3.99	Average
2.0-2.9	Below Average
1.00-1.99	Low

The overall average for this year increased .09 points from last year (February 2018 4.75); the district rating continues to be rated as High. Staff Quality/Professional Development is the lowest indicators however, it did increase from the previous year from 4.64 to 4.77. The area of concern this year continues to be Staff Quality/Professional Development. Noted also was the fact that all indicators reflected an increase from the previous year.

The CNA identifies the following strengths and weaknesses for the following indicators: demographics, student achievement, school culture and climate, staff quality/professional development, curriculum & instruction and assessment, family and community involvement, school context and organization and technology.

Below is a summary of the findings.

## I. Demographics

I&G	RHS	RBMS	RMS	RTB	DGG	RCS	FJS	EVE	VME	Average
5.00	4.56	4.77	4.84	4.93	4.84	4.98	4.98	5.00	4.78	4.87

The professional staff gave this section the highest overall rating with an increase from last year 4.82 to 4.87 this year. They commented that the DMAC system was user friendly program which allows them to easily locate and analyze students' demographic data and state and local test results throughout the year, they have great communication with campus administration. However, some teachers did have a concern regarding attendance during remote learning and the need to bring those students with academic needs back to the classroom.

*The entire written comments from this section from all the professions staff is available for viewing at the office of Student Improvement at the Manuel Guerra Building Room 210.*

## II. Student Achievement

I&G	RHS	RBMS	RMS	RTB	DGG	RCS	FJS	EVE	VME	Average
4.92	4.54	4.77	4.86	4.95	4.69	4.93	4.98	4.97	4.78	4.84

This section had an increase from last year 4.80 to 4.84 this year. Teachers attribute student achievement to several factors: the PLC process that allows teachers to share and analyze student data, the commitment of the administration to facilitate, share and meet with the teachers, another factor noted was the availability of DMAC that allows staff to have access to student's state and local data in a timely manner which is then used as feedback during the PLC to facilitate instructional planning. Teachers did note that the challenge to increase student achievement is an ongoing process especially with remote learning.

*The entire written comments from this section from all the professions staff is available for viewing at the office of Student Improvement at the Manuel Guerra Building Room 210.*

### III. School Culture and Climate

I&G	RHS	RBMS	RMS	RTB	DGG	RCS	FJS	EVE	VME	Average
4.77	4.60	4.72	4.94	4.92	4.88	4.98	4.98	5.00	4.76	<b>4.85</b>

This section had an increase from last year 4.78 to 4.85 this year. The professional staff had the following comments concerning School Culture and Climate. “Even though remote learning has been challenging, parents are involved in the education of their children more so than ever. Some teachers do have a concern regarding.”

*The entire written comments from this section from all the professions staff is available for viewing at the office of Student Improvement at the Manuel Guerra Building Room 210.*

### IV. Staff Quality/Professional Development

I&G	RHS	RBMS	RMS	RTB	DGG	RCS	FJS	EVE	VME	Average
4.67	4.37	4.71	4.80	4.90	4.82	4.97	4.99	4.99	4.54	<b>4.77</b>

This section was rated as the lowest for the third year, when compared to the other indicators, however, there was an increase from last year 4.64 to 4.77 this year. The professional staff gave comments that the administration provide opportunities and encourage teachers to attend professional development with a variety of topics. However some teachers did voice their concerns, “PD consistently feels like something that is done to fill a box, or check mark a mandatory requirement. Unfortunately, the PD that would be really helpful to myself and many others, would be watching and learning from other teachers.” “Needed staff development with new virtual teaching.”

*The entire written comments from this section from all the professions staff is available for viewing at the office of Student Improvement at the Manuel Guerra Building Room 210.*

## V. Curriculum & Instruction and Assessment

I&G	RHS	RBMS	RMS	RTB	DGG	RCS	FJS	EVE	VME	Average
4.82	4.58	4.76	4.88	4.87	4.89	4.98	4.99	4.98	4.78	<b>4.85</b>

This section had an increase from last year 4.78 to 4.85 this year. Teachers gave comments that “remote learning has opened a world of possibilities” “goals are aligned to state standards”, “six weeks tests are used for student growth.” There is a concern amongst teachers regarding student online learning. “It is challenging to keep some students engaged in remote learning environment.” “Students get easily distracted with their surroundings through virtual learning.”

*The entire written comments from this section from all the professions staff is available for viewing at the office of Student Improvement at the Manuel Guerra Building Room 210.*

## VI. Family and Community Involvement

I&G	RHS	RBMS	RMS	RTB	DGG	RCS	FJS	EVE	VME	Average
4.67	4.47	4.70	4.75	4.86	4.86	4.97	4.99	4.98	4.81	<b>4.81</b>

This section had an increase from last year 4.76 to 4.81 this year. One professional staff member stated “We use Class Dojo to communicate with parents”, “Involved parents are important in the students success, we encourage parents to attend and participate in all or most parent meetings, open houses, and other events throughout the year.” “Most parents try to engage with their students and the learning community to the best of their abilities.” Some teachers did voice concerns regarding parent engagement, “I consider administration should allow parents to participate in school events.” “communication with parents is always followed through, however parent response isn't always positive or engaging.”

*The entire written comments from this section from all the professions staff is available for viewing at the office of Student Improvement at the Manuel Guerra Building Room 210.*

## VII. School Context and Organization

I&G	RHS	RBMS	RMS	RTB	DGG	RCS	FJS	EVE	VME	Average
4.83	4.51	4.76	4.93	4.89	4.90	4.99	4.98	4.99	4.81	4.86

This section had an increase from last year 4.77 to 4.86 this year. The professional staff had positive comments,. One teacher noted “Principal has educational and management expertise!” “Administrators have been a great help during distance learning by being understanding and flexible to our needs and students.” Mentioned as concerns: When the time comes for face to face instruction, I hope we can continue providing safe environment

*The entire written comments from this section from all the professions staff is available for viewing at the office of Student Improvement at the Manuel Guerra Building Room 210.*

## VIII. Technology

I&G	RHS	RBMS	RMS	RTB	DGG	RCS	FJS	EVE	VME	Average
4.86	4.54	4.70	4.79	4.89	4.90	4.97	4.96	4.99	4.78	4.84

This section had an increase from last year 4.67to 4.84 this year. The comments of the professional staff “Now with the system that we are using to teach (remote learning) our students at Roma High School, all administrators, teachers, and paraprofessionals have been exposed to professional development trainings related to Google Classroom and Google Meet.” “I feel like the district is trying very hard to get teachers working with technology through trainings during this time of online learning.” “Awesome and very helpful Technology trainings given by our campus!. There were several comments of concern: “Our concern is the lack of internet in some of the rural areas.” “I feel there is even more technology that can me used in the classroom. We just need the right tools and training.”

*The entire written comments from this section from all the professions staff is available for viewing at the office of Student Improvement at the Manuel Guerra Building Room 210.*

# Performance Objectives

2020-2021

## 2020 Student Performance-STAAR

### 2020 District Data

**Domain 1** (*Student Achievement*): NR

**Domain 2** (*School Progress*): NR

**Domain 3** (*Closing the Gaps*): NR

**Participation Rates:** NR

**Graduation Rates:** NR

**Accountability Rating:** Not Rated

## Student Performance-STAAR

### 2021 Goal (estimate)

**Domain 1** (*Student Achievement*): NR

**Domain 2** (*School Progress*): NR

**Index 3** (*Closing the Gaps*): NR

**Participation Rates:** NR

**Graduation Rates:** NR

**Accountability Rating:** Will not be Rated

**2020 Scores: Not rated. Declared state of emergency**

# ROMA INDEPENDENT SCHOOL DISTRICT

## Campus Budget Allocations by Special Programs 2020-2021

Special Programs	Roma High School	I&G	Roma Middle School	R. Barrera Middle School	F.J. Scott Elementary	R.T. Barrera Elementary	Emma Vera Elementary	R.C. Saenz Elementary	Veterans Memorial Elementary	D.G.G. Elementary	Summer Program	Special Ed
Title I, Part A 211	659,395		313,988	331,693	356,457	337,390	425,136	318,362	232,502	572,161	60,000	
Title I, Part C 212	83,792	83	269	518	41	769	63	145	269	351		
IDEAB Formula 224	61,650	400	66,150	144,100	67,150	68,700	65,650	67,850	68,300	69,550		354,150
IDEAB Formula 225												
Carl Perkins Grant 244	85,285	6,500	19,500									
Title II, Part A 255	95,732	5,862	28,531	20,355	20,973	22,173	14,769	26,135	24,663	19,316	14,904	
Title III, Part A 263	38,659	358	41,283	38,553	47,871	33,530	39,543	45,468	47,391	35,476	30,720	
Rural & Low Income 270												
Title IV Part A SSAEP Fund 289	61,828	9,189	31,791	27,842	23,862	18,505	17,603	23,646	31,604	22,853	32,860	
Regular Program 11	7,402,331	314,645	3,548,906	3,429,568	2,419,141	2,177,668	2,078,252	2,218,928	2,377,817	2,537,100	100,000	55,400
GT Program 21	11,966		11,730	6,714	5,444	3,699	1,858	1,730	2,747	4,112		
State Career & Technology 22	1,719,600		70,700	76,200								
State Special Ed 23	1,363,600	60,150	255,295	231,375	25,500	4,705	1,000	166,560	266,550	263,900	96,338	931,650
State Bilingual 25	148,601	357	108,694	33,432	207,539	214,910	120,218	254,237	193,561	325,248	14,750	
State Comp Education 30	1,899,502	283,278	942,090	713,780	294,468	243,666	153,034	334,706	366,251	13,256	127,900	
Early Education 36					465,494	148,564	153,965	230,259	208,807	151,910		
Dyslexia Funding 37												
CCMR 38	460,000		19,000	19,000								
<b>Campus Total</b>	<b>\$ 14,091,941</b>	<b>\$ 680,822</b>	<b>\$ 5,457,927</b>	<b>\$ 5,073,130</b>	<b>\$ 3,933,940</b>	<b>\$ 3,274,279</b>	<b>\$ 3,071,091</b>	<b>\$ 3,688,026</b>	<b>\$ 3,820,462</b>	<b>\$ 4,015,233</b>	<b>\$ 477,472</b>	<b>\$ 1,341,200</b>

# Curriculum



**ROMA INDEPENDENT SCHOOL DISTRICT**  
**District Improvement Plan**  
**Performance Objectives**  
**2020-2021**

<b>Student Population:</b>	All Students
<b>Indicator:</b>	Curriculum
<b>Objective:</b>	To improve the level of student performance as noted.

August 2017	August 2018	August 2020
Reading: 67	Reading: 68	Reading: NR
Math: 81	Math: 84	Math: NR
Social Studies: 75	Social Studies: 77	Social Studies: NR
Science: 77	Science: 77	Science: NR
Writing: 76	Writing: 73	Writing: NR

**2020 Scores: Not rated. Declared state of emergency**

Timeline	Strategy	Staff	Resources	Evaluation
August 2020 To May 2021	1. Continue to use the state adopted TEKS in all core areas to enhance STAAR/EOC performance.	Department of Student Improvement Campus Administration Professional Learning Community	Title I, Part A	STAAR / EOC
August 2020 To May 2021	2. Implement and enhance strategies based on needs assessment to emphasize STAAR/EOC standards in all content areas using critical thinking skills. Use understanding by Design Approach to lesson planning.	Department of Student Improvement Campus Administration Professional Learning Community Teachers	Title I, Part A \$13,500 SCE \$13,500	District Formative Assessments STAAR/EOC Results Six Weeks Exam Scores
August 2020 To May 2021	3. Implement a systematic approach to Reading, Writing, Math, Science and Social Studies with emphasis on STAAR/EOC standards through PLC teams.	Department of Student Improvement Campus Administration Professional Learning Community Teachers	SCE \$13,500	District Formative Assessments STAAR/EOC Results Six Weeks Exam Scores
August 2020 To May 2021	4. Coordinate instructional planning between special program teachers and regular curriculum teachers especially in the PLC teams.	Department of Student Improvement Campus Administration Professional Learning Community Teachers	-0-	District Formative Assessments STAAR/EOC Results Lesson Plans, Meeting Agendas Six Weeks Exam Scores

<b>Timeline</b>	<b>Strategy</b>	<b>Staff</b>	<b>Resources</b>	<b>Evaluation</b>
August 2020 To May 2021	5. Provide research-based staff development and strategies for all teachers on the implementation of targeted TEKS.	Department of Student Improvement Campus Administration	Title II, Part A Funding \$21,750	District Formative Assessments STAAR/EOC Results Six Weeks Exam Scores
August 2020 To June 2021	6. Implement vertical/horizontal planning process PK-12 grade. Align the timelines and assessments to STAAR/EOC standards.	Department of Student Improvement Campus Administration Staff	-0-	District Formative Assessments STAAR/EOC Results Lesson Plans Six Weeks Exam
October 2020 To December 2020 February 2021 April 2021	7. Conduct professional development on curriculum auditing to ensure alignment between the written curriculum, the taught curriculum, and the assessed curriculum. All staff will login in to the local professional development system (omnitrack) to document attendance.	Campus Administration Department of Student Improvement	Title II, Part A \$35,000	Curriculum Timelines STAAR/EOC Results District Formative Assessments Six Weeks Exam Scores
August 2020 To June 2021	8. Provide consistent accelerated instruction in all core areas and across all grade levels to supplement and reinforce the TEKS oriented curriculum.	Department of Student Improvement Campus Administration Teachers	SCE Funding \$210,000	STAAR/EOC Results District Formative Assessments Six Weeks Exam Scores
August 2020 To June 2021	9. Implement and enhance instructional strategies that focus on low performing areas of the TEKS oriented curriculum.	Department of Student Improvement Campus Administration Teachers	Title I, Part A \$4,500 SCE \$13,500	STAAR/EOC Results District Formative Assessments Six Weeks Exam Scores
August 2020 To June 2021	10. Implement a progressive computer assisted instructional program that addresses the STAAR/EOC standards in all areas and all levels of the curriculum throughout the year.	District Technology Director Campus Administration CAI Proctors		CAI Assessment Reports STAAR/EOC Results District Formative Assessments Six Weeks Exam Scores
August 2020 To June 2021	11. Align and adjust instructional timelines to curriculum development implementation, delivery of instruction, and assessment.	Campus Administration Teachers	Title II \$30,000	STAAR/EOC Results District Formative Assessments Six Weeks Exam Scores

<b>Timeline</b>	<b>Strategy</b>	<b>Staff</b>	<b>Resources</b>	<b>Evaluation</b>
August 2020 To June 2021	12. Help increase vocabulary skills by providing students with research based programs and activities on an ongoing basis. Word Walls	Campus Administration Teachers	-0-	STAAR/EOC Results District Formative Assessments Six Weeks Exam Scores
August 2020 To May 2021	13. Provide opportunities to allow for a smooth transition for students coming in from one campus to another (from Pre-K – to the post-secondary).	Campus Administration Teachers	-0-	STAAR/EOC Results District Formative Assessments Six Weeks Exam Scores
August 2020 To June 2021	14. Provide professional development to learn and upgrade current instructional strategies, knowledge, rules and regulations concerning core areas, ESSA, STAAR/EOC standards and all areas that affect curriculum.	Department of Student Improvement Campus Administration	Title II \$10,000	STAAR/EOC Results District Formative Assessments Six Weeks Exam Scores
August 2020 To June 2021	15. Continue curriculum alignment to update timelines and assessments throughout the school year.	Campus Administration Teachers	Title II	STAAR/EOC Results District Formative Assessments Six Weeks Exam Scores
August 2020 To June 2021	16. Continue extended year programs to provide accelerated instruction in all core areas.	Campus Administration Teachers		STAAR/EOC Results District Formative Assessments Six Weeks Exam Scores
August 2020 To June 2021	17. Enhance advanced/advanced placement courses through professional development.	Campus Administration Teachers		AP Results
August 2020 To June 2021	18. Continue implementing PLC throughout the school year.	Campus Administration Teachers		
August 2020 To June 2021	19. Utilize student data such as STAAR/EOC for curriculum alignment.	Campus Administration Teachers		
August 2020 To June 2021	20. Integrate Reading and Writing.	Campus Administration Teachers		
August 2020 To June 2021	21. Include open ended questions in assessments.	Campus Administration Teachers		



# Technology



**ROMA INDEPENDENT SCHOOL DISTRICT**

**District Improvement Plan**  
**Performance Objectives**  
**2020-2021**

<b>Student Population:</b>	All Students
<b>Indicator:</b>	Technology
<b>Objective:</b>	Leadership, Administration, and Instructional Support

<b>Timeline</b>	<b>Strategy</b>	<b>Staff</b>	<b>Resources</b>	<b>Evaluation</b>
August 2020 To May 2021	1. Update, implement, and monitor a dynamic technology plan that prepares students and teachers to meet the needs of a changing workforce and economy. Prepares students to be college and career ready and military ready. Prepares teachers to meet the needs of all students focusing on online/remote learning	Instructional Technology Director District Technology Committee Campus Administration		Agendas Sign-in Rosters Technology Plan
August 2020 To May 2021	2. Offer expanded curricular and instructional opportunities to students and staff via online, digital technology, and a variety of online/ distance learning technologies.	Instructional Technology Director Network Manager Campus Principals	Distance Learning Consortium Local Funds	Network Reports Sign-in Rosters Certificates
August 2020 To May 2021	3. Provide professional development focusing on online learning, TA TEKS and technology integration into the core curriculum.	Instructional Technology Director Campus Principals Librarians Teachers	Title II, Part A Title I, Part A Local Funds Region One Website	Agendas Sign-in Rosters Expenditure Reports
August 2020 To May 2021	4. Continue to use the Roma ISD mobile app to promote parent engagement.	Instructional Technology Director Network Manager Technical Staff Campus Administration	Local Funds Care Acts Funds	PO Invoices Usage Reports

**ROMA INDEPENDENT SCHOOL DISTRICT**  
**District Improvement Plan**  
**Performance Objectives**  
**2020-2021**

<b>Student Population:</b>	All Students
<b>Indicator:</b>	Technology (continued)
<b>Objective:</b>	Teaching and Learning

<b>Timeline</b>	<b>Strategy</b>	<b>Staff</b>	<b>Resources</b>	<b>Evaluation</b>
August 2020 To May 2021	1. Provide teachers and all students with grade level appropriate wireless devices and other technologies to facilitate remote/online learning and instruction.	Instructional Technology Director Technical Staff	Local Funds Care Act Funds IMAT	PO Invoices
August 2020 To May 2021	2. Provide (9 <sup>th</sup> -12 <sup>th</sup> ) students with availability of 8 technology courses to improve academic achievement using research based strategies.	High School Principal High School Counselors High School Teachers		Schedules Attendance Reports PEIMS Data
August 2020 To May 2021	3. Provide students with the opportunity to participate in local, regional and state technology competitions.	Instructional Technology Director Campus Principal Teachers	Local Funds	Student Projects Entry Forms
August 2020 To May 2021	4. Support teachers by providing professional development in updating classroom websites, Google Suites, and other online resources to share lessons, monitor student progress, and establish communication with parents and students.	Instructional Technology Director Campus Principal Librarians Teachers		Website Sign-in Rosters Agendas T-TESS Documentation
August 2020 To May 2021	5. Provide instruction and awareness in appropriate online behavior and cyberbullying awareness, responsibility, and response time.	Instructional Technology Director Campus Counselor Technology Teachers Roma ISD Police Department	Campus Funds Title 1 SCE	Curriculum Lesson Plans
August 2020 To May 2021	6. Ensure integration of Technology Application TEKS (K-8 <sup>th</sup> ) throughout the curriculum and instruction.	Campus Principal Instructional Technology Director Campus Administration		Lesson Plans Walk-Throughs Student Work & Usage Reports
August 2020 To May 2021	7. Provide Hotspots to those students who indicate a need as indicated in a District Technology Survey.	Instructional Technology Director Campus Administration	Cares Act Funds Local Funds	PO and Invoices Usage Reports

**ROMA INDEPENDENT SCHOOL DISTRICT**  
**District Improvement Plan**  
**Performance Objectives**  
**2020-2021**

<b>Student Population:</b>	All Students
<b>Indicator:</b>	Technology (continued)
<b>Objective:</b>	Infrastructure

<b>Timeline</b>	<b>Strategy</b>	<b>Staff</b>	<b>Resources</b>	<b>Evaluation</b>
August 2020 To May 2021	1. Maintain technology and telecommunication infrastructure for communications and services that ensures equitable access and ubiquitous broadband resources available 24/7 for all users.	Data System Coordinator, Network Manager, Instructional Technology Director	E-Rate Local Funds	Network Reports
August 2020 To May 2021	2. Provide a Guest Network at High School to give students opportunities with BYOD solutions when requested by teachers	Camus Principal Network Technicians		T-TESS evaluations Students Work
August 2020 To May 2021	3. Continue to use a system for upgrading, and acquiring technology equipment to maintain the state recommended student to workstation ratio as indicated in the District Technology Plan.	Data System Coordinator, Network Manager, Instructional Technology Director Campus Administration Campus Teachers Technicians	Title I Local Funds	Expenditures Reports Needs Assessment
August 2020 To May 2021	4. Provide support and resources for the acquisition and maintenance of hardware as indicated in the needs assessment at all campuses.	Data System Coordinator Network Manager Instructional Technology Director Campus Administration & Teachers Technicians	Title I Local Funds	Campus Inventory

**ROMA INDEPENDENT SCHOOL DISTRICT**  
**District Improvement Plan**  
**Performance Objectives**  
**2020-2021**

<b>Student Population:</b>	All Students
<b>Indicator:</b>	Technology (continued)
<b>Objective:</b>	Educator Preparation and Development

Timeline	Strategy	Staff	Resources	Evaluation
August 2020 To May 2021	1. Provide professional development and assistance to grade level clusters (Kinder - 2 <sup>nd</sup> , 3 <sup>rd</sup> - 5 <sup>th</sup> , and 6 <sup>th</sup> - 8 <sup>th</sup> ) teachers in integrating technology into the curriculum and making sure that the TA TEKS are met at all levels. (DMAC, Librarians Resources, T-TESS, etc.)	Instructional Technology Director Campus Administration K-8 Teachers Group Librarians	Title I, Part A Title II, Part A	Agendas Sign-in Rosters Expenditures Reports Needs Assessment
August 2020 To May 2021	2. Ensure integration and assess implementation of appropriate technology throughout all of the curriculum and instruction.	Campus Administration		Lesson Plans Walk-Throughs T-TESS
August 2020 To May 2021	3. Provide all staff with professional development to ensure cybersecurity awareness	Instructional Technology Director Technical Staff Campus Administration	Local Funds	Sign-In Rosters Expenditure Reports Usage Reports
August 2020 To May 2021	4. Provide all staff with professional development focusing on remote/online learning.	Instructional Technology Director Technical Staff Campus Administration	Local Funds	Sign-In Rosters Expenditure Reports Usage Reports

# Attendance



**ROMA INDEPENDENT SCHOOL DISTRICT**

**District Improvement Plan  
Performance Objectives  
2020-2021**

<b>Student Population:</b>	All Students
<b>Indicator:</b>	Attendance
<b>Objective:</b>	To improve the level of student performance as noted.

<b>2017: 95.1%</b>	<b>2018: 95.1%</b>	<b>2019: Pending TAPR</b>
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**2020 Scores: Not rated. Declared state of emergency**

Timeline	Strategy	Staff	Resources	Evaluation
August 2020 To May 2021	1. Promote attendance through an effective system of communication with parents of all students, especially parents of low academic achieving students. <ul style="list-style-type: none"> <li>• Address letter by personalizing them</li> <li>• Address penalties</li> <li>• Report to Local Authorities</li> <li>• Telephone Calls</li> <li>• Home Visits</li> <li>• Conferences</li> <li>• District/Campus Website</li> </ul>	Campus SBDM Teachers Attendance Clerks Campus Administrators Counselors Attendance Committee Teacher Aide Truancy Officer Parent Tutors	Title I, Part A \$3,000	Attendance Records Academic Records TAPR AYP
August 2020 To May 2021	2. Inform parents and students on state and local attendance policy changes and graduation enhancement program. <ul style="list-style-type: none"> <li>• Parent Orientations</li> <li>• Post-Secondary Orientation</li> <li>• Counseling (Individual and/or Group)</li> <li>• District/Campus Website</li> <li>• Homebound Services</li> <li>• JP Presentations</li> </ul>	Campus Administrator Teachers Counselors JP	Title II, Part A \$3,000	Attendance Records Academic Records TAPR AYP

**ROMA INDEPENDENT SCHOOL DISTRICT**  
**District Improvement Plan**  
**Performance Objectives**  
**2020-2021**

<b>Student Population:</b>	All Students
<b>Indicator:</b>	Attendance (continued)
<b>Objective:</b>	To improve the level of student performance as noted.

Timeline	Strategy	Staff	Resources	Evaluation
August 2020 To May 2021	3. Provide a variety of incentives to improve attendance rate for all grade levels. <ul style="list-style-type: none"> <li>• Show an educational movie</li> <li>• Dance, Pizza party/snacks</li> <li>• Daily announcements providing attendance</li> <li>• Certificates, Trophies, Raffles,</li> <li>• Field Trips</li> <li>• Media (GTN, Website, Paper Media)</li> <li>• Positive Communication (Letters, Phone calls, Notes)</li> </ul>	Campus Administrators Attendance Clerks Counselors Teachers	Title I, Part A \$4,500 Title III \$5,000	Attendance Records Academic Records TAPR
August 2020 To May 2021	4. Enhance the existing monitoring system to <u>identify students</u> who exceed the allowed number of absences. <ul style="list-style-type: none"> <li>• Constant monitoring (weekly)</li> <li>• Keep logs of phone calls</li> <li>• Home visits (Truant Officers)</li> <li>• 3 consecutive day absence report</li> <li>• Parent – Teacher conferences</li> <li>• Parent – Administrators conferences</li> <li>• Letter of Excessive Absences</li> <li>• Attendance Committee</li> <li>• Administrator/Parent Coordination</li> <li>• JP/Parent Coordination</li> </ul>	Campus Administrators Attendance Clerks Attendance Committee Teachers Truant Officers	Regular Funds \$3,000	TAPR Attendance Report AYP



# Drop-Out Rate



**ROMA INDEPENDENT SCHOOL DISTRICT**  
**District Improvement Plan**  
**Performance Objectives**  
**2020-2021**

<b>Student Population:</b>	All Students
<b>Indicator:</b>	Drop-out Rate
<b>Objective:</b>	To improve the level of student performance as noted.

<b>2017: 2.7%</b>	<b>2018: 2.7%</b>	<b>2019: Pending TAPR</b>
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**2020 Scores: Not rated. Declared state of emergency**

Timeline	Strategy	Staff	Resources	Evaluation
August 2020 To May 2021	1. Identify and address casual factors that contribute to the drop-out problem at all grade levels (prevention at the secondary level, awareness at the elementary level). <ul style="list-style-type: none"> <li>• Career Day and Home Visits</li> <li>• Guidance Lessons (PK – 12)</li> <li>• Phone Calls</li> <li>• Parent Meetings</li> <li>• Media (GTN, Website, Paper, Media)</li> </ul>	Campus Administrators Counselors Teachers Teacher Aides Parent Tutors	SCE Funding \$2,000.	TAPR Attendance Reports TAPR Report
Every Six-Weeks	2. Provide parent awareness through sessions/conferences for low academic achieving students at all grade levels. <ul style="list-style-type: none"> <li>• Monthly Parental Topics               <ul style="list-style-type: none"> <li>• Motivation</li> <li>• Value of Education</li> <li>• Career Awareness</li> <li>• Post-Secondary Opportunities</li> <li>• Parental Skills Awareness/Strategies</li> <li>• Nutrition/Fitness/Health</li> </ul> </li> </ul>	Campus Administrators Teachers Counselors Parents Attendance Clerks Truant Officers	Title I, Part A \$3,000	TAPR Attendance Reports TAPR Report STAAR/EOC Results Assessment Results (Benchmarks) Progress Reports Parent Sign-In Logs

**ROMA INDEPENDENT SCHOOL DISTRICT**  
**District Improvement Plan**  
**Performance Objectives**  
**2020-2021**

<b>Timeline</b>	<b>Strategy</b>	<b>Staff</b>	<b>Resources</b>	<b>Evaluation</b>
Weekly	<p>3. Take an individual needs assessment to identify the rationale/reason which complements the drop-out condition to provide proper support for the campuses in their efforts to address <i>this issue</i>.</p> <ul style="list-style-type: none"> <li>• Every time student is absent inquire of reason for absence and explain to parents the attendance policy.</li> <li>• Awareness of homebound services for extenuating circumstances</li> </ul>	<p>Teachers  Campus Administrators  Truant Officers  Attendance Clerks</p>	<p>Title I, Part A  \$21,000</p>	<p>TAPR  Attendance Reports</p>
August 2020 To May 2021	<p>4. Provide career awareness programs that will enhance career orientation, awareness, investigation, and exposure at all grade levels in order to keep students in school.</p> <p>A. Secondary Level:</p> <ul style="list-style-type: none"> <li>• Student advised on credits.</li> <li>• Attendance Committees.</li> <li>• Transitional sessions from Secondary to Post Secondary</li> <li>• Provide Guidance</li> <li>• Career Awareness Day</li> </ul> <p>B. Elementary Level:</p> <ul style="list-style-type: none"> <li>• Career Awareness Day.</li> <li>• Provide Guidance</li> <li>• Orientations between Elementary and Secondary</li> </ul>	<p>Campus Principals  Guidance &amp; Counseling  Department  CTE Director</p>	<p>CTE Funds  High School Allotment  Funds  \$2,000</p>	<p>TAPR  Attendance Reports</p>

# Safe and Drug Free Schools



# ROMA INDEPENDENT SCHOOL DISTRICT



## District Improvement Plan Performance Objectives 2020-2021

<b>Student Population:</b>	All Students
<b>Indicator:</b>	Safe and Drug-Free Schools and Communities
<b>Objective:</b>	To prevent school violence and the use of illegal drugs and controlled substance with strong parental and community involvement as required by Federal, State and Local laws and statutes.

Timeline	Strategy	Staff	Resources	Evaluation
Weekly August 2020 To May 2021	1. Coordinate with federal, state, and community resources to foster safe and drug-free schools communities as required by the principles of effective safe and drug- free schools and communities programs.	Business Manager Campus Principals/Associates Guidance & Counseling Department SDFS District Coordinator Title I Director Roma ISD Police Dept./ LPC	SCE \$5,000 Title I \$1,000	PEIMS Report Texas School Survey of Drugs and Alcohol use Reports Disciplinary Reports
August 2020 To May 2021	2. Provide the necessary resources and support such as presentations, classroom instruction, parental involvement and special programs on the dangers of school violence and the use of illegal drugs and controlled substances.	Campus Principals/Associates Guidance & Counseling Department SDFS District Coordinator Title I Director Roma ISD Police Dept. District LPC's	SCE \$5,000 Title I \$5,000	SDFS & C Evaluation PEIMS 425 Report Disciplinary Reports
Every Six-Weeks August 2020 To May 2021	3. Provide training to the teachers, staff, parents, and community members on the dangers and prevention of school violence and use of illegal drugs and controlled substances.	Campus Principals/Associates Guidance & Counseling Department SDFS District Coordinator Title I Director Roma ISD Police Dept., District LPC's	SCE \$4,000 Title I \$2,000	SDFS & C Evaluation PEIMS Report Disciplinary Reports School Surveys

Timeline	Strategy	Staff	Resources	Evaluation
July 2020 To June 2021	4. Roma ISD will actively promote Child Abuse and Neglect Reporting, including sexual abuse, by providing training to all schools employees to increase awareness and compliance as found in DMA (Legal). Additionally, any new employee will receive training upon employment.	Director of Personnel Principals School Counselors Risk Management Coordinator	Department of Family and Protective Services (DFPS) website	District Documents PEIMS Records
July 2020 To June 2021	5. Roma ISD will plan and implement an Anti-Victimization Program in each elementary and all secondary campus. This program will concentrate in preventing child abuse, sexual abuse, neglect, victimization and other forms of child maltreatment.	Principals Counselors Teachers Nurses LPC's	Resources that include Tools and information forms (DFPS)	District Documents PEIMS Records
July 2020 To June 2021	6. Roma ISD will hire security personnel to provide security and protection for students, staff and visitors and prevents property loss due to theft and vandalism.  <b>Major Responsibilities and Duties:</b> <b>Student Management</b> <ul style="list-style-type: none"> <li>● Patrol assigned campus. Monitor student behavior and enforce school rules related to student conduct, vehicle operation, and parking.</li> <li>● Resolve conflict or confrontation between students and report disturbances to principal or assistant principal.</li> <li>● Control traffic and parking on campus grounds during school hours and after-hours events.</li> </ul> <b>Security and Parking</b> <ul style="list-style-type: none"> <li>● Register student vehicles and maintain accurate records of registration.</li> <li>● Work cooperatively with office personnel to inform students of problems with vehicles (i.e., improperly parked, lights on, etc.)</li> <li>● Assist law enforcement personnel as needed.</li> <li>● Give directions or act as a guide to authorized visitors.</li> <li>● Notify police, fire department, or other appropriate authority of any situation requiring immediate attention.</li> <li>● Follow district safety protocols and emergency procedures.</li> </ul>			

**ROMA INDEPENDENT SCHOOL DISTRICT**  
**District Improvement Plan**  
**Performance Objectives**  
**2020-2021**

<b>Student Population:</b>	All Students
<b>Indicator:</b>	Safe and Drug Schools
<b>Objective:</b>	To provide a learning environment that is physically safe and emotionally secure for all students, faculty and staff.

<b>Timeline</b>	<b>Strategy</b>	<b>Staff</b>	<b>Resources</b>	<b>Evaluation</b>
August 2020 To May 2021	1. Roma ISD will provide resources to campus administrators, counselors, and teachers to implement anti- bullying programs at all campuses.	District Safety Committee Principals Counselors Teachers	Local Campus Funds Title 1 SCE	Sign-in Rosters/Agendas
August 2020 To May 2021	2. Roma ISD will provide resources to campuses to promote and improve the students' and staffs' emotional and social health; wellness, and safety.	District Safety Committee SHAC	Local Campus Funds Title 1 SCE	Sign-in Rosters Agendas Online Training (Beginning of the year) Printed Certificates
August 2020 To May 2021	3. School Health Advisory Council (SHAC) will provide advice and make recommendations regarding the students' physical and emotional health.	SHAC	Local Campus Funds	Sign-in Rosters Agendas/Minutes
August 2020 To May 2021	4. Roma ISD will provide a list of all SHAC members for the current year.	SHAC	NONE	Agendas/Minutes



# Migrant



## **The Purpose of the Migrant Program:**

- (1) support high-quality and comprehensive educational program for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;**
- (2) ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards;**
- (3) ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;**
- (4) ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;**
- (5) design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment; and**
- (6) ensure that migratory children benefit from State and local systemic reforms.**

**ROMA INDEPENDENT SCHOOL DISTRICT**  
**District Improvement Plan**  
**Performance Objectives**  
**2020-2021**

<b>Student Population:</b>	Migrant
<b>Indicator:</b>	Curriculum
<b>Objective:</b>	To improve the level of student performance as noted.

**August 2018**

**August 2019**

**August 2020**  
**not rated: declared state of emergency**

Reading: 65	Reading: 66	Reading: No Data
Math: 84	Math: 82	Math: No Data
Social Studies: 71	Social Studies: 74	Social Studies: No Data
Science: 73	Science: 82	Science: No Data
Writing: 77	Writing: 71	Writing: No Data

Timeline	Strategy	Staff	Resources	Evaluation
August 2020 To May 2021	1. Disseminate/analyze all Migrant STAAR/EOC assessment data to all campuses to ensure proper planning on a six weeks and yearly basis. <ul style="list-style-type: none"> <li>ESSA Report Card</li> <li>PBMAS</li> <li>TAPR</li> <li>Benchmarks</li> </ul>	Campus Principals Guidance & Counseling Department Department of Student Improvement Campus Facilitators Migrant Director	-0- Benchmarks	TAPR Campus Performance Objectives DMAC 6 Weeks Assessments PBMAS/ESSA Report ESSA Report Card
August 2020 To May 2021	2. Provide research-based staff development on the use of assessment data in the planning of the instructional program.	Campus Principals Department of Student Improvement Campus Facilitators Region One ESC Consultant	Title I, Part A & C \$13,500 Title II, Part A \$8,000	TAPR Campus Performance Objectives DMAC 6 Weeks Assessments PBMAS/ESSA Report ESSA Report Card

Timeline	Strategy	Staff	Resources	Evaluation
August 2020 To May 2021	3. Provide tutorial/supplemental intervention services to all Migrant students. <ul style="list-style-type: none"> <li>Migrant Parent Tutors</li> </ul>	Teachers Campus Principals Migrant Parent Tutors	Title I, Part C \$40,000	TAPR Campus Performance Objectives DMAC 6 Weeks Assessments PBMAS/ESSA Report ESSA Report Card
August 2020 To May 2021	4. Disaggregate formative assessment data to monitor academic progress made by the migrant population on a six weeks basis. (Program Evaluation)	Campus Principals Guidance & Counseling Department Teachers Campus Facilitators Parental Advisory Council Department of Student Improvement	Title I, Part C \$1,000 Benchmarks -0- Title I, Part C \$1,000 (summer time)	TAPR Campus Performance Objectives DMAC 6 Weeks Assessments PBMAS/ESSA Report
August 2020 To May 2021	5. Provide early intervention for Migrant students that need assistance in their learning. Supplemental instructional support by a teacher for <u>migrant first grade students</u> who are performing below the expected level of development and collaborate with parents on easy to use strategies home based learning.	Campus Principals Teachers Campus Facilitators Stepping Stones Migrant Parent Tutors	Title I, Part C \$10,000	TAPR Campus Performance Objectives DMAC 6 Weeks Assessments PBMAS/ESSA Report
August 2020 To May 2021	6. Provide on a monthly basis Priority For Service Reports to identify the Migrant students who require priority access to MEP service.	Migrant NGS Specialists Migrant Director Campus Principals Campus Registrars Campus Nurses Campus Counselors Facilitators Teachers	N/A	Priority for Services List 6wks Assessment

<b>Timeline</b>	<b>Strategy</b>	<b>Staff</b>	<b>Resources</b>	<b>Evaluation</b>
August 2020 To May 2021	7. Campus counselors will discuss with teachers the reasons why the students appear on the PFS list and discuss strategies to improve performance and/or needs.	Migrant NGS Specialists Migrant Director Campus Principals Campus Registrars Campus Nurses Campus Counselors Facilitators Teachers	N/A	Priority for Services List 6wks Assessment
August 2020 To May 2021	8. Campus Counselors will submit PFS students progress profile on a monthly basis to Region I.	Camus Counselors	N/A	TAPR Campus Performance Objectives DMAC 6 Weeks Assessments PBMAS/ESSA Report Attendance Records Academic Grades Counselor's Documentation
August 2020 To May 2021	9. Provide Priority for Service students individual and group counseling on <ul style="list-style-type: none"> <li>• Academic study skills</li> <li>• Motivation</li> <li>• Behavior Modification</li> <li>• Character Education</li> <li>• Drug Prevention</li> <li>• Bullying</li> <li>• Child Abuse Prevention</li> <li>• Internet Safety</li> </ul>	Campus Principals Teachers Campus Facilitators Counselors	Title I, Part C \$2,000	TAPR Campus Performance Objectives DMAC 6 Weeks Assessments PBMAS/ESSA Report Attendance Records Academic Grades Counselor's Documentation
August 2020 To May 2021	10. Middle School Students: Provide a presentation or information to school staff to increase their awareness of migrant middle school students' needs for timely attention and appropriate interventions (according to local procedures in place) for academic and nonacademic problems or concerns.	ESC Consultant's	Title I, Part C \$500.00	TAPR Campus Performance Objectives DMAC 6 Weeks Assessments PBMAS/ESSA Report Attendance Records Academic Grades Counselor's Documentation

<b>Timeline</b>	<b>Strategy</b>	<b>Staff</b>	<b>Resources</b>	<b>Evaluation</b>
August 2020 To May 2021	11. Priority for Services students will be provided with: <ul style="list-style-type: none"> <li>• School supplies</li> <li>• Clothing and Footwear Vouchers</li> <li>• Medical Vouchers</li> <li>• Laptops (Lending basis)</li> <li>• Vision and Hearing Screening</li> <li>• Counseling Services</li> </ul>	Federal Program Director Campus Principals Campus Counselors Nurses	Title I, Part C \$6,000	TAPR Campus Performance Objectives DMAC 6 Weeks Assessments PBMAS/ESSA Report Attendance Records Academic Grades Counselor's Documentation
August 2020 To May 2021	12. Purchase laptops for the migrant students in 5 <sup>th</sup> – 12th grade (lending basis)	Federal Program Director Campus Principals	Title I, Part C \$40,000	TAPR Campus Performance Objectives DMAC 6 Weeks Assessments PBMAS/ESSA Report Attendance Records Academic Grades Counselor's Documentation
August 2020 To May 2021	13. Purchase IPADS for a Bright Beginning curriculum and accessibility for internet	Parent Educator Federal Program Director	Title 1 Part C \$1,000.00	
August 2020 To May 2021	14. Conduct an evaluation of the migrant program. <ul style="list-style-type: none"> <li>• Student Surveys</li> <li>• Parent Surveys</li> <li>• MEP Staff Surveys</li> </ul>	Federal Program Director Campus Principals Teachers Parents Students Migrant Parent Tutors Campus Counselors	-0-	TAPR Campus Performance Objectives DMAC 6 Weeks Assessments PBMAS/ESSA Report Attendance Records Academic Grades/Surveys Counselor's Documentation
August 2020 To May 2021	15. Interstate Coordination: Coordinate with the Texas Migrant Interstate Program (TMIP) during the summer months in order to serve students from Texas who may attend out of state summer migrant programs.	Campus Counselors Migrant Counselors TMIP	TMIP	TAPR Campus Performance Objectives DMAC 6 Weeks Assessments PBMAS/ESSA Report Attendance Records Academic Grades Counselor's Documentation

Timeline	Strategy	Staff	Resources	Evaluation
August 2020 To May 2021	16. Migrant Parent Advisory Council: Establish a district wide Migrant Parent Advisory Council (PAC) composed of a majority of migrant parents, which provides meaningful consultation in the planning, implementation, and evaluation of local MEP activities and services. PAC must abide by the guidelines outlined in the State's MEP policy manual and will meet twice during the school year.	Federal Program Director Principals Parents PAC	-0-	TAPR Campus Performance Objectives DMAC 6 Weeks Assessments PBMAS/ESSA Report Attendance Records Academic Grades Counselor's Documentation
August 2020 To May 2021	17. Home-Based A Bright Beginning: Provide a lead teacher to train support staff and administer home-based implementation of the Bright Beginning Early Childhood Program to migrant <u>3- and 4-year</u> -olds if children cannot be served by other available resources.	Federal Program Director Principals Parents Parent Educator	-0-	TAPR Campus Performance Objectives DMAC 6 Weeks Assessments PBMAS/ESSA Report Attendance Records Academic Grades Counselor's Documentation
September 2020	18. Provide comprehensive coordination services: Within the first 60 days that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs and, to the extent possible, coordinate or provide services to meet the identified needs.	Federal Program Director Principals teachers	-0-	Checklist 6 Weeks Assessment Attendance Record
August 2020 To May 2021	19. Explore option for providing a supplemental parent training model on how to support young children's development of school readiness in the home and how to access existing school and community resources beneficial to young children's learning* (new).	Federal Program Director Principals Teachers	-0-	Agendas Sign In Rosters

<b>Timeline</b>	<b>Strategy</b>	<b>Staff</b>	<b>Resources</b>	<b>Evaluation</b>
August 2020 To May 2021	20. Provide STAAR/EOC remediation during alternative times for migrant students who are unable to attend a STAAR/EOC remediation summer program offered during traditional times.	Principals Teachers	Title I Part C	TAPR Campus Performance Objectives DMAC 6 weeks Assessments PBMAS/ESSA Report
May 2020	21. Conduct a Local Needs Assessment of the Migrant Program.	Migrant Director Teachers Counselor	Title I Part C	TAPR Campus Performance Objectives DMAC 6 weeks Assessments PBMAS/ESSA Report
August 2020 To May 2021	22. Provide Migrant Parents Information Meetings on: <ul style="list-style-type: none"> <li>● STAAR</li> <li>● EOC</li> <li>● Support Services</li> <li>● Parenting Skills</li> <li>● Graduation Requirements</li> <li>● PBMAS Report for Migrants</li> <li>● TELPAS</li> <li>● Availability of Technology Resources: Hotspot, Bluetooth, Internet, Technology Services, Tech Support</li> </ul>	Migrant Director Campus Counselor Region I Consultants	Title I Part C \$2,000	Parent Sign In
August 2020 To May 2021	23. Conduct a full day retreat or half-day workshop for migrant middle school students aimed at developing students' ability to seek and secure timely attention and appropriate interventions regarding academically related and non-academically-related and related issues they may face. *(new)	Federal Program Director Migrant Counselor Consultants	Title I, Part C \$2,000	Student Progress Reports PBMAS/ESSA Report TAPR

**ROMA INDEPENDENT SCHOOL DISTRICT**  
**District Improvement Plan**  
**Performance Objectives**  
**2020-2021**

<b>Student Population:</b>	Migrant
<b>Indicator:</b>	Secondary Credit Accrual
<b>Objective:</b>	To improve the level of student performance as noted.

<b>Timeline</b>	<b>Strategy</b>	<b>Staff</b>	<b>Resources</b>	<b>Evaluation</b>
August 2020 To May 2021	1. Provide credit recovery opportunities thru after-school tutorial programs and in school programs	Campus Principals Guidance & Counseling Department Registrars Staff	Title I, Part C	Student Records Student Accrual Report Priority for Service List
August 2020 To June 2021	2. Provide students with the opportunity to use technology/innovative strategies to enhance their learning. a. Smart Boards b. Power Point presentations c. Laptops d. Smart Notebook e. Document Camera f. Cameras g. Tablets h. Internet i. Desktops j. Hotspot	Campus Principals Department of Student Improvement Computer Proctors Teachers	Title I, Part C	Student Observation Teacher Observation Students Assessments Data Project Evaluation Accrual Reports

<b>Timeline</b>	<b>Strategy</b>	<b>Staff</b>	<b>Resources</b>	<b>Evaluation</b>
August 2020 To May 2021	3. Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their middle school children. (new)	Federal Program Director Campus Principals Consultants	Title I, Part C	Student Progress Reports PBMAS/ESSA Report TAPR
August 2020 To June 2021	4. Conduct a full day retreat or half-day workshop for migrant middle school students aimed at developing students' ability to seek and secure timely attention and appropriate interventions regarding academically related and non-academically-related and related issues they may face. *(new)	Federal Program Director Migrant Counselor Consultants	Title I, Part C \$2,000	Student Progress Reports PBMAS/ESSA Report TAPR
August 2020 To June 2021	5. Provide coordination of resources by (1) contacting each student or family to establish the extent of student or family for homework assistance and tools; (2) collaborating with existing programs and organizations to coordinate student access to resources; and (3) providing students and parents with up-to- date and easy-to-understand information on how to access homework assistance when needed.	Federal Program Director Migrant Counselor	Title I Part C	Student Progress Reports PBMAS/ESSA Report TAPR

**ROMA INDEPENDENT SCHOOL DISTRICT**  
**District Improvement Plan**  
**Performance Objectives**  
**2020-2021**

<b>Student Population:</b>	Migrant
<b>Indicator:</b>	Graduation Rate
<b>Objective:</b>	To improve the graduation rate among the migrant population as noted.

<b>2017: 84.5%</b>	<b>2018: 77.8%</b>	<b>2019: Pending PBMAS</b>
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Timeline	Strategy	Staff	Resources	Evaluation
August 2020 To May 2021	1. Provide staff development on the importance of school completion in career development.	Campus Principals Guidance & Counseling Region One ESC Federal Program Director Parental Advisory Council	Title II, Part A \$13,000	Program Evaluation Report TAPR PBMAS/ESSA Report
August 2020 To June 2021	2. Adapt the delivery of educational services to ensure that Migrant students meet graduation requirements.	Campus Principals Guidance & Counseling Teachers Federal Program Director Parental Advisory Council	Title I, Part A \$2,000 Title I, Part C	Student Progress Reports PEIMS Data Accrual Reports Graduation Plans
August 2020 To June 2021	3. Ensure the availability of courses needed for graduation to accommodate late entry and early withdrawal students.	Campus Principals Guidance & Counseling Campus SBDM Migrant Interstate Program Parental Advisory Council	Title I, Part A \$2,000 Title I, Part C	Program Evaluation Report PEIMS Data Graduation Plans Accrual Reports
August 2020 To May 2021	4. Implement alternative programs to enhance the graduation rate.	Campus Principals Guidance & Counseling Federal Program Director Parental Advisory Council	Title I, Part A & C \$2,000 ESC Region I	Graduation Rate PEIMS Data TAPR/Accrual Reports Graduation Plans

<b>Timeline</b>	<b>Strategy</b>	<b>Staff</b>	<b>Resources</b>	<b>Evaluation</b>
August 2020 To May 2021	5. Provide a migrant counselor to guide and motivate secondary migrant students to enhance and continue their education	Campus Principals Guidance & Counseling Department Federal Program Director Parental Advisory Council	Title I, Part C \$85,000	Graduation Rate PEIMS Data TAPR Graduation Plans Accrual Reports
August 2020 To May 2021	6. Provide fee for the needed post-secondary exams (ACT, SAT, SAT II, TSI, PLAN, PSAT, AP)	Campus Principals Guidance & Counseling Department Region One Federal Program Director Parental Advisory Council	SCE Funding \$1,000 CCMR Funding \$1,700	Program Evaluation Report TAPR
August 2020 To June 2021	7. Provide high school, middle school and elementary student orientation visits to area post-secondary schools.	Campus Principals Guidance & Counseling Department Teachers Federal Program Director Parental Advisory Council	Title I, Part A Title I, Part C \$4,000	Student Progress Reports PEIMS Data Accrual Reports
August 2020 To June 2021	8. Provide funds for students to attend leadership training and postsecondary awareness programs. <ul style="list-style-type: none"> <li>From Harvest to Harvard</li> <li>MUSE</li> </ul>	Campus Principals Guidance & Counseling Department Campus SBDM Migrant Interstate Program Parental Advisory Council	Title I, Part A \$1,700 Title I, Part C \$4,000	Program Evaluation Report PEIMS Data
August 2020 To May 2021	9. Provide staff development on the importance of a postsecondary education and career awareness programs with students and parents.	Campus Principals Guidance & Counseling Department Federal Program Director Parental Advisory Council	Title I, Part A & C \$3,000 SCE Funding \$3,000 ESC Region I CCMR Title II Part A \$13,000	Graduation Rate PEIMS Data TAPR

<b>Timeline</b>	<b>Strategy</b>	<b>Staff</b>	<b>Resources</b>	<b>Evaluation</b>
August 2020 To May 2021	10. Ensure consolidation of partial secondary credits and proper course placement for on-time graduation by (1) accessing and reviewing academic records from NGS; and (2) at time of withdrawal or at the end of the school year, encoding recommended course information into NGS for all migrant students in grades 8-11 and, if applicable, grade 12. (new)	Federal Program Director Migrant Counselor	Title I Part C	Graduation Rate PBMS NGS Data
August 2020 To June 2021	11. Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits. If student participates in credit recovery labs, activities must not interfere with core classes.	High School Principal Migrant Counselor	Title I, Part C	PBMAS Graduate Rate
August 2020 To May 2021	12. Implement a variety of credit accrual and recovery options by providing the use of equipment, space and support staff necessary to facilitate efforts for successful completion of coursework. MEP funding is allowable only where migrant students cannot be served by other available resources.	High School Principal Migrant Counselor	Title I, Part C	PBMAS Graduate Rate
August 2020 To May 2021	13. Implement a tutoring program to assist students with make-up coursework which is missing due to late entry or early withdrawal. Tutoring schedule must not interfere with students' regular class schedule.	High School Migrant Counselor Teachers	Title I Part C	Graduation Rate PBMAS
August 2020 To May 2021	14. Provide services to Out of School Youth and ensure that all Migrant Out of School Youth have access to appropriate services based on individual identified academic and support needs. <ul style="list-style-type: none"> <li>● High School Diploma</li> <li>● GED</li> <li>● Credit Recovery Program</li> <li>● Vocational exploration, technology, and life skills</li> <li>● Community resources referrals</li> </ul>	High School Migrant Counselor	Title I, Part C	Graduation Rate PBMAS OSY Reports

**ROMA INDEPENDENT SCHOOL DISTRICT**  
**District Improvement Plan**  
**Performance Objectives**  
**2020-2021**

<b>Student Population:</b>	Migrant
<b>Indicator:</b>	Attendance Rate
<b>Objective:</b>	To improve attendance rate of migrant students as noted.

Timeline	Strategy	Staff	Resources	Evaluation
August 2020 To June 2021	1. Promote student attendance through the use of federal/state supplemental programs ("Project Making Math Meaningful") Summer School, Tutorials and various intervention strategies).	Campus Principals Guidance & Counseling Department Teachers Department of Student Improvement	Title I, Part C Title I, Part A \$2,000 Gear Up Program	Program Evaluation Report DMAC PEIMS Data Priority for Service List PBMAS/ESSA Report
August 2020 To May 2021	2. Promote student attendance through effective parental involvement initiatives (meetings, newsletters, media, brochure, etc.).	Campus Principals Guidance & Counseling Department Teachers	Title I, Part C SCE \$1,000 Title I, Part A \$1,000	Program Evaluation Report DMAC Meeting Agendas Attendance Rosters PBMAS/ESSA Report
August 2020 To May 2021	3. NGS Recruiters will do home visits for Migrant Students with excessive absences.	NGS Recruiters Migrant Director	Title I, Part C \$800	Program Evaluation Report DMAC PEIMS Data Priority for Service List PBMAS/ESSA Report
August 2020 To May 2021	4. Send priority for services list to campuses (Principal, Registrar, Counselor, and Nurse). Ensure that students that appear on this list are provided with: <ul style="list-style-type: none"> <li>• school supplies</li> <li>• clothing</li> <li>• medical services</li> <li>• tutorials</li> <li>• counseling services</li> </ul>	NGS Clerks Migrant Director	Title I, Part C	Priority for Service List Attendance Record

<b>Timeline</b>	<b>Strategy</b>	<b>Staff</b>	<b>Resources</b>	<b>Evaluation</b>
August 2020 To June 2021	5. Assist students with late enrollment and early withdrawal.	NGS Clerks Migrant Director	Title I, Part C	Priority for Service List Attendance Record
August 2020 To June 2021	6. Provide school and Social Engagement: Create migrant extracurricular club/leadership organization specific to migrant secondary students which meet regularly and are designed to help students resolve issues and problems related to later entry and/or early withdrawal provide leadership opportunities, and facilitate social engagement with school community.	Counselors Migrant Director	Title I, Part C	Priority for Service List Attendance Record Migrant Club Roster



# **Roma ISD Migrant Program Implementation of Strategies and Activities Plan**

<b>Student Population:</b>	Migrant
<b>Indicator:</b>	Implementation of Texas MEP 2020-2021 Strategies
<b>Objective:</b>	Reading

Timeline	Strategy	Staff	Resources	Evaluation
Sept. 2020- May 2021	<b>Strategy 1-1: <i>Required</i></b> – Coordinate/provide supplemental <u>reading instruction</u> to migrant students based on disaggregated results of formal/informal assessments (e.g., coordinate with community resources, existing school resources, supplemental resources).	Teachers Campus Principals Parent Tutors TPRI	Title I, Part C	STAAR PBMAS Benchmarks
Sept. 2020- May 2021	<b>Strategy 1-2: <i>Required</i></b> – Provide <u>training and support to migrant students</u> on the use of academic tools and resources to increase success in reading.	Migrant Staff Teachers	Title I, Part C	Surveys STAAR PBMAS
Sept. 2020- May 2021	<b>Strategy 1-3: <i>Required</i></b> – Coordinate/provide <u>professional development</u> for MEP staff who provide needs-based supplemental reading instruction to migrant students.	Federal Programs Director	Title I, Part C	Sign In Roster
Sept. 2020- May 2021	<b>Strategy 1-4: <i>Required</i></b> – <u>Coordinate with other school/community programs</u> to provide support services that address the identified reading needs of migrant children and youth (e.g., health services, food/nutrition, transportation, translations/interpretations).	School counselor	N/A	Sign In Roster

Sept. 2020- May 2021	<b>Strategy 1-5: <i>Optional</i></b> – <u>Ensure collaboration between MEP staff</u> who provide direct support for migrant students and other school staff to support the identified reading needs of the migrant students served.	MEP staff Teachers Counselors	N/A	Sign In Roster
Sept. 2020- May 2021	<b>Strategy 1-6: <i>Required</i></b> – <u>Coordinate/provide training/resources to migrant parents</u> on reading strategies for their children.	Region One Consultants Federal Programs Director	Title I, Part C	Sign In Roster

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<b>Student Population:</b> Migrant				
<b>Indicator:</b> Implementation of Texas MEP 2020-2021 Strategies				
<b>Objective:</b> Math				
Sept. 2020- May 2021	<b>Strategy 2-1: <i>Required</i></b> – Coordinate/provide supplemental <u>math instruction</u> to migrant students based on disaggregated results of formal/informal assessments (e.g., coordinate with community resources, existing school resources, supplemental resources).	Teachers Campus Principals	Title I, Part C	STAAR PBMAS Benchmarks
Sept. 2020- May 2021	<b>Strategy 2-2: <i>Required</i></b> – Provide <u>training and support to migrant students</u> on the use of academic tools and resources to increase success in mathematics.	Migrant Staff Teachers	Title I, Part C	Surveys STAAR PBMAS
Sept. 2020- May 2021	<b>Strategy 2-3: <i>Required</i></b> – Coordinate/provide <u>professional development</u> for MEP staff who provide needs-based supplemental math instruction to migrant students.	Federal Programs Director	N/A	Sign In Roster
Sept. 2020- May 2021	<b>Strategy 2-5: <i>Optional</i></b> – Ensure <u>collaboration between MEP staff</u> who provide direct support for migrant students and other school staff to support the identified mathematics needs of the migrant students served.	MEP staff Teachers Counselors	N/A	Sign In Roster
Sept. 2020- May 2021	<b>Strategy 2-6: <i>Required</i></b> – <u>Coordinate/provide training/resources to migrant parents</u> on math strategies for their children.	Region One Consultants	Title I, Part C	Sign In Roster

June 2021	<b>Strategy 2-7: <i>Required</i></b> – Utilize <u>Project SMART</u> when providing summer supplemental services in mathematics to migrant students.	Project SMART teachers Federal Programs Director	Title I, Part C	ADA's Project SMART
June 2021	<b>Strategy 2-8: <i>Required</i></b> – Coordinate/provide <u>summer supplemental services</u> in mathematics to migrant students who are performing below grade level through <u>remedial mathematics programs</u> .	Project SMART teachers Federal Programs Director	Title I, Part C	ADA's Project SMART
Sept. 2020- May 2021	<b>Strategy 3-1: <i>Required</i></b> – Provide migrant children ages 3-5 (not in kindergarten) access to school readiness programs through <u>coordination and collaboration with other programs</u> (e.g., Head Start, Teaching Mentoring Community [TMC]).	"A Bright Beginning" Program Parent Educator	N/A	Flier for Head Start, Teaching Mentoring Minds
Sept. 2020- May 2021	<b>Strategy 3-2: <i>Required Regular School Year/Optional Summer</i></b> – Implement the TEA-approved early literacy program ( <u>A Bright Beginning</u> ) for migrant children ages 3-5 (not in kindergarten) that are not served by other programs.	"A Bright Beginning" Program Parent Educator	Title I, Part C	NGS List for P3-P4
Sept. 2020- May 2021	<b>Strategy 3-3: <i>Required</i></b> – Provide migrant <u>parents</u> with developmentally appropriate school readiness resources and strategies.	Region One Consultant	Title I, Part C	Sign In Roster
Sept. 2020- May 2021	<b>Strategy 3-4: <i>Required</i></b> – Coordinate/provide <u>support services</u> (e.g. health services, transportation, translations/ interpretations, meals/nutrition) for migrant children ages 3-5 (not in kindergarten) and their families (e.g., coordinate with early childhood agencies, community-based organizations).	Parent Educator Federal Programs Director	N/A	Transportation Log
Sept. 2020- May 2021	<b>Strategy 4-1: <i>Required</i></b> – Coordinate/provide supplemental <u>instructional services</u> to ensure migrant students are proficient on state assessments.	Teachers Campus Principals Federal Programs Director	Title I, Part C	STAAR TAPR Benchmarks

Sept. 2020- May 2021	<b>Strategy 4-2: <i>Required</i></b> – Coordinate/provide <u>support services</u> to migrant students in grades 9-12 (e.g., counseling, translation, health services, transportation, mental health services).	Migrant Counselor	N/A	Counseling Logs Student Sign Ins
Sept. 2020- May 2021	<b>Strategy 4-4: <i>Required</i></b> – <u>Coordinate with receiving state MEP staff</u> on migrant students' graduation needs/requirements.	Migrant Counselor NGS Specialists	N/A	Transfer/Withdrawal Logs
Sept. 2020- May 2021	<b>Strategy 4-6: <i>Required</i></b> – Provide <u>information and resources to parents</u> about graduation requirements and college/career opportunities.	Migrant Counselor Academic Counselors Federal Programs Director	N/A	Sign In Roster
Sept. 2020- May 2021	<b>Strategy 4-7: <i>Required</i></b> – Provide <u>professional development</u> for MEP staff on services for migrant students in grades 9-12 and OSY (e.g., credit accrual, credit recovery, inter/intra state coordination, TMIP).	Region One Consultant	Title I, Part C	Sign In Rosters
Sept. 2020- May 2021	<b>Strategy 4-8: <i>Required</i></b> – <u>Ensure non-MEP staff</u> are aware of the MEP services and programs that address graduation and postsecondary opportunities (e.g., credit accrual, credit recovery, inter/intra state coordination, TMIP, HEP/CAMP, Close Up, Bert Corona Leadership Institute-BCLI).	Migrant Counselor Federal Programs Director	Title I, Part C	Sign In Roster





# **2020-2021**

## **ROMA INDEPENDENT SCHOOL DISTRICT MIGRANT EDUCATION PROGRAM**

### **PLAN OF ACTION**

### **FOR**

### **IDENTIFICATION AND RECRUITMENT**

*Mary Lou G. Cruz/Dr. Adrian Guerra*  
**Federal Programs Director**  
**Roma ISD Migrant Education Program**

# 2020-2021 Identifications & Recruitment Plan of Action

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
<b>I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS</b>		
<b>A. <u>Attend Identification &amp; Recruitment (ID&amp;R) training offered by ESC – Recruiters.</u></b> <b><u>Attend ID&amp;R and NGS training offered by ESC – Designated SEA Reviewers.</u></b> COEs for new school year cannot be completed until training has occurred or as determined by TEA.	<b>Staff:</b> All recruiters and Designated SEA Reviewer for the Migrant Education Program (MEP)	By <b>July 1, 2020 and March 30, 2021</b> for ID&R training or as determined by TEA. <b>NGS training to be determined</b>
<b>B. <u>Other: Attend Migrant Program PLC's meetings for Identification and Recruitment overview of ID&amp;R Manual to :</u></b> <ul style="list-style-type: none"> <li>● Review current ID&amp;R Action Plan</li> <li>● To revise current ID&amp;R activities to determine effectiveness</li> <li>● To brainstorm and plan recruitment strategies to include in ID&amp;R Plan</li> <li>● To review and analyze migrant counts</li> </ul>	<b>Staff:</b> All recruiters and Designated SEA Reviewer for the Migrant Education Program (MEP), and Parents	By <b>July 1, 2020 and March 30, 2021</b> for ID&R training or as determined by TEA. <b>NGS training to be determined</b>
<b>II. IDENTIFICATION &amp; RECRUITMENT</b>		
<b>A. <u>Meet with all ID&amp;R Staff.</u></b> Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	<b>Staff:</b> All recruiters and Designated SEA Reviewer for the MEP	By August 29, 2020
<b>B. <u>Finalize all forms, documents, logs.</u></b> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	<b>Staff:</b> MEP administrators, recruiters and Designated SEA Reviewer for the MEP	By August 29, 2020
<b>C. <u>Make recruiter assignments.</u></b> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.	<b>Staff:</b> All recruiters and Designated SEA Reviewer for the MEP	By August 29, 2020

<p><b>D. <u>Conduct ID&amp;R.</u></b></p> <p><b><i>Potentially Eligible Migrant Children:</i></b></p> <ul style="list-style-type: none"> <li>• Contact potentially eligible migrant families using door-to- door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21).</li> <li>• Complete COEs as needed.</li> <li>• Contact potentially eligible migrant families coordinating with the attendance office and checking new enrollments on a weekly basis.</li> <li>• Contact Early Childhood Centers and Texas Migrant Council to coordinate identification and recruitment efforts.</li> <li>• Collaborate and coordinate with parental involvement personnel to present on migrant eligibility.</li> <li>• Place advertisement in the local and city news station, newspaper with contact information and message welcoming migrant families back to the area.</li> <li>• Post on water bill information about Roma ISD Migrant Program</li> <li>• Post poster around the community .</li> </ul> <p><b><i>Currently Eligible Migrant Children:</i></b> Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed.</p> <p><b>Note:</b> Share copies of COEs with appropriate entities as listed on COE.</p>	<p><b>Staff:</b> MEP recruiters</p>	<p>By August 29, 2020 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.</p>
<p><b>E. <u>Complete COEs.</u></b></p> <p>Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.</p>	<p><b>Staff:</b> MEP recruiters</p>	<p>Within <b>5</b> working days of parent signature</p>
<p><b>F. <u>Review of COEs.</u></b></p> <p>Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.</p> <ul style="list-style-type: none"> <li>• NGS Data Specialist is to enter data from each child’s COE into the New Generation System (NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on NGS.</li> </ul>	<p><b>Staff:</b><b>Migrant Director</b> Designated SEA Reviewer NGS staff</p>	<p>Within <b>7</b> working days of parent signature.</p>
<p><b>G. <u>Conduct residency verification.</u></b></p> <p>Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.</p>	<p><b>Staff:</b> MEP recruiters</p>	<p>Between Sept. 1 and Nov. 1. For 2 yrs. old turning 3 – on or after 3rd birthday.</p>
<p><b>H. <u>Inform parents on required documentation to register for eligibility to the Migrant Program</u></b></p> <ul style="list-style-type: none"> <li>• <b>Monthly meetings</b></li> <li>• <b>During Interviews</b></li> </ul>	<p><b>Staff:</b> MEP recruiters, Migrant Director</p>	<p>August 1, 2020 through April 1, 2021</p>

### III. MAPS AND INTRAREGIONAL NETWORKING

<p><b>A. <u>Make contact with potential growers.</u></b></p> <p>Make recruiter assignments for contacting growers within district’s boundaries regarding hiring practices, crops, and growing seasons.</p>	<p><b>Staff:</b> All recruiters and Designated SEA Reviewer for the MEP</p>	<p>Contact all growers within the district boundaries by November 1.</p>
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<b>B. <u>Develop calendar and maps.</u></b> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	<b>Staff:</b> Migrant Director and recruiters	By December 1 and update on ongoing basis throughout the year
<b>IV. INTERAGENCY COORDINATION</b>		
<b>A. <u>Network with agencies that serve migrant families.</u></b> Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	<b>Staff:</b> Migrant Director and recruiters	Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year
<b>B. <u>Other</u></b>		
<b>V. QUALITY CONTROL</b>		
<b>A. <u>Written quality control procedures.</u></b> Develop written procedures that outline ID&R quality control within the LEA/ESC.	Migrant Director, recruiters, Designated SEA Reviewer	By August 29, 2020
<b>B. <u>Eligibility review.</u></b> Forward COEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual	<b>Staff:</b> Designated SEA Reviewer; Migrant Director and ESC MEP contact, when appropriate.	Ongoing throughout the year
<b>C. <u>Monitor and address ongoing training needs for ID&amp;R.</u></b> Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	<b>Staff:</b> All MEP staff	As needed throughout the year
<b>D. <u>Maintain up-to-date records on file.</u></b> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.	<b>Staff:</b> All MEP staff	Ongoing throughout the year
<b>E. <u>Coordinate with ESC for annual eligibility validation.</u></b> Eligibility of previously-identified children are randomly selected for validation through a re- interview process per instructions set forth by TEA.	<b>Staff:</b> ESC, MEP staff	January – June
<b>VI. Evaluation</b>		
<b>A. <u>Evaluate ID&amp;R efforts for subsequent planning.</u></b> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Migrant Director, All MEP staff, Local Migrant Parent Advisory Council,	By June 30, 2020
<b>B. <u>Meet with Parent Advisory Council to formulate and plan to assist with Identification and Recruitment efforts</u></b> <ul style="list-style-type: none"> <li>Parents will fill out surveys</li> <li>Discuss strategies and techniques to improve recruitment</li> </ul>	Parent Advisory Council Migrant Director	September 2020 and May 2021

Roma ISD

# Migrant Education Program

## Title I, Part C

### Priority for Service Action Plan



2020-2021

Priority for Service (PFS) Action Plan  
for Migrant Students



As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> <li>Who have made a qualifying move within the previous 1-year period;</li> </ul> <p><u>AND</u></p> <ul style="list-style-type: none"> <li>Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.</li> </ul>
Grades K-3	<ul style="list-style-type: none"> <li>Who have made a qualifying move within the previous 1-year period;</li> </ul> <p><u>AND</u></p> <ul style="list-style-type: none"> <li>Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u></li> <li>For students in grades K-2, who have been retained, or are overage for their current grade level.</li> </ul>

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

**NOTE:** This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

<b>School District:</b> <b>Roma Independent School District</b>
<b>Region: 1</b>

## Priority for Service (PFS) Action Plan

**School Year: 2020-2021`**

<b>Filled Out By:</b> <b>Mary Lou G. Cruz</b>
<b>Date: July 25, 2020</b>

***Note:** Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Pan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).*

<p><b><u>Goal(s):</u></b></p> <ul style="list-style-type: none"> <li>● To provide services for all PFS migrant students to be college ready.</li> <li>● Provide intervention for all PFS students to meet the state standards.</li> </ul>	<p><b><u>Objective(s):</u></b></p> <ul style="list-style-type: none"> <li>● 100% of Roma High PFS Migrant students will graduate from Roma High in 2020-2021.</li> <li>● 95% of the PFS students will meet the standards on STAAR in 2021 (Approaching Level).</li> <li>● 90% of the PFS students will be on grade level within two years</li> </ul>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>I. Monitor the progress of MEP students who are on PFS.</b>			
<ul style="list-style-type: none"> <li>Before the first day of school, develop a PFS Action Plan for Serving PFS student. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</li> <li>Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</li> </ul>	<p>August 26, 2020</p> <p>August 2020-May 2021</p>	<ul style="list-style-type: none"> <li>Federal Programs Director</li> <li>Migrant Program Staff</li> <li>Counselor</li> </ul>	<ul style="list-style-type: none"> <li>PFS Action Plan</li> </ul>
<b>Additional Activities</b>			
<ul style="list-style-type: none"> <li>The PFS Action Plan for the previous year will be analyzed to check what activities were implemented and which activities were successful.</li> </ul>	July 2020	<ul style="list-style-type: none"> <li>Federal Programs Director</li> <li>Migrant Program Staff</li> <li>Counselor</li> </ul>	<ul style="list-style-type: none"> <li>PFS Action Plan</li> <li>Sign-in rosters</li> </ul>
<ul style="list-style-type: none"> <li>Roma ISD will submit <u>the PFS Action Plan</u> to our respective ESC staff member by August 2020.</li> </ul>	August 2020	<ul style="list-style-type: none"> <li>Migrant Program Director</li> </ul>	<ul style="list-style-type: none"> <li>PFS Action Plan</li> </ul>
<ul style="list-style-type: none"> <li>Roma ISD will submit the <u>Monthly PFS Report and Individual PFS student progress reviews</u> on a monthly basis to our respective ESC staff member.</li> </ul>	August 2020-May 2021	<ul style="list-style-type: none"> <li>Migrant Program Director</li> </ul>	<ul style="list-style-type: none"> <li>Monthly PFS Reports</li> <li>PFS Student Progress Reviews Plan</li> </ul>
<ul style="list-style-type: none"> <li>Every third Wednesday of each month NGS Priority for Service (PFS) reports will be generated and given to each campus designees to identify migrant children and youth who require priority access to MEP services.</li> </ul>	Aug. 2020-May 2021	<ul style="list-style-type: none"> <li>NGS Specialist</li> </ul>	<ul style="list-style-type: none"> <li>PFS Monthly Report</li> </ul>
<ul style="list-style-type: none"> <li>All Roma ISD school counselors will attend PFS trainings at Region One and district trainings</li> </ul>	Aug. 2020-May 2021	<ul style="list-style-type: none"> <li>Roma ISD Counselors</li> <li>Migrant Director</li> </ul>	<ul style="list-style-type: none"> <li>PFS Monthly Report</li> </ul>

Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>II. Communicate the progress and determine needs of PFS migrant students.</b>			
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.</li> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.</li> </ul>	<p>September 2020-May 2021</p> <p>September 2020-May 2021</p>	<ul style="list-style-type: none"> <li>Migrant Program Director &amp; Staff</li> <li>Migrant Counselors</li> <li>Elementary Counselors</li> <li>Migrant Parents</li> </ul>	<ul style="list-style-type: none"> <li>PFS Reports</li> <li>PFS Action Plan</li> <li>PFS Action Plan</li> <li>Agendas</li> <li>Sign in Rosters</li> </ul>
<ul style="list-style-type: none"> <li>The Title Migrant Coordinator will include the PFS Action Plan in the District's Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups.</li> </ul>	July 2020	<ul style="list-style-type: none"> <li>Migrant Program Director</li> <li>Migrant Program Staff</li> </ul>	<ul style="list-style-type: none"> <li>District's Improvement Plan</li> </ul>
<ul style="list-style-type: none"> <li>During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their PFS children.</li> </ul>	September 2020-May 2021	<ul style="list-style-type: none"> <li>Migrant Program Director &amp; Staff</li> </ul>	<ul style="list-style-type: none"> <li>Parent Signature Logs</li> </ul>
<b>Additional Activities</b>			
<ul style="list-style-type: none"> <li>During the academic calendar, the District's Title I, Part C Director will bring in consultant to talk to parents on how they can help their PFS child at home.</li> </ul>	September 2020-May 2021	<ul style="list-style-type: none"> <li>Migrant Program Director &amp; Staff</li> <li>Migrant &amp; Elementary Counselors</li> <li>Consultants</li> </ul>	<ul style="list-style-type: none"> <li>Parent Signature Logs</li> <li>Agendas</li> <li>Sign in Rosters</li> </ul>
<ul style="list-style-type: none"> <li>Counselors will talk to PFS students on an individual basis to about their performance in school.</li> </ul>	September 2020-May 2021	<ul style="list-style-type: none"> <li>Migrant Secondary Counselor</li> <li>Elementary Counselor</li> </ul>	<ul style="list-style-type: none"> <li>Counseling logs</li> </ul>

Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>III. Provide services to PFS migrant students.</b>			
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.</li> </ul>	September 2020-May 2021	<ul style="list-style-type: none"> <li>Migrant Program Director</li> <li>Migrant Secondary Counselor</li> <li>Elementary Counselors</li> </ul>	<ul style="list-style-type: none"> <li>PFS Reports</li> <li>PFS Action Plan</li> </ul>
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.</li> </ul>	September 2020-May 2021	<ul style="list-style-type: none"> <li>Migrant Program Director</li> <li>Migrant Secondary Counselor</li> <li>Elementary Counselors</li> </ul>	<ul style="list-style-type: none"> <li>PFS Reports</li> <li>PFS Action Plan</li> </ul>
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.</li> </ul>	September 2020-May 2021	<ul style="list-style-type: none"> <li>Migrant Program Director</li> <li>Migrant Secondary Counselor</li> </ul>	
<b>Additional Activities</b>			
<ul style="list-style-type: none"> <li>Each campus Priority for Service report (PFS) report will be delivered to every campus principal, attendance clerk, nurse, counselor, and facilitator.</li> </ul>	September 2020-May 2021	<ul style="list-style-type: none"> <li>Principals</li> <li>Counselors</li> <li>Attendance Clerks</li> <li>Nurse</li> <li>Facilitator</li> </ul>	<ul style="list-style-type: none"> <li>Signed Monthly PFS Reports</li> </ul>
<ul style="list-style-type: none"> <li>Every campus principal, counselor, and nurse will review the campus PFS list and check why the students are listed on the respective list.</li> </ul>	September 2020-May 2021	<ul style="list-style-type: none"> <li>Principals</li> <li>Counselors</li> <li>Attendance Clerks</li> <li>Nurse</li> <li>Facilitator</li> </ul>	<ul style="list-style-type: none"> <li>Signed Monthly PFS Reports</li> <li></li> </ul>

<ul style="list-style-type: none"> <li>● Counselors will inform each PFS's teacher what reason the student is on the PFS report.</li> <li>● Counselors will assure that the respective teacher provides the needed assistance such as: individual tutorials or after school tutorials, instructional supplies and materials.</li> </ul>	September 2020-May 2021	<ul style="list-style-type: none"> <li>● Counselors</li> <li>● Teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Monthly PFS reports</li> </ul>
<ul style="list-style-type: none"> <li>● An individual PFS Progress Review for each PFS student will be reviewed by the teacher and the counselor. If the student is not showing progress, then the teacher and counselor will change the type of intervention and provide materials if needed.</li> <li>● PFS profile will be submitted on a quarterly basis to Federal Program Director to monitor the services and growth of the PFS student at a minimum of twice per quarter. Roma ISD will submit this documentation encrypted to Region One Service Center.</li> </ul>	September 2020-May 2021	<ul style="list-style-type: none"> <li>● Principals</li> <li>● Counselors</li> <li>● Teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Monthly PFS reports</li> </ul>
<ul style="list-style-type: none"> <li>● Conduct parent awareness meeting to inform parents of PFS students on different topics to be better parents.</li> </ul>	September 2020-May 2021	<ul style="list-style-type: none"> <li>● Migrant Director</li> <li>● Principal</li> <li>● Parental Involvement Dir.</li> <li>● CTE Director</li> </ul>	<ul style="list-style-type: none"> <li>● Sign In Roster</li> <li>● Agendas</li> <li>● Parent Contact Logs</li> </ul>
<ul style="list-style-type: none"> <li>● Elementary PFS students will be given the opportunity to attend tutorials after school.</li> </ul>	September 2020-May 2021	<ul style="list-style-type: none"> <li>● Migrant Director</li> <li>● Campus Principal</li> <li>● Teacher</li> </ul>	<ul style="list-style-type: none"> <li>● Tutorial Logs</li> </ul>
<ul style="list-style-type: none"> <li>● The district's Title I, Part C Migrant Coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. <ul style="list-style-type: none"> <li>○ New Generation System (NGS)</li> <li>○ Texas Migrant Interstate Program (TMIP)</li> <li>○ Adelina Peña Consulting Service</li> <li>○ From Harvest to Harvard Student Academic/Leadership Conference</li> <li>○ STC Migrant Leadership Academy</li> <li>○ Close Up Summer Program</li> <li>○ Project SMART</li> <li>○ American Institute Credit Recovery Modules</li> <li>○ Regular Summer School Program</li> <li>○ TX Prep, Parent Portal, MUSE</li> </ul> </li> </ul>	September 2020-May 2021	<ul style="list-style-type: none"> <li>● Migrant Director</li> <li>● MEP Staff</li> </ul>	<ul style="list-style-type: none"> <li>● Student sign in roster</li> <li>● Requisitions</li> </ul>

<ul style="list-style-type: none"> <li>• Serve Secondary PFS students with tutoring/remediation in all core content areas including electives if they are failing or most at risk of failing to meet student achievement standards.</li> </ul>	September 2020-May 2021	<ul style="list-style-type: none"> <li>• Migrant Director</li> <li>• Campus Principal</li> <li>• Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Tutorial Logs</li> </ul>
<ul style="list-style-type: none"> <li>• Provide PFS Migrant students the opportunity to attend special motivational presentations to encourage them to stay in school and the importance in obtaining a high school diploma and a college degree.</li> </ul>	September 2020-May 2021	<ul style="list-style-type: none"> <li>• Counselor</li> <li>• Campus Principal</li> <li>• Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Student sign in roster</li> <li>• Requisitions</li> </ul>
<ul style="list-style-type: none"> <li>• The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.</li> </ul>	September 2020-May 2021	<ul style="list-style-type: none"> <li>• Migrant Director</li> <li>• MEP Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Student sign in roster</li> <li>• Requisitions</li> </ul>
<ul style="list-style-type: none"> <li>• Provide support opportunities to all PFS students such as College Field Trips, Summer University/College experiences, College Assistance Migrant Programs, leadership opportunities, laptops, school supplies, clothing and hygiene kits.</li> </ul>	September 2020-May 2021	<ul style="list-style-type: none"> <li>• Migrant Director</li> <li>• MEP Staff</li> <li>• Counselors</li> </ul>	<ul style="list-style-type: none"> <li>• Student Contact Logs</li> <li>• Requisitions</li> </ul>

  
LEA Signature

7/25/2020  
Date Completed

  
ESC Signature

8/13/2020  
Date Received



# At-Risk



**ROMA INDEPENDENT SCHOOL DISTRICT**

**District Improvement Plan  
Performance Objectives  
2020-2021**

<b>Student Population:</b>	At-Risk
<b>Indicator:</b>	Curriculum Evaluation
<b>Objective:</b>	To improve the level of student performance

**August 2018**

**August 2019**

**August 2020 Not rated.**

**Declared state of emergency**

Reading: 64	Reading: 65	Reading: No Data
Math: 82	Math: 85	Math: No Data
Social Studies: 66	Social Studies: 67	Social Studies: No Data
Science: 72	Science: 73	Science: No Data
Writing: 68	Writing: 74	Writing: No Data

<b>Timeline</b>	<b>Strategy</b>	<b>Staff</b>	<b>Resources</b>	<b>Evaluation</b>
August 2020 to May 2021	1. Implement a professional development program to improve instructional delivery to At-Risk students that include the following (virtually in 2020-2021): <ul style="list-style-type: none"> <li>• Identification of At-Risk students</li> <li>• Disaggregating formative assessments</li> <li>• Identifying strategies and priorities based on student needs</li> <li>• Implementing best instructional practices</li> <li>• Creating a support system for At-Risk students</li> <li>• Accelerated instruction to improve performance</li> <li>• Individual Counseling and Tutorials</li> </ul>	Campus Principals Department of Student Improvement Campus Facilitators Counselors	State Comp. Education Funding	District Formative Assessments Sign-in Rosters TAPR Reports TxEIS DMAC
Every Six Weeks	2. Track student performance using local assessments (Six Weeks Exams & RAAR I & RAAR II)	Campus Facilitators Teachers		Sign-in Rosters Assessment Results (DMAC)
August 2020 to May 2021	3. Provide intervention programs aligned to the daily instructional program targeting the low performing areas.(RTI, Tutorials/Enrichment) via virtual instruction until post COVID-19.	Campus Principals Campus Facilitators Teachers	Released STAAR Exams	District Formative Assessments STAAR/EOC Results Sign in Rosters

<b>Timeline</b>	<b>Strategy</b>	<b>Staff</b>	<b>Resources</b>	<b>Evaluation</b>
August 2020 to May 2021	4. Provide staff development in the use of Bloom's Taxonomy and Erickson's Structure of Knowledge in the instructional program on a weekly basis in PLC meetings. (PK-12) (Virtually in 2020-2021)	Department of Student Improvement Campus Facilitators & Principals Campus	State Comp. Education Funding \$13,500	District / Formative Assessments STAAR/EOC Results Agendas & Sign in Rosters
August 2020 to May 2021	5. Train teacher assistants, support staff, and parent tutors on the following: a. instructional strategies that focus on students expectations, classroom management strategies and proper student relationships b. use of technologies (Facebook, e-mail, Google Classroom, etc.)	Campus Facilitators Campus Principals Teachers Teacher Assistants Parent Tutors	State Comp. Education Funding \$10,000	District Formative Assessments STAAR/EOC Results TAPR Reports
August 2020 to May 2021	6. Implement a systematic approach to coordinate instruction among the content areas of the curriculum with emphasis on STAAR/EOC and TEKS objectives not mastered. (Virtually in 2020-2021)	Campus Principals Dept. of Student Improvement Teachers Campus Facilitators	State Comp. Education Funding \$13,500	District Formative Assessments STAAR/EOC Results TAPR
August 2020 to May 2021	7. Coordinate vertical and horizontal planning within grade levels. (PK-12) (Virtually in 2020-2021)	Teachers, Facilitators & Campus Principals, Department of Student Improvement	-0-	Formative Assessments STAAR/EOC Results Lesson Plans. PLC Agenda & Sign-in Rosters
August 2020 to May 2021	8. Coordinate lesson planning between special program teachers and regular curriculum teachers. (PK-12) (Virtually in 2020-2021)	Campus Facilitators & Principals Dept. of Student Improvement Dept. of Special Ed. Teachers/Sp. Ed. Teachers	-0-	District Formative Assessments STAAR/EOC Results, TAPR Lesson Plans Agendas & Sign-in Rosters
August 2020 to May 2021	9. Continue to enhance a progressive computer assisted instructional program aligned to the TEKS oriented curriculum. (PK-12)	Dept. of Student Improvement Campus Facilitators & Principals Teachers CAI Proctors	Computer & Classroom Labs	CAI Score Report STAAR/EOC Results TAPR, TTM & I-station Reports

**ROMA INDEPENDENT SCHOOL DISTRICT**  
**District Improvement Plan**  
**Performance Objectives**  
**2020-2021**

**Student Population:** At Risk

**Indicator:** Attendance

**Objective:** To improve attendance rate in the at-risk population as noted.

Timeline	Strategy	Staff	Resources	Evaluation
August 2020 to May 2021	1. Promote attendance through effective parental involvement programs to reduce the dropout-rate. (Title V, Part B Goal #2) <ul style="list-style-type: none"> <li>Meetings (200M)</li> <li>Newsletters, Personalized Invitations</li> <li>Media, GTN, District Campus Website, Text Messages (Campus), District/Campus Facebook, RAPTOR</li> <li>Parent Volunteer Programs (post COVID-19)               <ul style="list-style-type: none"> <li>Parent Tutor Outreach (post COVID-19)</li> </ul> </li> <li>Community Outreach Activities (post COVID-19)</li> </ul>	Department of Student Improvement Campus SBDM Teachers Campus Principals Attendance Clerks Attendance Committees Counselors	State Comp. Education Funding \$1,000 Title V, Part B Title I, Part A Title III, Part A	Attendance Records Academic Records DMAC TxEIS TAPR Reports Agendas Sign-in Rosters
August 2020 to May 2021	2. Update parents on state and local attendance policy changes and graduation enhancement programs. <ul style="list-style-type: none"> <li>Meetings (Fall/Spring)</li> <li>Monthly Newsletter</li> <li>District/Campus Website</li> </ul> (All meetings via ZOOM until post COVID-19)	Department of Student Improvement Campus SBDM Teachers and Counselors Campus Principals Attendance Committees	State Comp. Education Funding \$1,000	Attendance Records Academic Records DMAC TxEIS TAPR Reports Agendas/Sign-in Rosters
August 2020 to May 2021	3. Provide a variety of incentives to improve the attendance rate for all grade levels. (post COVID-19)	Campus Principals Campus SBDM Teachers and Counselors Attendance Committees	State Comp. Education Funding \$10,000	Attendance Records Academic Records DMAC TxEIS and TAPR Reports



# Title Programs



**ROMA INDEPENDENT SCHOOL DISTRICT**

**District Improvement Plan  
Performance Objectives  
2020-2021**

<b>Student Population:</b>	Title Program
<b>Indicator:</b>	Curriculum
<b>Objective:</b>	To improve the level of student performance as noted.

**August 2018**

**August 2019**

**August 2020:**

**Not rated. Declared state of emergency**

Reading: 71	Reading: 71	Reading: NR
Math: 85	Math: 88	Math: NR
Social Studies: 77	Social Studies: 78	Social Studies: NR
Science: 78	Science: 78	Science: NR
Writing: 73	Writing: 78	Writing: NR

8

Timeline	Strategy	Staff	Resources	Evaluation
August 2020	1. Provide Staff Development for new staff members using DMAC to properly desegregate data to more effectively meet the needs of all Title I Program students.	Campus Principals Department of Student Improvement Campus Facilitators Teachers	Title I, Part A \$13,000 Title II, Part A \$25,000	District Formative Assessments Sign-in Rosters TAPR PBMAS Reports PLC's
August 2020 To May 2021	2. Disaggregate formative assessment results to plan and provide effective accelerated instruction to all Title I students. <ul style="list-style-type: none"> <li>• TAPR</li> <li>• PBMAS</li> <li>• ESSA Report Card</li> <li>• STAAR</li> </ul>	Campus Principals Department of Student Improvement Campus Facilitators Teachers	-0-	Campus Scan Data Results District Formative Assessment TAPR PBMAS Reports ESSA Report Card STAAR PLC's Benchmarks

Timeline	Strategy	Staff	Resources	Evaluation
August 2020 To May 2021	<p>3. Provide intervention programs aligned to the daily instructional program targeting the low performing areas.</p> <ul style="list-style-type: none"> <li>• Failure Free Reading</li> <li>• Success Make</li> <li>• Read 180 Tube</li> <li>• Voyager Flocabulary</li> <li>• Read Naturally</li> <li>• Brain Pop/Jr. Class</li> <li>• Think Through Math</li> <li>• Spelling.com</li> <li>• Moby Max.com</li> <li>• ABC Mouse</li> <li>• N2Y.com</li> <li>• Quizizz.com</li> <li>• ABC YA (.com) k-5</li> <li>• School Tube</li> <li>• Star Fall</li> <li>• Science A-Z</li> <li>• Tutorial</li> <li>• Star Fall</li> <li>• Learning.com/Register</li> <li>• Everfi.com</li> <li>• Hooks on Phonics</li> <li>• GenerationGenius.com</li> <li>• Education Galaxy</li> <li>• Teacher</li> <li>• Excel</li> <li>• Google</li> <li>• Google Meets</li> <li>• LJCreate</li> <li>• Summit</li> </ul>	Campus Principals Teachers	Title I, Part A \$38,000 Title III, Part A \$32,000 Regular Pro \$10,000	District Formative Assessments STAAR/EOC Results Software Pro. Evaluation Online Assessment
August 2020 To May 2021	<p>4. Provide enrichment programs aligned to the daily instructional program targeting the low performing areas for Title I and Title III students.</p> <ul style="list-style-type: none"> <li>• Morning Tutorials and P. E. Tutorials</li> <li>• After School /Saturday Tutorial</li> <li>• Summer School Program (Title V, Part B Goal #1)</li> </ul>	Campus Principal Teachers Campus Facilitators	Title I, Part A Title III ,Part A Title V, Part B State Bilingual State Comp	District Formative Assessments STAAR/EOC Results

<b>Timeline</b>	<b>Strategy</b>	<b>Staff</b>	<b>Resources</b>	<b>Evaluation</b>
August 2020	5. Train all teachers on instructional strategies that focus on student expectations and <u>TEKS objectives</u> .	Staff Development Specialist Campus Principals Teachers Teachers Assistants Campus Facilitators	Title II, Part A \$10,000 Title I, Part A \$10,000 Title III, Part A \$10,000	District Formative Assessments STAAR/EOC Results PBMAS Reports ESSA Report
August 2020 To May 2021	6. Implement a systematic approach to coordinate instruction among the content areas of the curriculum with emphasis on STAAR/EOC and TEKS objectives not mastered during the regular school year and during the Summer School program as well. (Title V, Part B Goal #1)	Campus Principals Department of Student Improvement Teachers Campus Facilitators	Title I, Part A \$10,000 Title II, Part A \$10,000 Title V, Part B	District Formative Assessments STAAR/EOC Results TAPR ESSA Report
August 2020 To May 2021	7. Coordinate vertical and horizontal planning within and between all grade levels. (PK-12) (PLC)	Campus Principals Department of Student Improvement Teachers	-0-	Formative Assessments STAAR/EOC Results Lesson Plans
August 2020 To May 2021	8. Provide training to staff and parents on ESSA/Title Programs guidelines.	Federal Programs Director	-0-	District Formative Assessments STAAR/EOC Results TAPR
August 2020 To May 2021	9. Each campus provides to each individual parent, information on the level of achievement of the parent's child in each of the required state academic assessments.	Federal Programs Director Campus Principal	-0-	District Formative Assessments STAAR/EOC Results TAPR
August 2020 To May 2021	10. Each campus provides timely notice, to each individual parent, if the child has been assigned to or taught by a teacher who is not highly qualified for four or more consecutive weeks at the beginning of the school year.	Federal Programs Director Campus Principal	-0-	District Formative Assessments STAAR/EOC Results TAPR
August 2020 To May 2021	11. The LEA notifies parents of students in Title I schools of their right to request and receive information on the qualifications of their children's teachers.	Federal Programs Director Campus Principal	-0-	District Formative Assessments STAAR/EOC Results TAPR

<b>Timeline</b>	<b>Strategy</b>	<b>Staff</b>	<b>Resources</b>	<b>Evaluation</b>
August 2020 To May 2021	12. Coordinate lesson planning between special program teachers and regular curriculum teachers. (PK-12)	Campus Principals Department of Student Improvement Teachers & Campus Facilitator	-0-	District Formative Assessments STAAR/EOC Results and Lesson Plans PBMAS Reports
August 2020 To May 2021	13. Provide accelerated reading instruction across all grade levels PK-12 through the use of Bloom's Taxonomy in the instructional program.	Campus Principals Department of Student Improvement Teachers Campus Facilitator	Accelerated Reading \$50,000 Title I, Part A \$40,000	(Reading)/STAAR/EOC Results TAPR PBMAS Reports
August 2020 To May 2021	14. A comprehensive needs assessment of the district and campus shall be conducted to address: the achievement of students in relation to the state academic content standards; and the state student academic achievement standards; to improve the academic quality of the Title Programs. The results will be utilized: <ul style="list-style-type: none"> <li>• to improve the academic quality of the Title Programs and identify barriers;</li> <li>• use the findings of these evaluations in designing strategies for more effective parental engagement.</li> </ul>	Federal Programs Director Director of Student Improvement Campus Principals	N/A	Benchmarks TAPR PBMAS ESSA Report Card PLC's

August 2020 To May 2021	15. Every campus will develop a Campus Improvement Plan (CIP) and will incorporate the Title I, Part A Schoolwide Program Elements. The schoolwide CIP incorporates the following Title I, Part A Schoolwide Program Elements: <ul style="list-style-type: none"> <li>• Element #1 Comprehensive Needs Assessment (CNA) Sec 1114 (b)(6)</li> <li>• Element #2 Campus Improvement Plan Requirement (CIP) Sec 1114 (b) (1-5)</li> <li>• Element #3 Parent and Family Engagement Sec 1116 (a) (2) and Sec 1116 (c) (2)</li> </ul> <p>Campus Improvement Plan will be available to the parents, public, in an understandable and uniform format and, to the extent practicable provided in a language that the parents can understand.</p>	Federal Programs Director Campus Principals Teachers	N/A	Benchmarks TAPR ESSA Report Card
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<b>Timeline</b>	<b>Strategy</b>	<b>Staff</b>	<b>Resources</b>	<b>Evaluation</b>
August 2020 To May 2021	16. Provide necessary materials and supplies to develop all DEIC Plans and implement all strategies and activities.	Federal Programs Director Director of Student Improvement Campus Principals Title Programs Committee Members	N/A	Benchmarks TAPR PBMAS ESSA Report Card
August 2020 To May 2021	17. Each campus will develop a <u>highly qualified teacher plan</u> that includes strategies to ensure that teachers who are not highly qualified in all core academic subject areas that are taught to become highly qualified within a reasonable timeframe.	Federal Programs Director Campus Principal	N/A	HQ Teacher Plan
August 2020 To May 2021	18. LEA has on file each Title I, Part A, campus, a written attestation signed by the principal stating that the principal understands the requirements of section 1119 and the current status on his/her campus with respect to meeting those requirements.	Federal Programs Director Campus Principal	N/A	Attestation

**ROMA INDEPENDENT SCHOOL DISTRICT**  
**District Improvement Plan**  
**Performance Objectives**  
**2020-2021**

<b>Student Population:</b>	Title Programs
<b>Indicator:</b>	Attendance
<b>Objective:</b>	To improve attendance rate in the at-risk population as noted.

Timeline	Strategy	Staff	Resources	Evaluation
August 2020 To May 2021	1. Promote attendance through an effective parent and family engagement program. <ul style="list-style-type: none"> <li>• Meetings (Virtual)</li> <li>• Newsletters</li> <li>• Campus Media/Campus email</li> <li>• Conferences (Post COVID-19 or virtual)</li> <li>• District/School Website</li> <li>• Local School Channel</li> <li>• Home Visits (Post COVID-19)</li> <li>• Phone Calls</li> <li>• Zoom/Google Meets/WhatsApp</li> <li>• RemindApp</li> <li>• Messenger</li> </ul>	Department of Student Improvement Campus SBDM Teachers Campus Principals Attendance Clerks Attendance Committees Counselors Truancy Officers	Title I, Part A \$3,000	Attendance Records Academic Records DMAC PBMAS Reports PEIMS
August 2020 To May 2021	2. Update parents on state and local attendance policy changes and graduation enhancement programs. <ul style="list-style-type: none"> <li>• Meetings (Virtual)</li> <li>• Letters</li> <li>• Student/Parent Handbook</li> <li>• District/School Website</li> </ul>	Department of Student Improvement Campus SBDM Teachers Campus Principals Attendance Committees Counselors	Title I, Part A Title I, Part C \$1,000	Attendance Records Academic Records DMAC PBMAS Reports PEIMS

<b>Timeline</b>	<b>Strategy</b>	<b>Staff</b>	<b>Resources</b>	<b>Evaluation</b>
August 2020 To May 2021	3. Provide a variety of incentives to improve the attendance rate for all grade levels. <ul style="list-style-type: none"> <li>• Perfect Attendance Award</li> <li>• Prizes (Following COVID) protocols)</li> <li>• 6 weeks rewards</li> <li>• Daily Classroom Recognition</li> <li>• Media Type Recognition</li> <li>• District/Campus Facebook</li> </ul>	Campus Principals Campus SBDM Teachers Attendance Committees Counselors	Title I, Part A \$10,000 Title III \$5,000	Attendance Records Academic Records DMAC PBMAS Reports PEIMS Board Attendance Reports
August 2020 To May 2021	4. Parents will be notified on a daily basis that their child has been absent.	Campus Principals Campus SBDM Teachers Attendance Clerk Counselors	N/A	Attendance Records Academic Records DMAC PBMAS Reports
August 2020 To May 2021	5. Parents will be made aware through Parent Portal on child's absence or tardy to class, whether attending remotely or face-to-face instruction.	Campus Principals Campus SBDM Teachers Attendance Committees Counselors Parents	N/A	Attendance Records Academic Records DMAC PBMAS Reports

**Texas Education Agency  
Title I, Part A Schoolwide Program Elements  
Elements Validation Guidance Document  
2018-2020**

**Submit this form** completed with CIP page numbers where requirements are highlighted, along with supporting documentation.

The Every Student Succeeds Act requires that every Schoolwide Program have three elements in place toward compliance: Comprehensive Needs Assessment, Campus Improvement Plan, and Parent and Family Engagement activities. This validation covers all three elements. A campus may need to refer to the following documents for required evidence: Comprehensive Needs Assessment, Campus Improvement Plan, Campus Parent and Family Engagement Policy, Campus Parent and Family Engagement Compact. Please contact your regional ESC Title I Contact to provide you technical assistance.

Instructions: Use this guidance document to review the 2018-2020 SWP Program Elements. In the left column write the page number where the requirement is addressed in the Campus Improvement Plan (CIP). If there are two or more requirements in the same Element page, ensure that you indicate what requirement is being addressed. Submit documentation and completed summary of the Comprehensive Needs Assessment (CNA), the CIP pages that address the SWP Program Elements, as well as this guidance document to indicate location of the requirements.

Page Number(s) Where Requirement Is Highlighted	Element Number	SCHOOLWIDE PROGRAM ELEMENTS
	1.0	<b>Element 1. Comprehensive Needs Assessment (CNA): Sec. 1114(b)(6)</b>
	1.1	<p>The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA).</p> <p><b>The campus must provide a summary of the CNA, including a list of the data sources used and a description of the CNA process the campus followed.</b></p> <p><b>The campus must provide the date(s) that the CNA was developed (if a new campus) or the date(s) that the CNA was reviewed and/or revised for the 2018–2020 school year.</b></p>
	2.0	<b>Element 2. Campus Improvement Plan Requirement (CIP)</b>
		<b>Schoolwide Plan Development: Sec. 1114(b)(1-5)</b>
	2.1	<p>The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.</p>



DEPARTMENT OF  
CONTRACTS, GRANTS & FINANCIAL ADMINISTRATION

**Texas Education Agency  
Title I, Part A Schoolwide Program Elements  
Elements Validation Guidance Document  
2018-2020**

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Page Number(s) Where Requirement Is Highlighted	Element Number	SCHOOLWIDE PROGRAM ELEMENTS
		The campus <u>must</u> provide a list of the individuals and their roles who assisted with the development (if a new campus) or the review of the CIP. The list must identify the individuals by name and roles.
	2.2	<p>The CIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.</p> <p>The campus <u>must</u> provide the date(s) that the CIP was revised and/or evaluated for 2018–2020 school year.</p>
	2.3	<p>The CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.</p> <p>The campus <u>must</u> indicate locations where the LEA made the CIP available. Examples: on campus, at Post Office, in Student Handbook, at Parent Meetings or other locations (specify “other”).</p> <p>The campus <u>must</u> indicate languages in which the CIP was provided. Examples: English, Spanish, Vietnamese or other language (specify “other”).</p>
		<b>Schoolwide Reform Strategies: Sec. 1114(b)(7)(A)(i-iii)</b>
	2.4	<p>Schoolwide Reform Strategies that the school <u>will</u> be implementing to address school needs, including a description of how such strategies:</p> <p>i. <u>will</u> provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards;</p> <p>The campus <u>must</u> indicate the CIP page number(s) and indicate or highlight where opportunities for all children are addressed. Provide at least one strategy that addresses providing opportunities for all children. The CIP should include as many strategies as needed in order to implement the identified needs. For validation purposes, however, no more than five strategies should be submitted.</p>



**Texas Education Agency  
Title I, Part A Schoolwide Program Elements  
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2018-2020**

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Page Number(s) Where Requirement Is Highlighted	Element Number	SCHOOLWIDE PROGRAM ELEMENTS
	2.5	<p>ii. <b>will</b> use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and</p> <p>The campus <u>must</u> indicate the CIP page number(s) and indicate or highlight where methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education are addressed. Provide at least one instructional strategy. The CIP should include as many strategies as needed in order to implement the identified needs. For validation purposes, however, no more than five strategies should be submitted.</p>
	2.6	<p>iii. will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.</p> <p>The campus <b>must</b> indicate the CIP page number(s) and indicate or highlight where the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards are addressed. Provide at least one strategy that addresses the needs of all students, particularly the needs of those at risk of not meeting State standards. No more than five instructional strategies will be accepted. The CIP should include as many strategies as needed in order to implement the identified needs. For validation purposes, however, no more than five strategies should be submitted.</p>
	3.0	<b>Element 3. Parent and Family Engagement</b>
		<b>Parent and Family Engagement: Sec. 1116(a)(2) and Sec. 1116 (c)(2)</b>
	3.1	<p>Campuses <b>shall</b> jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that <b>shall</b> describe the means for carrying out the following requirements. Parents <b>shall</b> be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy <b>shall</b> be made available to the local community and updated periodically to meet the changing needs of parents and the school.</p> <p>The campus <b>must</b> provide a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy.</p>

**Texas Education Agency  
Title I, Part A Schoolwide Program Elements  
Elements Validation Guidance Document  
2018-2020**

**Submit this form** completed with CIP page numbers where requirements are highlighted, along with supporting documentation.

Page Number(s) Where Requirement Is Highlighted	Element Number	SCHOOLWIDE PROGRAM ELEMENTS
		<p>The campus must indicate how the Parent and Family Engagement Policy was distributed. Examples: on campus, at Post Office, in Student Handbook, at Parent Meetings or other locations (Specify “other”).</p> <p>The campus must indicate languages in which the Parent and Family Engagement Policy was provided. Examples: English, Spanish, Vietnamese or other language (Specify “other”).</p>
	3.2	<p>Campus <b>shall</b> offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement.</p> <p>The campus must include the following information in the Element Validations and must have supporting documentation for the information provided. Supporting documentation will be submitted only if requested by TEA.</p> <p>The campus must indicate days and times that the Parent and Family Engagement meetings were held and locations.</p> <p>Examples: Sundays, Mondays, Wednesdays, Thursdays, Fridays, Saturdays, AM during the school day, PM during the school day, PM after school, PM in the evening, specify if other times.</p> <p>Examples: on campus, other district site, community center, or other locations (specify “other”).</p>

**Notes:**

1. Elements of a Schoolwide Program plan described above must be addressed in the Elements Validations.
2. Not all Schoolwide Program Elements are selected for validation, nevertheless they must be addressed and documented at the campus.
3. Validation Elements will receive a “Met” or “Improvement Needed” during the validation.
4. LEA must be prepared to submit documentation such as dates, meeting agendas, attendance records, policies, procedures or any other documentation that supports the information provided by the LEA, as requested by TEA.
5. Please be aware that anything that involves the expenditures of Title I, Part A funds must be addressed as a need in the Comprehensive Needs Assessment (CNA) and be included in the Campus Improvement Plan (CIP)



# Special Education



**ROMA INDEPENDENT SCHOOL DISTRICT**  
**District Improvement Plan Performance**  
**Objectives**  
**2020-2021**

<b>Student Population:</b>	Special Education
<b>Indicator:</b>	Curriculum
<b>Objective:</b>	To improve the level of student performance as noted.

August 2018	August 2019	August 2020
Reading: 32	Reading: 38	Reading: NR
Math: 46	Math: 59	Math: NR
Social Studies: 37	Social Studies: 34	Social Studies: NR
Science: 35	Science: 41	Science: NR
Writing: 35	Writing: 38	Writing: NR

**2020 Scores: Not rated. Declared state of emergency**

Timeline	Strategy	Staff	Resources	Evaluation
June 2020 To June 2021	1. Provide monthly staff development via PLCs (face-to-face/distance) according to campus needs in all areas as applied in Special Education.	Campus Administrators Special Education Program Region One ESC	Special Ed. Funds Reg Sp Ed 199 224-IDEA-B (Fed) 225 IDEA-B (Pre K)	Post Session Evaluation Forms State/Local Test Results Needs Assessment Surveys
August 2020 To June 2021	2. Enhancing the implementation of the Districts' Formative Assessment Program, disaggregation of data, and progress monitoring of Special Education students.	Department of Student Improvement Campus Administrators Special Education Teachers General Education Teachers	Special Ed. Funds Reg Sp Ed 199 224-IDEA-B (Fed) 225 IDEA-B (Pre K)	Benchmark Results Pre /Post Test Results STAAR/EOC Results Campus Performance Objectives

<b>Timeline</b>	<b>Strategy</b>	<b>Staff</b>	<b>Resources</b>	<b>Evaluation</b>
August 2020 To June 2021	3. Assure that instructional services are provided (face-to-face/distance) at the identified level of student performance as indicated in the students' IEP.	Campus Administrators Special Education Teachers General Education Teachers Special Education Program	Special Ed. Funds Reg Sp Ed 199 224-IDEA-B (Fed) 225 IDEA-B (Pre K)	Progress Reports ARD/IEP Documents Report Cards Benchmark Results
August 2020 To June 2021	4. Provide the necessary resources, learning aids, and materials (face-to-face/distance) to meet the needs of all identified students in Special Education.	Campus Administrators Department of Student Improvement Special Education Program	Special Ed. Funds Reg Sp Ed 199 224-IDEA-B (Fed) 225 IDEA-B (Pre K)	STAAR/EOC Results Pre/Post Testing Needs Assessment Surveys ARD/IEP Documents
August 2020 To June 2021	5. Provide additional instructional support (face-to-face/distance) for special education students exhibiting academic difficulties through the use of interventions, accommodations, and accelerated instruction.	Campus Administrators Department of Student Improvement Special Education Program	Special Ed. Funds Reg Sp Ed 199 224-IDEA-B (Fed) 225 IDEA-B (Pre K)	STAAR/EOC Results Pre/Post Testing Needs Assessment Surveys ARD/IEP Documents

**ROMA INDEPENDENT SCHOOL DISTRICT**  
**District Improvement Plan Performance**  
**Objectives 2020-2021**

<b>Student Population:</b>	Special Education
<b>Indicator:</b>	Special Education Needs
<b>Objective:</b>	The district will maintain and enhance its instructional program, related services, drop-out prevention and attendance aimed at meeting the needs of all its Special Education students.

<b>Timeline</b>	<b>Strategy</b>	<b>Staff</b>	<b>Resources</b>	<b>Evaluation</b>
August 2020 To June 2021	1. Identify and serve (face-to-face/distance) all qualifying students through inclusion and other appropriate LRE settings including Child Find efforts.	Department of Student Improvement Special Education Program Campus Administrators Teachers	District Referral Policy State/Federal Guidelines RTI Committees	PEIMS/TXEIS Student Counts Child Find/RTI Reviews & Screenings IEP Files PBMAS/SPP Templates
June 2020 To June 2021	2. Assure effective staffing as directed by enrollments, certification, and experience.	Human Resources Campus Administrators Special Education Program	Staffing Patterns	PEIMS/TXEIS
August 2020 To May 2021	3. Provide professional development (face-to-face/distance) to special education and general education staff members on program rules and regulations to assure implementation and compliance.	Human Resources Campus Administrators Special Education Program Region One ESC	State & Federal Agencies ESC Region 1 Title II, Part A IDEA Funding	Needs Assessment Evaluation Forms Surveys

Timeline	Strategy	Staff	Resources	Evaluation
August 2020 To June 2021	4. Coordinate services with state and local agencies for the improvement of transition services.	Special Education Program Campus Administrators	ESC Region I & 11 ECI STC/UTRG V CTE/VAC Border Region- Behavioral Health Center VAIL Texas Workforce Solutions Vocational Rehab Services Health and Human Services Commission	Service Contracts Memorandums of Understanding Review of Evaluation Forms Needs Assessment Surveys
August 2020 To May 2021	5. Enhance the parental involvement component by ensuring that parents are included (face-to-face/distance) as members of the multidisciplinary team in the initial and re- evaluation process, annual IEP reviews, and monthly training/information sessions.	Campus Administrators Special Education Program	Title VI Funding IDEA Funding	Parent Survey Parental Conferences ARD/IEP Documentation Sign- In Rosters
August 2020 To May 2021 (As indicated in IEP)	6. Enhance the campus involvement by ensuring that general education staff and administrators are included as members of the multidisciplinary team (face-to-face/distance) to ensure development and implementation of appropriate IEPs.	Campus Administrators Counselors Special Education Program	Title VI Funding IDEA Funding Title II, Part A	Service Contracts Review of Evaluation Forms Lesson Plans ARD Documentation
August 2020 To May 2021	<b>*FOLLOW ALL INITIATIVES AND ACTIVITIES AS STATED ON THE DISTRICT RDA PLAN*</b>			

# Bilingual /ESL



**ROMA INDEPENDENT SCHOOL DISTRICT**  
**District Improvement Plan**  
**Performance Objectives**  
**2020-2021**

<b>Student Population:</b>	Bilingual / ESL
<b>Indicator:</b>	Curriculum
<b>Objective:</b>	To improve the level of student performance as noted:

August 2018	August 2019	August 2020 Not rated. Declared State of Emergency
Reading: 69	Reading: 70	Reading: NR
Math: 82	Math: 85	Math: NR
Social Studies: 68	Social Studies: 73	Social Studies: NR
Science: 75	Science: 76	Science: NR
Writing: 77	Writing: 74	Writing: NR

Timeline	Strategy	Staff	Resources	Evaluation
June 2020 To May 2021	1. Modify, coordinate, update and adjust instructional timelines in all core areas to meet the needs of all Bilingual/ESL population in all campuses as needed. <ul style="list-style-type: none"> <li>Analyze student data and set interventions in place for struggling students (Intervention Plans per six weeks).</li> <li>Have Instructional Accommodations in place (DMAC/LPAC).               <ul style="list-style-type: none"> <li>BOY, MOY, and EOY</li> </ul> </li> </ul> A. Build highly effective teachers to teach BE/ESL students by clarifying what students must learn, addressing the 4 questions: <ol style="list-style-type: none"> <li>What is it we want our students to learn?</li> <li>How will we know if our students are learning?</li> <li>How will we respond when our students do not learn?</li> <li>How will we enrich and extend the learning for higher achievers?</li> </ol> B. Develop a system for students who do not learn and implement it.	District Director Teachers Instructional Facilitators Campus Principals Assistant Principals Head Teachers	Title III State Bilingual \$25,000	STAAR/EOC Results Local Assessment Results Progress Reports TELPAS Report PBMAS Report Intervention Plans/DMAC Monitoring Periods TAPR Walk Through(s)

<b>Timeline</b>	<b>Strategy</b>	<b>Staff</b>	<b>Resources</b>	<b>Evaluation</b>
August 2020 To May 2021	<p>2. Train staff on Bilingual/ESL Methodologies and on data analysis including reports on special populations to enhance Bilingual/ESL instruction needed to meet or exceed the program requirements of all EL students.</p> <ul style="list-style-type: none"> <li>● Include parents and para-professionals</li> <li>● Provide support systems such as:</li> <li>● Sheltered Instruction/Differentiated Instruction/Scaffolding Trainings, etc.</li> <li>● ELPs Training with resources</li> <li>● Training on DMAC/LPAC</li> <li>● Training on LAS Links/PreLAS</li> </ul>	<p>Campus Principals Assistant Principals Teachers Instructional Facilitators Parents District Director</p>	<p>Title A, Part C Title I, Title II State Compensatory Title III Budget: \$14,000 each program DMAC/LPAC</p>	<p>STAAR/EOC Results Local Assessment Results Progress Reports TELPAS Report In-Service Rosters/Agendas PBMAS Report Walk Through(s)</p>
August 2020 To May 2021	<p>3. Provide resources and support including technology to establish effective intervention programs for all EL students based on the needs assessments. Provide computer programs to enhance the EL student learning (including consultants).</p> <ul style="list-style-type: none"> <li>● Success Maker</li> <li>● Brain Pop etc.</li> <li>● Moby Max</li> <li>● Ever FI</li> <li>● Rosetta Stone</li> <li>● Ingles Sin Barreras</li> <li>● Houghton Mifflin-Harcourt</li> <li>● SUMMIT K12 TELPAS Program</li> </ul>	<p>Teachers Campus Principals Assistant Principals Instructional Facilitators Technology Director</p>	<p>Title III Consultants Budget: \$25,000 DMAC/LPAC</p>	<p>Campus Master Schedule TELPAS Report LEP Student Plans PBMAS Report Walk Through(s)</p>
July 2020 To July 2021	<p>4. Recruit highly qualified Bilingual/ESL teachers to best meet the needs of the Bilingual/ESL population.</p> <ul style="list-style-type: none"> <li>● Encourage those that are not certified to get certified. District will pay for passed exam.</li> <li>● Provide review session for TExes Bilingual, BTLPT &amp; ESL Exams.</li> </ul>	<p>Personnel Director Campus Principals Assistant Principals</p>	<p>District/Campus Budget Title II, Part A \$25,000</p>	<p>Personnel Files Personnel Roster</p>

<b>Timeline</b>	<b>Strategy</b>	<b>Staff</b>	<b>Resources</b>	<b>Evaluation</b>
August 2020 To May 2021	5. Parental Involvement: Provide parental involvement through training sessions on the role of parents as partners in education, such as: <ul style="list-style-type: none"> <li>• BE/ESL Information</li> <li>• LPAC Process</li> <li>• Programs/services available for EL students</li> <li>• Notify parents if LEA fails to meet Annual Measurable Achievement Objectives (if report is provided from TEA) – if applicable</li> <li>• Notify parents on student progress within 30 days of beginning of school in an understandable and uniform format, and to the extent practicable, in a language the parents can understand (Title III, Part A LEP)</li> <li>• Outreach to parents of EL students to inform them of how they can be involved in their children’s education and be active participants in helping their children learn English and achieve at high levels (Title III, Part A LEP)</li> </ul>	Campus Principals Assistant Principals Teachers Instructional Facilitators BE/ESL Director Title III Director	Title II State Bilingual \$20,000	Sign – In Rosters Agendas Handouts
August 2020 To May 2021	6. Use students’ primary language as a foundation to reinforce skills while transitioning into the English language. <ul style="list-style-type: none"> <li>• Monitor</li> </ul>	Campus Principals Assistant Principals Teachers Counselors	Title III State Bilingual	Walk-throughs TELPAS Report STAAR/EOC Results PBMAS Report Lesson Plans
August 2020 To May 2021	7. Provide vertical and horizontal planning to help EL students’ transition from one grade level to the next as well as from one campus to another. <ul style="list-style-type: none"> <li>• Review timelines</li> <li>• Disaggregate data</li> <li>• Correlate content and context.</li> <li>• Depth of Knowledge</li> <li>• Curriculum Alignment</li> </ul>	Campus Principals Assistant Principals Teachers and Counselors Executive Director Curriculum Director Instructional Facilitator	Title III State Bilingual \$16,000	Walk-throughs TELPAS Report STAAR/EOC Results PBMAS Report Lesson Plans/Timelines Curriculum Guides

# Gifted and Talented



**ROMA INDEPENDENT SCHOOL DISTRICT**  
**District Improvement Plan**  
**Performance Objectives**  
**2020-2021**

<b>Student Population:</b>	Gifted & Talented
<b>Indicator:</b>	Curriculum
<b>Objective:</b>	The District will maintain and enhance a rigorous instructional program aimed at meeting special needs of those students identified as being academically gifted and talented.

August 2018	August 2019	August 2020
Reading: 98 Math: 99 Social Studies: 98 Science: 99 Writing: 98	Reading: 98 Math: 99 Social Studies: 98 Science: 99 Writing: 98	Reading: NR Math: NR Social Studies: NR Science: NR Writing: NR

Timeline	Strategy	Staff	Resources	Evaluation
August 2020 To May 2021	<ol style="list-style-type: none"> <li>Provide for all program needs (parental involvement, supplementary instruction opportunities to display student special projects), and related services as identified through program assessments. <ul style="list-style-type: none"> <li>Utilize Program Surveys for students, parents, administration and teachers for program improvement</li> <li>Use Texas Performance Standards Project (TPSP)</li> <li>Train staff to differentiate instruction for G.T. students (6hrs update) <ol style="list-style-type: none"> <li>Build highly effective teachers to teach G.T. students by clarifying what students must learn</li> <li>Address 4 questions: <ol style="list-style-type: none"> <li>What is it we want our students to learn?</li> <li>How will we know if our students are learning?</li> <li>How will we respond when our students do not learn?</li> <li>How will we enrich and extend the learning for higher achievers?</li> </ol> </li> <li>Develop a system when students do not learn and implement it</li> </ol> </li> </ul> </li> </ol>	Campus Principals Assistant Principals G/T Teachers G/T Coordinators Counselors G. T. Campus Committee Instructional Facilitators Librarians	Title VI \$15,000 State & Local Allotments \$35,000 G/T Funds \$25,000	Survey Forms: - Parent - Teachers - Students Administration STAAR/ EOC Results Local Assessment Results Progress Reports TAPR Student's Projects TLPAS Results

<b>Timeline</b>	<b>Strategy</b>	<b>Staff</b>	<b>Resources</b>	<b>Evaluation</b>
August 2020 To May 2021	2. Assure effective staffing patterns and compliance with local/state guidelines related to training requirements for all personnel in the program and identification procedures for all students (New teachers to the District 30 hours training and 6 hour sessions annually thereafter).	Campus Principals Assistant Principals Instructional Facilitators G. T. Coordinator Counselors	Title VI \$20,000 State & Local Allotments and \$35,000 G/T Funds \$20,000	Expenditure Reports Staffing Reports PEIMS Agendas & Sign in Rosters Handouts
August 2020 To May 2021	3. Provide adequate materials, supplies, computer software and hardware, field trips, and presentations to enhance learning opportunities and exposure for all program participants.	Campus Principals G/T Teachers G/T Coordinators Assistant Principals Counselors G/T Campus Committee Instructional Facilitators	Title VI \$20,000 State & Local Allotment and G/T Funds \$60,000 Title V \$20,000	Expenditure Report STAAR/EOC Results Agendas of Activities TELPAS Results Local Assessment Results Walk Throughs
August 2020 To May 2021	4. Provide support to properly monitor the instructional program through effective assessment and data analysis including reports on special populations. Also provide teacher and parental awareness of GT program.	Campus Principals G/T Teachers G/T Coordinators Executive Director Curriculum Directors G/T Campus Committee Counselors Instructional Facilitators	Title VI \$15,000 State & Local Allotments - \$30,000 and G/T Funds \$18,000	STAAR/EOC Results Local Assessment Results Progress Reports TELPAS Results Walk Throughs GT Program Survey
August 2020 To May 2021	5. Purchase material necessary to identify G.T. students such as ITBS, Toni and IOWA scoring.		\$2032.36	GT Student Rosters



# Career & Technical Ed.



**ROMA INDEPENDENT SCHOOL DISTRICT**  
**District Improvement Plan**  
**Performance Objectives**  
**2020-2021**

<b>Student Population:</b>	Career and Technical Education
<b>Indicator:</b>	Academic Excellence
<b>Objective:</b>	Provide additional opportunities for all students to develop and demonstrate the knowledge and skills necessary to read, write, compute, solve problems, think critically, apply technology, and communicate across all subject areas, through a rigorous career and technical education program.

**August 2018**

**August 2019**

**August 2020**

**Not rated. Declared state of emergency**

Reading: 58 Math: 79 Social Studies: 83 Science: 74 Writing: 80	Reading: 54 Math: 80 Social Studies: 82 Science: 73 Writing: 71	Reading: NR Math: NR Social Studies: NR Science: NR Writing: NR
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Timeline	Strategy	Staff	Resources	Evaluation
June 2020 To May 2021	1. Enhance foundation skills by providing rigorous career and technical education programs and support integration of academic skills into the CTE programs of study.	Campus Principals/Associates CTE Director Counselors CTE Teachers	Federal Perkins Grant Federal \$30,000 State/Local Grant \$50,000	TEA CTE Self Evaluation Student/Staff Surveys
June 2020 To May 2021	2. Recruit and retain a high percentage of appropriately certified and highly qualified personnel.	Campus Principals Personnel Director CTE Director	Title II, Part A \$50,000	Summary Staffing Reports Staff Surveys
June 2020 To May 2021	3. Provide incentives and support for educators to develop <u>model practices</u> in the integration of teaching, learning and technology.	Campus Principals CTE Department CTE Director Region One Consultants	Federal Perkins Grant Federal \$1,000 State/Local Grant \$5,000	Program Evaluation Reports Student/Staff Surveys

<b>Timeline</b>	<b>Strategy</b>	<b>Staff</b>	<b>Resources</b>	<b>Evaluation</b>
June 2020 To May 2021	4. Provide professional development to CTE staff on correlation between data analysis/planning and effective instructional practices to include methodology, pedagogy, knowledge content and work-based learning skills.	Campus Principals CTE Department CTE Director Region I Consultants HS/MS Counselors	Federal Perkins Grant State Career & Technology Grant Title II, Part A \$15,000	Expenditure Report Student Portfolios
June 2020 To May 2021 On Six Weeks Basis	5. Evaluate effectiveness of the technical education programs through needs assessments and disaggregation of data.	Campus Principals CTE Department CTE Director Consulting Services	-0-	Program Evaluation Reports Needs Assessment Data Formative/Summative Assessment Results Region 10
June 2020 To May 2021	6. Review/update Career and Technical Education student handbook.	Campus Principals/Associates CTE Director and Teachers HS/MS Counselors	-0-	TEA CTE Self Evaluation
June 2020 To May 2021	7. Revise/Update a Career and Technical Education Policy and Procedures Manual.	Campus Principals Personnel Director CTE Director	Title II, Part A \$25,000	Summary Staffing Reports
June 2020 To May 2021	8. Ensure that at-risk students in the 7 <sup>th</sup> grade and all 8 <sup>th</sup> grade students have a Personal Graduation Plan in the PRC.	Campus Principals CTE Department CTE Director HS/MS Counselors	Federal Perkins Grant Federal \$1,000 State/Local Grant \$5,000	Program Evaluation Reports
June 2020 To May 2021	9. Meet with the Career and Technical Education Advisory Committee at least once per semester.	Campus Principals CTE Department CTE Director	Federal Perkins Grant State Career & Technology Grant Title II, Part A \$6,000	Expenditure Report Student Portfolios Sign-In Rosters
June 2020 To May 2021 On Six Weeks Basis	10. Include all industry-based certificates in their students Personal (PRC).	Campus Principals CTE Department CTE Director	-0-	Program Evaluation Reports Needs Assessment Data Formative/Summative Assessment Results
June 2020 To May 2021	11. Coordinate CTE program with middle school and high school counselors.	Campus Principals HS & MS Counselors	-0-	Presentation of Documents Student/Parent Sign-In Rosters
June 2020 To May 2021	12. Evaluate Perkins-funded programs including CLNA.	Campus Principals HS & MS Counselors CTE Director	-0-	Presentation of Documents Student/Staff Surveys CLNA

**ROMA INDEPENDENT SCHOOL DISTRICT**  
**District Improvement Plan**  
**Performance Objectives**  
**2020-2021**

<b>Student Population:</b> Career and Technical Education				
<b>Indicator:</b> Curriculum				
<b>Objective:</b> Provide all students with opportunities to participate in an academically rigorous curriculum that enables them to achieve their potential and participate fully in the economic and educational opportunities of Texas and the nation.				
<b>Timeline</b>	<b>Strategy</b>	<b>Staff</b>	<b>Resources</b>	<b>Evaluation</b>
June 2020 To May 2021	1. Provide a curriculum that facilitates opportunities for all students to participate in the following career and technical education. PK – 5 <sup>th</sup> Awareness 6 <sup>th</sup> – 8 <sup>th</sup> Exploration 9 <sup>th</sup> – 12 <sup>th</sup> Preparation	Campus Principals/Associates Campus Counselors CTE Director CTE Teachers Department of Student Improvement	Federal Perkins Grant Federal \$30,000 State/Local Grant \$50,000	TEA CTE Self Evaluation Formative Assessments STAAR/EOC Results Student/Staff Surveys CLNA
June 2020 To May 2021	2. Ensure that the career and technical curriculum is provided through programs of sufficient size, scope, and quality to ensure effectiveness in improving academic and occupational skill competencies of all aspects of the careers students are preparing to enter.	Campus Principals/Associates CTE Director CTE Teachers Department of Student Improvement	Federal Perkins Grant/State Grant \$55,000 Federal \$13,000 State/Local	TEA-CTE Program Evaluation Report STAAR/EOC Results Student/Staff Surveys CLNA
June 2020 To May 2021	3. Implement a guidance program that contains a strong career development component designed to meet the needs of all students.	Campus Principals/Associates CTE Director Guidance & Counseling Department	Federal Perkins Grant/State Grant	TEA-CTE Program Evaluation Report Student/Staff Surveys CLNA

<b>Timeline</b>	<b>Strategy</b>	<b>Staff</b>	<b>Resources</b>	<b>Evaluation</b>
June 2020 To May 2021	4. Provide opportunities for all students to understand employer expectations and employability skills.	Campus Principals/Associates CTE Teachers	Federal Perkins Grant State Career & Technology Grant	Expenditure Report Student Portfolios Student/Staff Surveys CLNA
June 2020 To May 2021	5. Monitor CTE effectiveness through walk-throughs and student data analysis.	Campus Principals/Associates Campus Facilitators Campus Counselors CTE Director	DMAC	CTE Evaluation Student/Staff Surveys CLNA Report Formative Assessments T-TESS DMAC
June 2020 To May 2021	6. Ensure that all students complete an inventory on career interest	Secondary Counselors Middle School Counselors	Kinder Program	CTE Evaluation
June 2020 To May 2021	7. Promote College & Career Day throughout all campuses in the district and provide career exploration and career development activities.	Campus Principal/Associates HS Campus Counselors	State CTE Grant Campus Activity Funds	CTE Evaluation District Website Campus Website Student/Staff Surveys CLNA
June 2020 To May 2021	8. Provide the skills necessary to pursue careers in high skills, high wage, and high demand occupations.	Campus Principal/Associates HS Campus Counselors	State CTE Grant Campus Activity Funds	CTE Evaluation District Website Campus Website Student/Staff Surveys CLNA
June 2020 To May 2021	9. Support interaction of programs of study, endorsements, clusters, and certification opportunities.	Campus Principal/Associates HS Campus Counselors	State CTE Grant Campus Activity Funds	CTE Evaluation District Website Campus Website Student/Staff Surveys CLNA

# Character Education



**ROMA INDEPENDENT SCHOOL DISTRICT**  
**District Improvement Plan**  
**Performance Objectives**  
**2020-2021**

<b>Student Population:</b>	All Students
<b>Indicator:</b>	Character Education
<b>Objective:</b>	To integrate character education into the curriculum to improve student management and academic achievement.

Timeline	Strategy	Staff	Resources	Evaluation
August 2020 To June 2021	1. Maintain and reinforce the campus and district character education program to include the following criteria: <ul style="list-style-type: none"> <li>• Emphasize positive character traits</li> <li>• Implement integrated teaching strategies that are age-appropriate</li> </ul>	Campus Administration District Administration Professional Learning Community Teachers Campus Administration District Counselors, LSSP and LPC	Title Programs Title I, Part A Title I, Part C Title III	Disciplinary Referral Records Attendance Reports STAAR/EOC Results
August 2020 To June 2021	2. Continue emphasizing anti bullying activities such as Sandy Hook, kindness week, etc.		Title I, Part A	
August 2020 To May 2021	3. Continue presenting character traits at regular scheduled/called school board meetings.	Campus Administration Teachers Counselors	-0-	Disciplinary Referral Records Attendance Reports STAAR/EOC Results
August 2020 To May 2021	4. Emphasize character education through the counseling department and morning announcements.	Campus Administration Teachers Counselors	Title I, Part A	Disciplinary Records Attendance Reports



# Parent & Family Engagement



**ROMA INDEPENDENT SCHOOL DISTRICT**  
**District Improvement Plan**  
**Performance Objectives**  
**2020-2021**

<b>Student Population:</b>	All Students
<b>Indicator:</b>	Parent & Family Engagement
<b>Objective:</b>	To improve parent engagement through partnership between home, school, and community.

Timeline	Strategy	Staff	Resources	Evaluation
September 2020	1. Establish a parent resource center to coordinate parental engagement activities between campuses, home, and community. Actively recruit parents to become involved in their child's education.	Campus Parental & Family Engagement Committee Campus Principals Parent Liaisons PAC	Title I, Part A Title III	Agendas Sign-in Rosters Expenditure Reports
August 2020 To May 2021	2. District/campuses will coordinate planning, funding, and implementation of services/activities to support the parent engagement program.	Campus Parental & Family Engagement Committee Campus Principals Staff	-0-	Agendas Sign-in Roster Surveys
August 2020 To May 2021	3. Provide training for all parents on strategies to help their children develop good study habits in the home environment. <ul style="list-style-type: none"> <li>• ESSA Guidelines</li> <li>• Empowering parents</li> <li>• ESL/ Literacy classes</li> <li>• Parenting Skills</li> <li>• How to foster parental engagement</li> <li>• Use of the child's report card through the District's Parents Connect</li> <li>• Financial Advisor and Parent Compact</li> <li>• Homework and Parental Engagement Policy</li> <li>• Income Tax Services and Using Technology</li> <li>• Nutrition and CDC Guidelines</li> <li>• Google Meets/Classroom Instruction &amp; Zoom</li> </ul>	Campus Parental & Family Engagement Committee Campus Principals Region I Consultants PAC	Title I, Part A Title II, Part A	Agendas Sign-in Roster

<b>Timeline</b>	<b>Strategy</b>	<b>Staff</b>	<b>Resources</b>	<b>Evaluation</b>
August 2020 To May 2021	4. Provide staff development to all parents on: <ul style="list-style-type: none"> <li>Title I</li> <li>School Policies</li> <li>TAPR</li> <li>Parental Engagement Policy</li> <li>How parents can help their children with their homework</li> <li>The importance of parents getting involved in their child's school</li> <li>Learning of Stress</li> <li>Technological resources available</li> <li>Tech support availability</li> <li>Bilingual Education</li> <li>STAAR/EOC</li> <li>PBMAS</li> </ul>	Campus Parental & Family Engagement Committee Campus Principals Region I Consultants PAC	Title I, Part A Title II, Part A	Agendas Sign-in Roster
October 2020	5. Develop a parent network to inform the public of the various parent engagement activities at the respective campuses. <ul style="list-style-type: none"> <li>Room Parent Leaders</li> <li>Parent Letters</li> <li>Billboards &amp; Invitations</li> <li>Postcards &amp; 956-Insider</li> <li>School/Website &amp; Blackboard Parent Link</li> <li>School Media (Twitter/Facebook)</li> <li>Google Classroom/Email &amp; Parent Portal</li> </ul>	Federal Program Director Campus Principals Campus Parental & Family Engagement Committee	Title I, Part A Title I, Part C Title III	Agendas Sign-in Rosters
August 2020	6. Designate a campus based parental involvement liaison to coordinate parental involvement efforts in all campuses. Communication should be written on the parents' primary language. <ul style="list-style-type: none"> <li>Parent Tutors Title III</li> <li>Migrant Parent Tutors</li> <li>Assistant Principals</li> <li>Counselor</li> <li>Lead Parent</li> </ul>	Campus Principals Campus Parental & Family Engagement Campus Counselor	Title I, Part A Title I, Part C Title III	Agendas Sign-in Rosters
August 2020	7. Provide training for teachers, staff, and administrators on the various parent engagement components including strategies to monitor parental and family engagement activities in the respective campuses.	Campus Principals Campus Parental & Family Engagement Committee	Title II, Part A \$2,500	Sign-in Rosters Agendas

<b>Timeline</b>	<b>Strategy</b>	<b>Staff</b>	<b>Resources</b>	<b>Evaluation</b>
August 2020 To May 2021	<p>8. Encourage parents to become actively involved in their child's education at school by providing activities such as:</p> <ul style="list-style-type: none"> <li>• Open House</li> <li>• Meet the Teacher, Meet the Parent Night</li> <li>• Parents' Meetings</li> <li>• Grandparents Day</li> <li>• Holiday Celebrations</li> <li>• Book Fairs</li> <li>• Title I Parent Conference</li> <li>• Read Across America</li> <li>• Awards Assemblies</li> <li>• Festivals</li> <li>• Information Meeting</li> <li>• Home Project</li> <li>• College Career Day Presentation</li> <li>• Mother's Day Program</li> <li>• Field Trips</li> <li>• Make &amp; Take Sessions</li> <li>• Cultural Celebrations</li> <li>• Homework Assistance</li> <li>• At Home Activities or Strategies</li> <li>• Father's Day</li> <li>• School Garden</li> </ul>	Campus Principals Teachers	-0-	Sign-in Rosters Agendas
August 2020 To May 2021	9. Inclusion of Parents in the Developments and review of Parent Engagement Policies and their effectiveness (Title I, Part A)	Campus Principals Parental & Family Engagement Leader	-0-	Sign-in Rosters Agendas
August 2020 To May 2021	10. Each campus will distribute to parents of participating children in Title I Part A the school written parent engagement policy agreed upon by such parents that describes the means for carrying out the parent and family engagement school plan by posting it on the website and office.	Campus Principals Staff Parents	Parental & Family Engagement Policy	
August 2020 To May 2021	11. Inclusion of Parents in the development of School-Parents Compacts (Title I, Part A) where the compact will address the importance of communication between teacher and parents on an ongoing basis.	Campus Principals Teachers	-0-	Sign-in Rosters Agendas
August 2020 -May2021	12. Recognize parent volunteers at a board meeting.	Board Members Principals		
August 2020 To May 2021	13. Establish District Wide Parent Advisory Council (PAC) that provides meaningful consultation in the planning and operation of the Migrant Education Program. PAC meetings must be conducted in a format and language that is understandable to the migrant parents. (Title I, Part A)	Federal Program Director Parents Principals	-0-	Sign-in Rosters Agendas

<b>Timeline</b>	<b>Strategy</b>	<b>Staff</b>	<b>Resources</b>	<b>Evaluation</b>
August 2020 To May 2021	14. Include parents in the development, review, and evaluation of the campus and District Improvement Plans through Site –Based Decision-Making Committee (TEC)	Campus Principals Parents	-0-	Sign-in Rosters Agendas
August 2020 To May 2021	15. Encourage staff members to demonstrate respect for families and the family’s primary role in the rearing of children to become responsible adults.	Campus Principals Counselors	-0-	Sign-in-Rosters Agendas
July 2020	16. Continuously Develop and Revised a Parental and Family Engagement Policy.	Federal Program Director Campus Principals	Parental & Family Engagement Plan	Parent Meeting Agendas Sign-in Rosters
July 2020	17. The district will update the written Parental & Family Engagement Policy that is developed jointly and agreed upon and distributed to parents of participating Title I students.	Federal Program Director Campus Principals	N/A	Parent Meeting Agendas Sign-in Rosters
September 2020	18. Each Title I, Part A campus convenes at an annual meeting to notify parents of their schools participation in the Title I program.	Federal Program Director Campus Principals	N/A	Parent Meeting Agendas Sign-in Rosters
September 2020	19. Each Title I, Part A, campus provides, to each individual parent, information on the level of achievement of the parents child in each of the required state academic assessments.	Federal Program Director Campus Principals	N/A	Attestation
August 2020 To May 2021	20. Roma ISD provides communications about the Title I, Part A Program in a format, and to the extent practicable in a language that parents can understand. <ul style="list-style-type: none"> <li>• Title I Meetings</li> <li>• Title I Handout</li> </ul>	Federal Program Director Campus Principals	Letters GTN Announcements Newspaper Newsletter 956-Insider Social Media	Sign in Roster Letters Announcement Newsletter



# ROMA INDEPENDENT SCHOOL DISTRICT

## Title I

### FAMILY & COMMUNITY ENGAGEMENT POLICY



**2020-2021**

**ROMA INDEPENDENT SCHOOL DISTRICT**  
**TITLE I DISTRICT FAMILY & COMMUNITY ENGAGEMENT POLICY**  
**2020-2021**

**I. STATEMENT OF PURPOSE**

**ROMA Independent School District** is committed to providing quality education to every student in the district. Partnerships with parents and the community are essential to this goal as neither home nor school can achieve this goal independently. Everyone gains if school and home work together to promote high student achievement. Parents play an important role as children's first teacher and their support is critical to their children's success. Roma Independent School District intends to include parents in all aspects of the district's Title I programs to create a school-home partnership that will promote student success.

Grade level goals for all students in RISD will be distributed to parents with the expectation that *all* students will work toward these goals. RISD recognizes that some students may need the extra assistance of Title I programs to reach these goals and is committed to providing that support.

- The Federal Programs/ Family & Community Engagement Department will work with each campus to bring parents information and training on how to help their child reach their academic goals.

**II. FAMILY & COMMUNITY ENGAGEMENT IN DEVELOPING AND REVISING THE POLICY**

A District Parent Advisory Committee (DPAC) consisting of Roma Independent School District parents, staff, and community members will develop the District Family & Community Engagement Policy.

- Convene 1-2 DPAC meetings in the school year to review and update the Family & Community Engagement Policy.

**III. ANNUAL TITLE I CAMPUS PARENT MEETINGS**

Roma Independent School District will hold an annual district meeting for Title I parents. This meeting will be held during the fall semester. The purpose of this meeting is to provide parents with information regarding Title I guidelines and all other Federal Programs services and the current District Family & Community Engagement Policy.

The annual meeting will be held in the evening to increase the opportunity for parental participation. English and Spanish translation will be available. Written notices in both languages will be sent to parents notifying them of the date and times of the meeting.

- Distribute copies of the District Family & Community Engagement Policy in both English and Spanish.
- Place the District Family & Community Engagement Policy on the district's web page and other social media as deemed necessary.

**IV. SCHOOL-PARENT-STUDENT COMPACT**

As a component of the school-level Family & Community Engagement Policy, each school shall jointly develop with parents for all children served under

this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The student/parent/teacher compact will be reviewed yearly for updates and revision.

- The Family & Community Engagement Director will work with each campus to assure that a School-Parent-Student Compact is distributed to parents at registration, posted to the campus website and campus information area at the school and that all campuses will meet with parents about the compact at a later meeting.

## **V. TYPES OF PARENTAL INVOLVEMENT**

Parents can become involved in their children's education in a variety of ways. **Roma Independent School District** values both the at-home contributions of parents and those that take place at the school or in the community. Reading to children at home and talking with them at family meals are as important as volunteering at school and serving on advisory committees. Many types of family & community engagement are needed in school-home-community partnerships to help all children succeed. All parent and community volunteers must comply with the district policy regarding State of Texas background checks. Below is a list of the ways a parent can be involved in the school:

- Participate in parent informational meetings, sessions or activities
- Chaperone in school field trips or during school sponsored activities
- Participate as decision makers in committees such as: Title I Parent Advisory Committee (PAC), Migrant Parent Advisory Committee (PAC) Site Based Decision Making (SBDM), Language Proficiency Assessment Committee (LPAC), Student Health Advisory Council (SHAC), etc.

## **VI. ADAPT PROGRAMS TO THE NEEDS OF OUR COMMUNITY**

Each year Roma Independent School District will evaluate the needs of parents and children in the community through a variety of measures, including questionnaires sent home to parents, so that Title I programs can be modified to meet identified needs.

Workshops and other programs will be available to address the expressed needs. Parents will be notified of these opportunities by the individual schools. Parents may also call the Roma ISD Federal Programs Office or the individual school office to express an interest in a particular workshop topic or to make recommendations about the program.

- Encourage participation in community functions such as The Veterans Day Event, Roma Fest Parade, Homecoming Parade, Relay for Life, District Health Fair, Superintendent's Easter Egg Hunt, etc.
- Encourage participation in community volunteer opportunities such as with the Food Bank, Clean Up Projects, 5K Runs, Toys for Tots, etc.
- Bring parents information on the various outreach programs and agencies that provide information and assistance such as Su Clinica del Valle, Mujeres Unidas, Workforce Solutions, ESL or GED classes, Mental Health and Mental Retardation (MHMR), etc.

## **VII. STAFF-PARENT COMMUNICATION**

Notices sent home to parents should be in both English and Spanish. Parents are encouraged to take the initiative in calling their child's teacher or campus administrator when they have a concern. Below are additional ways the district and campus can communicate with parents:

- Letters, flyers, telephone calls, home visits, website, Parent Portal, (956) INSIDER, email, text messages, Facebook etc.

### **VIII. EVALUATION**

Parents will be asked for their input on the content and effectiveness of the Title I Family & Community Engagement programs through an annual evaluation of the program. The evaluation will include an assessment of overall increases in family & community engagement and barriers to parental participation that may exist. The Roma Independent School District will revise its Family & Community Engagement Policy on the basis of this annual review.

- Use district and campus data sessions, trainings, events, conferences, volunteer hours, etc., to evaluate the effectiveness of the family & community engagement program.

*Roma ISD does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or provision of services, programs, or activities.*



# Support Structure



**ROMA INDEPENDENT SCHOOL DISTRICT**  
**District Improvement Plan**  
**Performance Objectives**  
**2020-2021**

<b>Student Population:</b>	All Students
<b>Indicator:</b>	Support Structure – Personnel
<b>Objective:</b>	The district will focus all efforts to decrease the yearly teacher high turn-over rate.

<b>Timeline</b>	<b>Strategy</b>	<b>Staff</b>	<b>Resources</b>	<b>Evaluation</b>
June 2020 To June 2021	1. Review the present salary scale to make it more competitive with neighboring school districts.	Superintendent/Deputy DEIC Personnel Director Business Manager Campus Principals	Federal, State, & Local Funding \$1,230,000 Title II, Part A	District records will reflect these efforts.
June 2020 To June 2021	2. Review and enhance employee benefits within budgetary constraints.	Superintendent/Deputy DEIC Personnel Director Business Manager Campus Principals	Federal, State, & Local Funding \$1,230,000 Title II, Part A	District records will reflect these efforts.
June 2020 To June 2021	3. Supplement the teacher mentor program through a support team including educational facilitators to guide novice teachers.	Superintendent/Deputy Personnel Director Principals Campus Facilitators	Federal, State, & Local Funding \$1,230,000 Title II, Part A	District records will reflect these efforts.
June 2020 To June 2021	4. Continue to provide service through Staff Development for teachers who have not completed their TEXES certification.	Superintendent/Deputy DEIC Personnel Director Campus Principals	Federal, State, & Local Funding \$1,230,000 Title II, Part A	District records will reflect these efforts.
June 2020 To June 2021	6. Provide incentives for retaining, preparing, training and recruiting highly qualified teachers	Superintendent/Deputy DEIC Business Manager Campus Principals	Federal, State, & Local Funding \$1,230,000 Title II, Part A	District records will reflect these efforts.

<b>Timeline</b>	<b>Strategy</b>	<b>Staff</b>	<b>Resources</b>	<b>Evaluation</b>
June 2020 To June 2021	4. Continue to provide service through Staff Development for teachers who have not completed their TEXES certification.	Superintendent/Deputy DEIC Personnel Director Campus Principals	Federal, State, & Local Funding \$1,230,000 Title II, Part A	District records will reflect these efforts.
June 2020 To June 2021	6. Provide incentives for retaining, preparing, training and recruiting highly qualified teachers	Superintendent/Deputy DEIC Personnel Director Business Manager Campus Principals	Federal, State, & Local Funding \$1,230,000 Title II, Part A	District records will reflect these efforts.
June 2020 To June 2021	7. Ensure that all stake holders have a direct/indirect line of communication (i.e. DEIC-District level SBDM Campus level "Suggestion Box")	Superintendent/Deputy DEIC Campus Principals SBDM	-0-	District records will reflect these efforts.
August 2020	8. Maintain competitive salary, fringe benefits, and incentives to recruit and retain highly qualified staff, particularly in difficult-to-staff teaching positions in the secondary campuses (Reading, ELA, Mathematics, Science, History and Special Education)	Superintendent Business Manager Personnel Director Deputy	Title II, Part A \$45,000	Increase the number of highly qualified teachers Increase student performance
February, 2020 To June 2021	9. Attend job or career fairs within the state at colleges or universities to recruit highly qualified teachers.	Personnel Director Campus Principals Deputy	Title II, Part A -0-	Increase the number of highly qualified teachers
August 2020 To July 2021	10. Maintain a computerized data base of highly qualified applicants that is accessible to all principals/dept. supervisors who review potential employees.	Personnel Director Campus Principals	Title II, Part A -0-	Increase the number of highly qualified teachers
August 2020 To July 2021	11. Post vacancies on: Roma ISD website, Education Service Center website, newspapers, and fliers.	Personnel Director	Title II Part A -0-	Increase the number of highly qualified teachers
August 2020 To July 2021	12. Pay stipends for all Special Education teachers	Personnel Director Special Education Director	Special Education \$29,000	Increase Special Education teacher recruitment and student success.



# District SBDM



**ROMA INDEPENDENT SCHOOL DISTRICT**  
**District Improvement**  
**Plan Performance**  
**Objectives 2020-2021**

<b>Student Population:</b>	All Students
<b>Indicator:</b>	District Site-Based Decision Making
<b>Objective:</b>	The district will lead and set the example of proper decision-making procedures.

Timeline	Strategy	Staff	Resources	Evaluation
August 2020 To May 2021	1. All District SBDM member lists, committee members, minutes, meeting agendas and schedules will be posted on the district website. District SBDM meetings will also be included on the District Calendar of Events.	District SBDM Coordinator Campus Principals	-0-	Meeting Agendas Sign-In Rosters Websites Member Lists
August 2020 To May 2021	2. Committee Chairpersons provide District SBDM committee members relevant information, guidelines, and other pertinent information specific to each indicator for each respective program committee by email or using district mail. Due to the pandemic, Zoom sessions have also been used to communicate with members.	District SBDM Coordinator Region One ESC	-0-	Meeting Agendas Sign-in Rosters
August 2020 To May 2021	3. Revise and update comprehensive needs assessment survey, (CNA), as needed.	Department of Student Improvement Campus Principals	-0-	Survey Results and Disaggregated Data
January - March 2021	4. Evaluate effectiveness of DEIC using the CNA.	Department of Student Improvement Campus Principals	-0-	Survey Results and Disaggregated Data
August 2020 To May 2021	5. Collaboration with campus SBDM by: <ul style="list-style-type: none"> <li>attending campus meetings</li> <li>retention of records</li> <li>list of committee members, agendas, minutes, and meeting schedules.</li> <li>Using Zoom meetings to communicate with members.</li> </ul>	District SBDM Coordinator Campus Principals	-0-	Training for SBDM <ul style="list-style-type: none"> <li>Region One</li> </ul>
August 2020 To May 2021	6. The District Improvement Plan will be translated to Spanish and uploaded on the District Website.			



# Support Services



# ROMA INDEPENDENT SCHOOL DISTRICT

## District Improvement Plan

### Performance Objectives

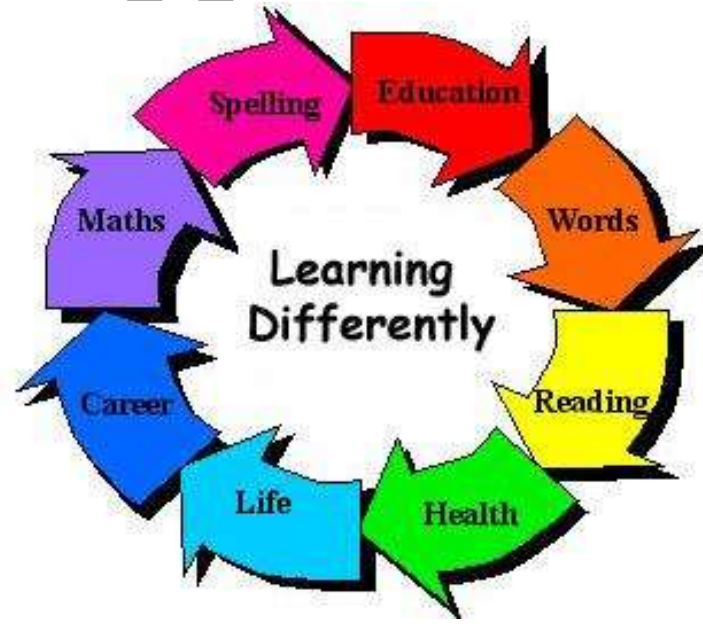
#### 2020-2021

<b>Student Population:</b>	All Students
<b>Indicator:</b>	Support Services
<b>Objective:</b>	The district will focus all efforts to identify students in need of Section 504 Services.

Timeline	Strategy	Staff	Resources	Evaluation
August, 2020 To May, 2021	1. Identify and address the needs of the Dyslexia/504 populations by Universal K & 1 <sup>st</sup> grade.	504 Director 504 Campus Coordinators Campus Administrators Dyslexia Teachers Teachers	Regular	Referral Agendas Handouts Sign in Rosters TPRI Data
August, 2020 To May, 2021	2. Provide a yearly professional development program to improve the identification and intervention of Dyslexia/504 students. Areas of Focus: 1. Characteristics of Dyslexia 2. Remediation Programs 3. Accommodations in the Regular Classroom.	504 Director 504 Campus Coordinators Campus Administrators Dyslexia Teachers Teachers	Regular	Sign in Rosters Agenda Handouts TPRI Data
August, 2020 To May, 2021	3. Provide yearly professional development on the Tiered process; Including RTI, Section 504 programs, and Homebound Services.	504 Director 504 Campus Coordinators Campus Administrators Dyslexia Teachers Homebound Teachers	Regular	Sign in Rosters Agendas Handouts
August, 2020 To May, 2021	4. Continue to implement a transition program for transfer of student data files between campuses.	504 Director 504 Campus Coordinators	Regular	Special Education Program



# Appendix A



## Special Education Monitoring System Continuous Improvement Plan

## 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:** Roma Independent School District

**District ESC:** Region One

**County District Number:** 214903

**DCSI:** Mr. Noe Guzman

**Superintendent Name:** Mr. Carlos Guzman

**Date:** January 30, 2020

**Program Area:** Special Education

**Area of Improvement:** Student Performance

### Problem Statement / Root Cause:

Students served in Special Education are not meeting the state rate (passing performance rates) for STARR and STARR EOC academic areas even though they are improving. Students have a disability which impacts/impedes learning and performance on the State Assessment Instrument (STAAR).

SPED STAAR® 3-8 PASSING RATE

(i) MATHEMATICS 63.2 (ii) READING 50.2 (iii) SCIENCE 45.2 (iv) SOCIAL STUDIES 29.4 (v) WRITING 38.1

SPED STAAR® EOC PASSING RATE

(i) MATHEMATICS 46.7 (ii) SCIENCE 43.5 (iii) SOCIAL STUDIES 35.6 (iv) ENGLISH LANGUAGE ARTS 15.2

The STAAR/STARR EOC assessment instruments are not appropriate for many Special Education students, even with instructional supports and accommodations. Students need additional modifications and/or instructional supports. Teachers/Staff need more training in the area of instructional strategies and supports.

### Annual Goal:

Students will improve performance on STAAR and STAAR EOC assessments and increase passing rates.

<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:

Professional Development Sessions to build capacity and enhance staff knowledge

PLC Team Strategizing to implement and monitor quality instruction

--GOAL--

Students need to improve the following percentage points to reach a PL1:

SPED STAAR® 3-8 PASSING RATE

(i) MATHEMATICS	63.2 to 55.0	(ii) READING	50.2 to 55.0	(iii) SCIENCE	45.2 to 50.0	(iv) SOCIAL STUDIES	29.4 to 50.0	(v) WRITING	38.1 to 55.0
Required Imp			4.8		4.8		20.6		16.9

SPED STAAR® EOC PASSING RATE

(i) MATHEMATICS	46.7 to 55.0	(ii) SCIENCE	43.5 to 65.0	(iii) SOCIAL STUDIES	35.6 to 60.0	(iv) ENGLISH LANGUAGE ARTS	15.2 to 50.0
8.3		21.5		24.4		34.8	

Activity:	Goal for this Activity:	Activity Completion:	Personnel Responsible for Implementation:	Personnel Responsible for Supervision of Implementation:
Policies and Procedures	Review student Assessment Participation Requirements and Accessibility Features	5/30/20	Special Education Program Staff Roma ISD Campus Administration	Special Education Program Staff
Training and Professional C	Provide sessions on teaching strategies and accommodations	5/30/20	Special Education Program Staff District Level Administrators (with support from Region One ESC)	Special Education Program Staff District Level Administrators
Choose an item				
Choose an item				

**Program Area:** Career and Technology Education

**Area of Improvement:** Student Performance

#### Problem Statement / Root Cause:

Submission of data of identified students (code 2) was not submitted as per deadline of PEIMS submission date. Therefore, students tested/passed numbers were well below previous year's numbers of tested/passed. Areas impacted were Science (9th)-PL3, ELA (9th)-PL1 and Mathematics (9th)-PL1.

In comparison to the 2017 and the 2018 tested/passed data: 2019 data of tested/passed was well below previous submissions due to non-submission of identified CTE (code 2) students.

Score results for 2019 CTE Science would have been; Science tested/passed 384/541 = 71%

#### Annual Goal:

To correct and revise the data submission accuracy by May 2020. Properly code and identify student accuracy for TEA submission.

#### Strategy for Implementation:

- \* Ongoing Professional Development to Secondary administration and counselors to review CTE indicator codes.
- \* Develop and review data submission timelines with appropriate staff and personnel.
- \* Review current communication lines of support between district and campus key personnel (specifically between the PEIMS Department and the High School Counseling Department).

Activity:	Goal for this Activity:	Activity Completion:	Personnel Responsible for Implementation:	Personnel Responsible for Supervision of Implementation:
Policies and Procedures	Review and revise current procedural, submission, and accuracy of data submission.	5/30/20	PEIMS Coordinator, High School CTE Coordinator, High School Counseling Department.	CTE Director
Training and Professional C	Provide on-going professional development on data submission procedures and current student identification codes.	5/30/20	CTE Director, PEIMS Coordinator, High School CTE Coordinator.	CTE Director, Executive Director of School Improvement
Training and Professional C	Provide sessions on teaching strategies and accommodations for SpEd/CTE students.	5/30/20	CTE Director, PEIMS Coordinator, Special Education Program Staff Campus Level Administrators, (with support from Region One ESC)	CTE Director, Executive Director of School Improvement, Special Education Program Staff Campus Level Administrators
Choose an item				

Program Area: ESSA

Area of Improvement: Graduation/Dropout

#### Problem Statement / Root Cause:

Migrant dropout district rate is currently 4.2% Struggling/At-risk Migrant students may not fully understand the options and supports available to them. Staff may not be clearly communicating with At-risk Migrant students regarding supports and options available to them.

#### Annual Goal:

Decrease Migrant drop out rate from 4.2% to 3.3% or below by May 2020.



### Strategy for Implementation:

- \* Middle Schools that feed into the High School will develop Advisor Advisories to inform and encourage students to attend High School and graduate college and/or career ready.
- \* Parents will be encouraged to become actively involved in college and career ready activities.
- \* Encourage migrant students to take advantage of dual enrollment and credit recovery programs.
- \* Utilize tutoring during and after school to improve grades, credit accumulation, and graduation rate.
- \* Technical resources are available for Migrant students to give additional support to students having difficulty with courses and/or coursework.
- \* Credit recovery courses and supplemental instruction will be available.
- \* Identified Migrant students will receive additional support from counselors and instructional specialists.
- \* Transcript audits are evaluated periodically of each Migrant student by both the Migrant counselor and Academic counselor.
- \* Periodic grade audits are reviewed by the Migrant counselor with students.

Activity:	Goal for this Activity:	Activity Completion:	Personnel Responsible for Implementation:	Personnel Responsible for Supervision of Implementation:
Policies and Procedures	Transcript, grade, and attendance audits are evaluated and reviewed periodically of each Migrant student by both the Migrant counselor and Academic counselor.	5/30/20	Academic Counselor Migrant Counselor	Principal Migrant Director
Policies and Procedures	Migrant home visits are implemented to try and encourage students who have left school to re-enroll in school and offering options such as Credit recovery courses and supplemental instruction	5/30/20	Migrant Counselor	Principal Migrant Director
Choose an item				
Other				