



2017-2018 District Educational Improvement Plan

"Committed to the Achievement of Student Excellence"

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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

As a dynamic community **committed** to the achievement of student excellence, Roma I.S.D. will provide the necessary resources and services including: facilities, personnel, finances, technology, and curriculum to ensure an equitable and quality education in a safe environment so that all students can achieve their greatest potential.

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 District Educational Improvement Council 2017-2018

Elected Membership

<i>Roma High School</i>	<i>I & G</i>	<i>Ramiro Barrera Middle School</i>	<i>Roma Middle School</i>
1. Gabriela Garcia (2)	1. (1)	1. (1)	1. Johanna Alvarez (2)
2. Angela Ramirez (2)	2. Daniel Cantu (Adhoc)	2. (1)	2. (1)
3. Jaime Rios (2)	3. Selma Cantu (2) (Admin)	3. Ruben Bazan (2)	3. (1)
4. Arnulfo Saenz (Adhoc)		4. Jorge Guerra (Adhoc)	4. Santos Hinojosa (Adhoc)
5. (1) (Admin)		5. () (Admin)	5. (1) (Admin)

<i>R.F. Barrera Elementary</i>	<i>Y.B. Escobar Elementary</i>	<i>R&C Saenz Elementary</i>	<i>F.J. Scott Elementary</i>
1. Brenda Ramirez (2)	1. Juan R. Barrera (2)	1. (1)	1. Gloria Moreno (2)
2. (1)	2. (1)	2. Margarita Garcia (2)	2. Lesslie Saenz (2)
3. (1)	3. (1)	3. (1)	3. (1)
4. Amando Ramirez (Adhoc)	4. Gracia Garcia (Adhoc)	4. Olga Garza (Adhoc)	4. Jose E. Alanis (Adhoc)
5. Carmen Reyes (2) (Admin)	5. Manuel Lopez (2) (Admin)	5. () (Admin)	5. (1) (Admin)

<i>Emma Vera Elementary</i>	<i>Veterans Memorial Elementary</i>	<i>Central Office</i>	<i>Non-Campus Members</i>
1. (1)	1. Estefana Peña (2)	1. Leticia Cadena (Chairperson)	1
2. Yomara Bazan (2)	2. Melba Canales (2)	2. Yadira Diaz (1)	2
3. (1)	3. (1)	3. Celia Guerra (2)	3
4. Cristina Canales (Adhoc)	4. Ana Ramos (Adhoc)		
5. Aleida Alaniz (2) (Admin)	5. (1) (Admin)		

<i>Appointed</i>
1. (retired administrator)
2. Cecilia R. Benavides (entrepreneur)
3. (parent)

Note: (1) Indicates term will end May, 2019
(2) Indicates term will end May, 2018

"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.

2017-2018 Committee Members

Curriculum / Character Education		Bilingual/GT		Career & Technical Education / Safe and Drug Free Schools		Migrant	
1	<i>RBMS</i>	1	<i>EV</i>	1	Gabriela Garcia <i>RHS</i>	1	Carmen Reyes <i>RTB (Admin)</i>
2	Johanna Alvarez <i>RMS</i>	2	Selma Cantu <i>I&G</i>	2	Angela Ramirez <i>RHS</i>	2	<i>FJS (Admin)</i>
3	Manuel Lopez <i>YBE (Admin)</i>	3	Gracia Garcia <i>YBE</i>	3	Jaime Rios <i>RHS</i>	3	Yomara Bazan <i>EVE</i>
4	Aleida Alaniz <i>EV (Admin)</i>	4	Jose E. Alanis <i>FJS (Adhoc)</i>	4	Brenda Ramirez <i>RTB</i>	4	<i>RMS</i>
5	<i>VME (Admin)</i>	5	<i>RCS</i>	5	<i>RBMS</i>	5	<i>RTB</i>
6	Lesslie Saenz <i>FJS</i>	6	Melba Canales <i>VME</i>	6	<i>RMS (Admin)</i>	6	Cristina Canales <i>EVE (Adhoc)</i>
Chairperson: Yadira Diaz		Chairperson: Celia Guerra		Chairperson: Yadira Diaz Noe Muñiz		Chairperson: Mary Lou Cruz	
Special Education		Drop Out/Attendance/ Support Services		At-Risk/State Compensatory Education Program		Technology: Integration to Curriculum/DEIC	
1	Santos Hinojosa <i>RMS (Adhoc)</i>	1	Ruben Bazan <i>RBMS</i>	1	Maria E. Treviño <i>RCS (Admin)</i>	1	Margarita Garcia <i>RCS (Adhoc)</i>
2	Arnulfo Saenz <i>RHS (Adhoc)</i>	2	<i>RBMS (Admin)</i>	2	Alejandra Sanchez <i>YBE</i>	2	<i>RHS (Admin)</i>
3	Jorge Guerra <i>RBMS (Adhoc)</i>	3	Estefana Pena <i>VME</i>	3	Amando Ramirez <i>RTB (Adhoc)</i>	3	Diana Hinojosa <i>FJS</i>
4	Ana Ramos <i>VME (Adhoc)</i>	4	<i>Spec. Ed.</i>	4	Cesly Gonzalez <i>VME</i>	4	Olga Salinas <i>RTB</i>
5	<i>Spec. Ed.</i>	5	<i>Spec. Ed.</i>	5	Daniela Rendon <i>RMS</i>	5	Juan Cantu <i>EV</i>
6	<i>I&G</i>	6	<i>RCS</i>	6	volunteer	6	Cecilia R. Benavides
Chairperson: Melizza Galvan		Chairperson: Joe Martinez		Chairperson: Noe Guzman		Chairperson: Leticia Cadena	
Title Programs / Parental Involvement							
1	Olga Flores <i>YBE</i>	4	Daniel Cantu <i>I&G (Adhoc)</i>				
2	Albeza Barrera <i>FJS</i>	5	Olga Garza <i>RCS</i>				
3	Juan R. Barrera <i>YBE</i>	6	volunteer	Chairperson: Mary Lou Cruz			

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Long-Range Goals: 2017-2022

Indicator	Goal
Curriculum	By 2022, the District will review and upgrade its curriculum, due to the STAAR and EOC assessments and the upcoming 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 Profession 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.
Student Performance Data	By 2022, all students will meet or exceed the academic standards for a MET STANDARD rating for the District set forth by the state’s Texas Academic Performance Report under the STAAR Assessments.
Student Populations	By 2022, 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.
Support Structure	By 2022, 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.
Technology	By 2022, integration of technology into the instructional program focus 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.

Campus:

Date: _____

Number: _____

2017 Roma ISD Comprehensive Needs Assessment

	Average
I. Demographics	_____
II. Student Achievement	_____
III. School Culture and Climate	_____
IV. Staff Quality/Professional Development	_____
V. Curriculum & Instruction and Assessment	_____
VI. Family and Community Involvement	_____
VII. School Context and Organization	_____
VIII. Technology	_____

Needs Assessment Survey Category

Category Average	School Rating
4.5 – 5.00	High
4.0 – 4.49	Above Average
3.0 – 3.99	Average
2.0 – 2.99	Below Average
1.0 – 1.99	Low

Roma ISD Comprehensive Needs Assessment

Rate your current educational program by scoring each statement on the scale of 1 (not in place) to 5 (in place). **Please rate each item and total the scores for each category.**

I. Demographics

(1) Not in Place (5) In Place

- | | | | | | |
|--|---|---|---|---|---|
| 1. Student demographic information is analyzed. | 1 | 2 | 3 | 4 | 5 |
| 2. Attendance information is analyzed and promptly acted upon by teachers and administration if needed | 1 | 2 | 3 | 4 | 5 |
| 3. Teachers know the demographic breakdown of their classroom. | 1 | 2 | 3 | 4 | 5 |
| 4. Teachers are able to identify struggling and high achieving students and challenge them to excel. | 1 | 2 | 3 | 4 | 5 |

TOTAL: _____

Comments: _____

II. Student Achievement

(1) Not in Place (5) In Place

- | | | | | | |
|--|---|---|---|---|---|
| 1. Test data is disaggregated and analyzed in a timely manner. | 1 | 2 | 3 | 4 | 5 |
| 2. Teachers have access to assessment data to facilitate instructional planning. | 1 | 2 | 3 | 4 | 5 |
| 3. Test data results are compared to local, regional, and state results to create academic goals and evaluate program effectiveness. | 1 | 2 | 3 | 4 | 5 |
| 4. Attendance rate, Completion rate, Graduation plans, Graduation rate, and Dropout rate are analyzed. | 1 | 2 | 3 | 4 | 5 |

TOTAL: _____

Comments: _____

III. School Culture and Climate

(1) Not in Place (5) In Place

- 1. Student and teacher interactions are positive and lead to student success. 1 2 3 4 5
- 2. Teachers effectively work and communicate with administrators. 1 2 3 4 5
- 3. Parental involvement is viewed as an important factor in school improvement. 1 2 3 4 5
- 4. High expectations and emphasizing academic achievement are communicated to staff members, students and parents/community. 1 2 3 4 5
- 5. Standards for learning for our students are rigorous, challenging, and attainable. 1 2 3 4 5
- 6. Students are expected to meet recognized standards of learning established jointly by special programs and regular teachers. 1 2 3 4 5
- 7. All school staff members believe that all students can and will learn, provided the necessary time / resources are in place. 1 2 3 4 5
- 8. PLC's are an integral part of the district's and campus' vision and mission statements. 1 2 3 4 5

TOTAL: _____

Comments: _____

IV. Staff Quality/Professional Development

(1) Not in Place (5) In Place

- 1. Emphasis is given to professional development training and staff members participate in the planning of the training. 1 2 3 4 5
- 2. Professional development opportunities are relevant to the instructional program. 1 2 3 4 5
- 3. Professional development is supported with time and other necessary resources. 1 2 3 4 5
- 4. Professional development addresses instructional issues and priorities. 1 2 3 4 5
- 5. Professional development evaluation emphasizes improvement of instructional effectiveness and increased student achievement. 1 2 3 4 5
- 6. The PLC process allows that highly quality instruction is delivered by the sharing of innovative and best teaching practices amongst the teachers. 1 2 3 4 5

TOTAL: _____

Comments: _____

V. Curriculum & Instruction and Assessment

(1) Not in Place (5) In Place

- 1. The necessary materials and resources are available to teachers for teaching skills and concepts. 1 2 3 4 5
- 2. Teachers effectively implement a variety of instructional methods and strategies. 1 2 3 4 5
- 3. Teachers and students make effective use of class time. 1 2 3 4 5
- 4. Teachers effectively implement strategies to keep students successfully engaged in appropriate learning levels. 1 2 3 4 5
- 5. Instructional programs for special populations effectively address the needs of the students at high academic standards. 1 2 3 4 5
- 6. All students have access to effective instructional strategies and challenging academic content. 1 2 3 4 5
- 7. Instructional leaders promote and carefully monitor practices (curriculum alignment, student assessment, professional training). 1 2 3 4 5
- 8. Teachers' instructional objectives, activities, materials, and assessments are aligned with Federal and State educational programs. 1 2 3 4 5
- 9. Methods of assessing special populations are reliable and valid and closely aligned with program goals and objectives. 1 2 3 4 5
- 10. Assessment data is reviewed periodically and results are used to provide teacher feedback and to make decisions regarding instructional changes. 1 2 3 4 5
- 11. Goals and desired outcomes are based on data analysis, are stated in measurable terms and communicated to teachers, students, and parents. 1 2 3 4 5
- 12. Multiple assessment measures are used. 1 2 3 4 5

TOTAL: _____

Comments: _____

VI. Family and Community Involvement

(1) Not in Place (5) In Place

- 1. Procedures for parental involvement are clearly communicated to parents and used consistently. 1 2 3 4 5
- 2. Parents are informed of their responsibilities for the success of their children using various methods. (students' handbook, trainings, meetings, website, local media, etc.) 1 2 3 4 5
- 3. Communication with the parents and staff is frequent and done in the primary language of the parents. 1 2 3 4 5
- 4. Parent meetings take place at least three times a year. 1 2 3 4 5
- 5. Parents are encouraged to volunteer in school and participate in school events throughout the schoolyear. 1 2 3 4 5

TOTAL: _____

Comments: _____

VII. School Context and Organization

(1) Not in Place (5) In Place

- 1. School facilities are well maintained and meet safety standards for all students and staff by providing Emergency Operation Procedures. 1 2 3 4 5
- 2. School facilities are developmentally appropriate for students in order to carry out our instructional goal. 1 2 3 4 5
- 3. School facilities promote a positive and active learning environment (classroom size, lighting, temperature, noise level, location, traffic, etc). 1 2 3 4 5
- 4. The decision-making process utilizes data from various sources and encourages open communication on concerns and issues affecting our schools. 1 2 3 4 5
- 5. Site Based Decision Making is an integral part of the decision making process at the campus. 1 2 3 4 5
- 6. Instructional leaders recognize and celebrate the contributions of all stakeholders. 1 2 3 4 5
- 7. Administrators are viewed by teachers as having relevant instructional expertise as well as management skills. 1 2 3 4 5

TOTAL: _____

Comments: _____

VIII. Technology

(1) Not in Place (5) In Place

- 1. The delivery of instruction is enhanced through the integration of technology at the classroom level. 1 2 3 4 5
- 2. Various strategies are implemented to integrate technology into the instructional program. 1 2 3 4 5
- 3. Professional development sessions focus on improving the use of effective technology integrations in the classroom. 1 2 3 4 5
- 4. Teachers are proficient in of effectively using technology in the classroom. 1 2 3 4 5
- 5. Teachers make effective use of available hardware and software to effectively enhance the delivery of instruction. 1 2 3 4 5
- 6. Technology infrastructure, instructional technology resources and networks are updated and upgraded as needed. 1 2 3 4 5

TOTAL: _____

Comments: _____

Comments: Please take the time to share your views on the following.

Campus Strengths:

Campus Needs:

ROMA INDEPENDENT SCHOOL DISTRICT

Comprehensive Needs Assessment Survey Results

February 2017

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 assessment.

Roma ISD conducted its annual survey of the Comprehensive Needs Assessment from February 17th to February 24th. Campus administration made surveys available to the professional staff for their input. The staff participation rate in the survey was as follows:

Campus	Surveys Submitted
Roma High School (001)	102
Instruction and Guidance School (002)	6
Roma Middle School (041)	42
Ramiro Barrera School (042)	43
Y B Escobar Elementary(101)	31
F J Scott Elementary (103)	37
R T Barrera Elementary(105)	29
Emma Vera Elementary (106)	35
R C Saenz Elementary(108)	38
Veterans Memorial Elementary (109)	42
District	405

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.

Comprehensive Needs Assessment													
February 2017													
	GOALS	RHS	I&G	RBMS	RMS	RTB	YBE	RCS	FJS	EVE	VME	District Average	District Rating
I.	Demographics	4.55	5.00	4.82	4.92	5.00	4.97	4.95	5.00	5.00	4.51	4.80	High
II.	Student Achievement	4.42	4.96	4.72	4.90	4.97	4.89	4.97	5.00	5.00	4.51	4.75	High
III.	School Culture and Climate	4.42	4.88	4.73	4.86	4.99	4.90	4.97	4.99	5.00	4.50	4.75	High
IV.	Staff Quality/ Professional Development	4.00	4.44	4.54	4.69	4.66	4.65	4.81	4.95	5.00	3.88	4.47	Above Average
V.	Curriculum and Instruction Assessment	4.38	4.74	4.68	4.90	4.94	4.91	4.96	4.99	5.00	4.46	4.72	High
VI.	Family and Community Involvement	4.14	4.70	4.46	4.89	5.00	4.95	4.94	4.99	5.00	4.65	4.66	High
VII.	School Context and Organization	4.30	4.86	4.58	4.87	4.78	4.87	4.94	4.99	5.00	4.47	4.67	High
VII.	Technology	4.20	4.67	4.46	4.51	4.78	4.65	4.85	4.95	4.96	4.58	4.58	High
Campus Average		4.30	4.78	4.62	4.82	4.89	4.85	4.92	4.98	5.00	4.44	4.68	
Campus Rating		Above Average	High	High	High	High	High	High	High	High	Above Average		

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 2017-2018 District Improvement Plan.

Indicators	Average	Rating
Demographics	4.80	High
Student Achievement	4.75	High
School Culture and Climate	4.75	High
Staff Quality /Professional Development	4.47	Above Average
Curriculum and Instruction Assessment	4.72	High
Family and Community Involvement	4.66	High
School Context and Organization	4.67	High
Technology	4.58	High
Over All District Rating	4.68	High

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 decreased .5 points from last year 4.73; the district rating continues to be rated as High. Last year’s lowest area was Staff Quality/Professional Development with an average of 4.57 and this year the average decreased to 4.47. The area of concern this year continues to be Staff Quality with a .10 decrease.

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

RHS	I&G	RBMS	RMS	RTB	YBE	RCS	FJS	EVE	VME	Average
4.55	5.00	4.82	4.92	5.00	4.97	4.95	5.00	5.00	4.51	4.80

The professional staff gave this section the highest overall rating. 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. They also commented that the PLC meetings allows for time to review student data with peers and campus administrators.

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

RHS	I&G	RBMS	RMS	RTB	YBE	RCS	FJS	EVE	VME	Average
4.42	4.96	4.72	4.90	4.97	4.89	4.97	5.00	5.00	4.51	4.75

This section was again tied for 2nd place rating. Teachers attribute student achievement to several factors: the PLC process that allows teachers to share and analyze student data, read articles that inform them of strategies that other teachers use, allows grade level/ subject area concerns to be resolved; 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. Teachers did note that the challenge to increase student achievement is an ongoing process and that they would like more time for planning lessons with their grade level team.

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

RHS	I&G	RBMS	RMS	RTB	YBE	RCS	FJS	EVE	VME	Average
4.42	4.88	4.73	4.86	4.99	4.90	4.97	4.99	5.00	4.50	4.75

This section for the second year, is tied for second highest rating. The professional staff had the following comments concerning School Culture and Climate. Teachers work well together and have the same goals, to provide the students with high expectations and continue to challenge students academically. . Research shows that a place where the adults are seen learning, is also a positive place for students learning. There were remarks that mention less interruptions and more focus on allowing teachers to teach.

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

RHS	I&G	RBMS	RMS	RTB	YBE	RCS	FJS	EVE	VME	Average
4.00	4.44	4.54	4.69	4.66	4.65	4.81	4.95	5.00	3.88	4.47

This section was rated as the lowest for the second year, when compared to the other indicators. The professional staff gave comments that showed that there is a great concern on staff development opportunities, variety of topics and the use of time for planning. They did state that there was plenty of staff development available at the initial start of the school year, but that those opportunities were not available the entire school year, “professional development is always needed”. One teacher stated “we need professional development in the areas of reading, math and science” “Areas of concerns are trainings for classroom time management, integrating technology, and grade-levels professional development on STAAR.

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

RHS	I&G	RBMS	RMS	RTB	YBE	RCS	FJS	EVE	VME	Average
4.38	4.74	4.68	4.90	4.94	4.91	4.96	4.99	5.00	4.46	4.72

This section is rated third. Teachers gave comments that the use of DMAC and attending PLC's "helped improve the curriculum alignment and has made an impact" They comment that the curriculum is aligned to the state standards. There are several comments with regard to instructional materials that are needed in the classrooms by the teachers, particularly that they be STAAR aligned. The professional staff wanted more input and training for non-core areas and lower grade levels that are not tested and want administrators make available materials to implement lessons and activities such as read aloud books, decodable books, leveled readers, etc.

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

RHS	I&G	RBMS	RMS	RTB	YBE	RCS	FJS	EVE	VME	Average
4.14	4.70	4.46	4.89	5.00	4.95	4.94	4.99	5.00	4.65	4.66

This section rated in 5th place. One professional staff member stated "we work together with aprents tomove our kids forward". One campus invites parents and community to help plant, weed, and harvest from their vegetable garden. Campuses are continuously exploring ways to involve parents and the community to become involved in our students' learning. Roma ISD continues to use social media to inform parents and community of events and student achievement in academics and extra-curricular activities. However, one teacher states; "communication with parents is crucial during six week exam time. Parents should be advised of upcoming six weeks exam so they can help the teachers with reviews at home".

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

RHS	I&G	RBMS	RMS	RTB	YBE	RCS	FJS	EVE	VME	Average
4.30	4.86	4.58	4.87	4.78	4.87	4.94	4.99	5.00	4.47	4.67

This section rated in 4th place. The professional staff had positive comments about the new playgrounds and fencing around some of the campuses and the high school staff stated that the new roof at their campus will help with the bat problem and gives a new look to their building. Mentioned as concerns: temperature of rooms is not comfortable, continues to be either too cold or too hot, the need to have maintenance on playground equipment was also cited

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

RHS	I&G	RBMS	RMS	RTB	YBE	RCS	FJS	EVE	VME	Average
4.20	4.67	4.46	4.51	4.78	4.65	4.85	4.95	4.96	4.58	4.58

This section rated in 6th place. The comments of the professional staff stressed that they would like to maintain the technological edge by upgrading and obtaining additional computer hardware and would like to have more professional development in creating lessons integrating the use of the interactive boards and training sessions (online) to integrate new tools and software with their instruction. There were several comments regarding accessibility to mobile devices for students.

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.

2016-2017 School District Evaluation of Performance in Community and Student Engagement Pending

2015 2016 HB5- District Roma ISD.pdf - Adobe Acrobat Reader DC

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SCHOOL DISTRICT EVALUATION OF PERFORMANCE IN COMMUNITY AND STUDENT ENGAGEMENT; COMPLIANCE House Bill 5 Section 46						
Indicator	District:	Roma ISD	2015-16 Rating			
	Campus:		Unacceptable	Acceptable	Recognized	Exemplary
Student and Community Engagement; Compliance	Program/Category					
	Fine arts					Exemplary
	Wellness and Physical Education				Recognized	
	Community and Parental Involvement					Exemplary
	21st Century Workforce Development				Recognized	
	Dropout Prevention Strategies					Exemplary
	Second Language Acquisition					Exemplary
	Digital Learning Environment				Recognized	
	Educational Programs for Gifted and Talented				Recognized	
Statutory Reporting and Policy Requirements						
Compliance with statutory reporting and policy requirements by LEA based on criteria that was developed by a local committee:				Yes		
Overall Rating						Exemplary

Each school district shall evaluate the district's performance of each campus in the district by August 8 of each year. The districts shall report the information to TEA and make the performance ratings public.

Division of Instructional Support



Performance Objectives 2017-2018

2016 Student Performance-STAAR

(Pending 2017 district data)

Index 1 (*Student Achievement*): 75
Index 2 (*Student Progress*): 41
Index 3 (*Closing Performance Gaps*): 47
Index 4 (*Postsecondary Readiness*): 76

Participation Rates: 100%

Graduation Rates: 80%

Accountability Rating: Met Standard

Student Performance-STAAR

2018 Goal (estimate)

Index 1 (*Student Achievement*): 80
Index 2 (*Student Progress*): 45
Index 3 (*Closing Performance Gaps*): 50
Index 4 (*Postsecondary Readiness*): 80

Participation Rates: 100%

Graduation Rates: 85%

Accountability Rating: Met Standard

ROMA INDEPENDENT SCHOOL DISTRICT

Campus Budget Allocations by Special Programs

2016-2017

Special Programs	Roma High School	I & G	Roma Middle School	Ramiro Barrera Middle	Y. B. Escobar Elementary	F. J. Scott Elementary	R. T. Barrera Elementary	Emma Vera Elementary	Roel & Celia Saenz Elementary	V.M.E. Elementary	699 Summer Program	823 Special Ed
Title I, Part A 211	964,662	-	407,360	385,065	294,557	314,098	307,656	275,388	367,966	417,516	28,271	-
Title I, Part C 212 (Migrant)	34,695	652	5,772	7,350	9,247	8,948	10,876	8,191	10,677	16,244	341,554	-
IDEA-B Formula 224 (Sp Ed Prog)	108,221	-	126,928	207,878	64,684	82,200	76,970	54,600	43,800	67,800	-	259,745
IDEA-B Formula 225 (Pre-School Sp Ed)	-	-	-	-	-	-	-	-	-	500	-	16,698
Carl Perkins Grant 244	83,082	-	5,100	1,100	-	-	-	-	-	-	-	-
Title II, Part A 255	115,735	9,376	47,967	43,590	17,878	27,289	25,821	23,534	36,792	34,514	167,000	-
Title III, Part A 263	45,754	368	43,669	43,510	39,242	40,306	40,260	37,094	41,749	59,089	64,928	-
Rural & Low Income 274	-	-	-	-	-	-	-	-	-	-	123,696	-
Gear Up Program 274	107,500	-	-	-	-	-	-	-	-	-	2,500	-
Regular 199-11	6,348,000	259,977	3,337,606	3,627,988	2,390,316	2,345,566	2,554,748	2,247,382	2,449,519	2,530,740	5,056	71,900
Gifted & Talented 199-21	43,255	-	18,419	15,729	8,279	4,967	8,900	2,484	7,450	3,518	-	-
State CATE 199-22	1,556,965	-	2,500	1,500	-	-	-	-	-	-	-	-
Regular Sp Ed 199-23	560,135	64,910	95,997	145,701	128,214	4,867	79,918	23,488	163,660	129,189	84,808	815,200
State Bilingual 199-25	111,270	252	127,547	88,805	303,030	287,910	257,276	310,620	191,402	390,127	67,824	-
State Comp 199-30	971,885	310,465	635,374	579,340	301,493	291,510	303,005	310,330	284,070	15,620	-	-
High School Allotment 199-31	285,050	-	-	-	-	-	-	-	-	-	-	-
Campus Total	\$11,336,209	\$646,000	\$4,854,239	\$5,147,556	\$3,556,940	\$3,407,661	\$3,665,430	\$3,293,111	\$3,597,085	\$3,664,857	\$885,637	\$1,163,543

Curriculum



ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

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

August 2017

June 2018

Will Be Replaced by 2017 scores.		
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Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	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	STARR / EOC
August 2017 To May 2018	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 2017 To May 2018	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 2017 To May 2018	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
August 2017 To May 2018	5. Provide research-based staff development for all teachers on the targeted TEKS and strategies and their implementation.	Department of Student Improvement Campus Administration	Title II, Part A Funding \$21,750	District Formative Assessments STAAR/EOC Results Six Weeks Exam Scores

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population: All Students
Indicator: Curriculum (continued)
Objective: To improve the level of student performance as noted.

August 2017

June 2018

Will Be Replaced by 2017 scores.		
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Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To June 2018	6. Implement vertical/horizontal planning process PK-12 grade. Align the timelines and assessments to STAAR/EOC.	Department of Student Improvement Campus Administration Staff	-0-	District Formative Assessments STAAR/EOC Results Lesson Plans Six Weeks Exam Scores
August 2017 To June 2018	7. Conduct professional development on curriculum auditing to ensure alignment between the written curriculum, the taught curriculum and the assessed curriculum.	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 2017 To June 2018	8. Provide 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 2017 To June 2018	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 2017 To June 2018	10. Implement a progressive computer assisted instructional program that addresses the STAAR/EOC standards in all areas and all levels of the curriculum.	District Technology Director Campus Administration CAI Proctors		CAI Assessment Reports STAAR/EOC Results District Formative Assessments Six Weeks Exam Scores

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population: All Students
Indicator: Curriculum (continued)
Objective: To improve the level of student performance as noted.

August 2017	June 2018
Will Be Replaced by 2017 scores.	

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To June 2018	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
August 2017 To June 2018	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 2017 To May 2018	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 2017 To June 2018	14. Provide professional development to learn and upgrade current instructional strategies, knowledge, rules and regulations concerning core areas, AYP, STAAR/EOC 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

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population: All Students	
Indicator:	Curriculum (continued)
Objective:	To improve the level of student performance as noted.
August 2017	June 2018
Will Be Replaced by 2017 scores.	

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To June 2018	15. Continue summer curriculum alignment to update timelines and assessments.	Campus Administration Teachers		STAAR/EOC Results District Formative Assessments Six Weeks Exam Scores
August 2017 To June 2018	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 2017 To June 2018	17. Enhance Advanced/Advance Placement Courses through professional development	Campus Administration Teachers		AP Results

Technology



ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	All Students
Indicator:	Technology
Objective:	Leadership, Administration, and Instructional Support

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	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. Prepares teachers to meet the needs of all students.	Instructional Technology Director District Technology Committee Campus Administration		Agendas Sign-in Rosters Technology Plan
August 2017 To May 2018	2. Offer expanded curricular and instructional opportunities to students and staff via online, digital technology, and a variety of distance learning technologies.	Instructional Technology Director Network Manager Campus Principals Campus Librarians Counselors	Distance Learning Consortium Local Funds	Network Reports Sign-in Rosters Certificates
August 2017 To May 2018	3. Use DMAC effectively by using the resources and tutorials/trainings available not only to disseminate state and local assessment data but to provide feedback that will drive student learning.	District Directors Campus Principals	Title I, Part A	Increase in Local and State Assessments
August 2017 To May 2018	4. Provide professional development focusing on TA TEKS and technology integration into the core curriculum.	Instructional Technology Director Campus Principals Master Technology Teacher	Title II, Part A Title I, Part A Local Funds	Agendas Sign-in Rosters Expenditure Reports

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	All Students
Indicator:	Technology (continued)
Objective:	Teaching and Learning

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	1. Ensure integration of Technology Application TEKS (K-8 th) throughout the curriculum and instruction.	Campus Principal Instructional Technology Director Campus Administrator Campus Facilitators		Lesson Plans Walk-Throughs Student Work Management Reports
August 2017 To May 2018	2. Provide (9 th -12 th) students with availability of 8 technology courses in order to improve academic achievement using research based strategies.	High School Principal High School Counselors High School Teachers		Schedules Attendance Reports PEIMS Data
August 2017 To May 2018	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 2017 To May 2018	4. Support teachers by providing professional development in updating classroom websites and 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 2017 To May 2018	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	Local Campus Funds Title 1 SCE	Curriculum Lesson Plans

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	All Students
Indicator:	Technology (continued)
Objective:	Infrastructure

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	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 2017 To May 2018	2. Provide a Guest Network at High School to give students opportunities with BYOD solutions when requested by teachers. Students orientation will also be provided.	Camus Principal Network Technicians		T-TESS evaluations Students Work
August 2017 To May 2018	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 2017 To May 2018	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, Campus Teachers, Technicians	Title I Local Funds	Campus Inventory

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	All Students
Indicator:	Technology (continued)
Objective:	Educator Preparation and Development

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	1. Provide professional development and assistance to grade level clusters (Kinder - 2 nd , 3 rd - 5 th , and 6 th - 8 th) 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 2017 To May 2018	2. Principals complete the Texas STaR Chart in September to assess technology proficiency. Principals share results with teachers.	Instructional Technology Director Campus Principal		Agendas Sign-in Rosters Expenditures Reports Needs Assessment
August 2017 To May 2018	3. Ensure integration and assess implementation of appropriate technology throughout all of the curriculum and instruction.	Campus Administration		Lesson Plans Walk-Throughs PDAS

Attendance



ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

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

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	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"> • Address letter by personalizing them • Address penalties • Report to Local Authorities • Telephone Calls • Home Visits • Conferences • District/Campus Website 	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 PBMAS
August 2017 To May 2018	2. Inform parents and students on state and local attendance policy changes and graduation enhancement program. <ul style="list-style-type: none"> • Parent Orientations • Post-Secondary Orientation • Counseling • District/Campus Website • Homebound Services • JP Presentations 	Campus Administrator Teachers Counselors JP	Title II, Part A \$3,000	Attendance Records Academic Records TAPR AYP PBMAS

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

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

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	3. Provide a variety of incentives to improve attendance rate for all grade levels. <ul style="list-style-type: none"> • Show an educational movie • Dance, Pizza party/snacks • Daily announcements • Certificates • Trophies • Raffles • Field Trips • Media (GTN, Website, Paper Media) 	Campus Administrators Attendance Clerks Counselors Teachers	Title I, Part A \$4,500 Title III \$5,000	Attendance Records Academic Records TAPR
August 2017 To May 2018	4. Enhance the existing monitoring system to <u>identify students</u> who exceed the allowed number of absences. <ul style="list-style-type: none"> • Constant monitoring (weekly) • Keep logs of phone calls • Home visits (Truant Officers) • 3 consecutive day absence report • Parent – Teacher conferences • Parent – Administrators conferences • Letter of Excessive Absences • Administrator/Parent Coordination • JP/Parent Coordination 	Campus Administrators Attendance Clerks Attendance Committee Teachers Truant Officers	Regular Funds \$3,000	TAPR Attendance Report AYP PBMAS

Drop-Out Rate



ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

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

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	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"> • Career Day • Home Visits • Guidance Lessons • Phone Calls • Parent Meetings • Media (GTN, Website, Paper Media) 	Campus Administrators Counselors Teachers Teacher Aides Parent Tutors	SCE Funding \$2,000.	TAPR Attendance Reports PBMAS Report
Every Six-Weeks	2. Provide parent awareness through sessions/ <u>conferences</u> for low academic achieving students at all grade levels. <ul style="list-style-type: none"> • Monthly Parental Topics <ul style="list-style-type: none"> • Motivation • Value of Education • Career Awareness • Post Secondary Opportunities • Parental Skills Awareness/Strategies 	Campus Administrators Teachers Counselors Parents Attendance Clerks Truant Officers	Title I, Part A \$3,000	TAPR Attendance Reports PBMAS Report STAAR/EOC Results Assessment Results (Benchmarks) Progress Reports Parent Sign-In Logs

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	All Students
Indicator:	Drop-out Rate (continued)
Objective:	To improve the level of student performance as noted.

Timeline	Strategy	Staff	Resources	Evaluation
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"> • <i>Every time student</i> is absent inquire of reason for absence and explain to parents the attendance policy. • Awareness of homebound services for extenuating circumstances 	<p>Teachers Campus Administrators Truant Officers Attendance Clerks</p>	<p>Title I, Part A \$21,000</p>	<p>TAPR PBMA Reports Attendance Reports</p>
August 2017 To May 2018	<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>1. Secondary Level:</p> <ul style="list-style-type: none"> • Student advised on credits. • Attendance Committees. • Transitional sessions from Secondary to Post Secondary <p>2. Elementary Level:</p> <ul style="list-style-type: none"> • Career Awareness Day. • Provide Guidance • Orientations between Elementary and Secondary 	<p>Campus Principals Guidance & Counseling Department CTE Director</p>	<p>CTE Funds High School Allotment Funds \$2,000</p>	<p>TAPR Attendance Reports PBMA Report</p>

Safe and Drug Free Schools



ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	All Students
Indicator:	Safe and Drug-Free Schools and Communities
Objective:	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 2017 To May 2018	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./District LPC	SCE \$5,000 Title I \$1,000	PEIMS Report Texas School Survey of Drugs and Alcohol use Reports Disciplinary Reports
August 2017 To May 2018	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	SCE \$5,000 Title I \$5,000	SDFS & C Evaluation PEIMS 425 Report Disciplinary Reports
Every Six-Weeks August 2017 To May 2018	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	SCE \$4,000 Title I \$2,000	SDFS & C Evaluation PEIMS Report Disciplinary Reports School Surveys

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	All Students
Indicator:	Safe and Drug-Free Schools and Communities (continued)
Objective:	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
July 2017 To June 2018	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 2017 To June 2018	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 District LPC	Resources that include Tools and information forms (DFPS)	District Documents PEIMS Records

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

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

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	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 2017 To May 2018	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 2017 To May 2018	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

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
2017-2018

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

May 2017

May 2018

Will Be Replaced by 2017 scores.		
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Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	1. Disseminate/analyze all Migrant STARR/EOC assessment data to all campuses to ensure proper planning on a six weeks and yearly basis. <ul style="list-style-type: none"> • ESSA Report Card • PBMAS • TAPR • Benchmarks 	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 2017 To May 2018	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 \$7,500	TAPR Campus Performance Objectives DMAC 6 Weeks Assessments PBMAS/ESSA Report ESSA Report Card

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	Migrant
Indicator:	Curriculum (continued)
Objective:	To improve the level of student performance as noted.

May 2017	May 2018
Will Be Replaced by 2017 scores.	

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	3. Provide tutorial/supplemental intervention services to all Migrant students.	Teachers Campus Principals Bright Beginning Home Educator	Title I, Part A & C \$15,000	TAPR Campus Performance Objectives DMAC 6 Weeks Assessments PBMAS/ESSA Report ESSA Report Card
August 2017 To May 2018	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	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

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	Migrant
Indicator:	Curriculum (continued)
Objective:	To improve the level of student performance as noted.

May 2017

May 2018

Will Be Replaced by 2017 scores.		
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TIMELINE	STRATEGY	STAFF	RESOURCES	EVALUATION
August 2017 To May 2018	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 support students' skill development at home	Campus Principals Teachers Campus Facilitators Bright Beginning Home Educator Stepping Stones	Title I, Part C \$8,000	TAPR Campus Performance Objectives DMAC 6 Weeks Assessments PBMAS/ESSA Report
August 2017 To May 2018	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	N/A	Priority for Services List

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	Migrant
Indicator:	Curriculum (continued)
Objective:	To improve the level of student performance as noted.

May 2017

May 2018

Will Be Replaced by 2017 scores.		
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Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	7. Provide priority for Service students individual and group counseling on <ul style="list-style-type: none"> • Academic study skills • Motivation • Behavior Modification • Character Education • Drug Prevention • Bullying • Child Abuse Prevention 	Campus Principals Teachers Campus Facilitators Counselors Bright Beginning Home Educator	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 2017 To May 2018	8. Middle School Students: Provide a presentation or information to school staff to increase their awareness of migrant middle school students' need for timely attention and appropriate interventions (according to local procedures in place) for academic and nonacademic problems or concern. The presentation or information will include directions for non-MEP staff to notify MEP staff and referrals and	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

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	Migrant
Indicator:	Curriculum (continued)
Objective:	To improve the level of student performance as noted.

May 2017

May 2018

Will Be Replaced by 2017 scores.		
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Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	9. Priority for Services students will be provided with: <ul style="list-style-type: none"> • School supplies • Clothing and Footwear Vouchers • Medical Vouchers • Laptops (Lending basis) • Vision and Hearing Screening • Counseling Services 	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 2017 To May 2018	10. Purchase laptops for the migrant students in 5 th – 12 th 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
	11. Purchase IPADS for a Bright Beginning curriculum and accessibility for internet		Title 1 Part C \$8,000.00	

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	Migrant
Indicator:	Curriculum (continued)
Objective:	To improve the level of student performance as noted.
May 2017	May 2018
Will Be Replaced by 2017 scores.	

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	12. Conduct an evaluation of the migrant program.	Federal Program Director Campus Principals Teachers Parents	-0-	TAPR Campus Performance Objectives DMAC 6 Weeks Assessments PBMAS/ESSA Report Attendance Records Academic Grades Counselor's Documentation
August 2017 To May 2018	13. 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

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	Migrant
Indicator:	Curriculum (continued)
Objective:	To improve the level of student performance as noted.

May 2017	May 2018
Will Be Replaced by 2017 scores.	

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	14. 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.	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 2017 To May 2018	15. 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

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	Migrant
Indicator:	Curriculum (continued)
Objective:	To improve the level of student performance as noted.

May 2017

May 2018

Will Be Replaced by 2017 scores.		
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Timeline	Strategy	Staff	Resources	Evaluation
September 2017	16. 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 2017 To May 2018	17. Explore options 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
August 2017 To May 2018	18. 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.	Teachers Principals	Title I Part C	TAPR Campus Performance Objectives DMAC 6 Weeks Assessment PBMAS/ESSA Report

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

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

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	1. Provide credit recovery opportunities thru after-school tutorial programs and school programs	Campus Principals Guidance & Counseling Department Registrars Staff	Title I, Part C \$6,000	Student Records Student Accrual Report Priority for Service List
August 2017 To June 2018	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	Campus Principals Department of Student Improvement Computer Proctors Teachers	Title I, Part C	Student Observation Teacher Observation Students Assessments Data Project Evaluation Accrual Reports

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

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

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	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 \$6,000	Student Progress Reports PBMAS/ESSA Report TAPR
August 2017 To June 2018	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 \$13,000	Student Progress Reports PBMAS/ESSA Report TAPR
August 2017 To June 2018	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 \$2,000.00	Student Progress Reports PBMAS/ESSA Report TAPR

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

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

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

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	Migrant
Indicator:	Graduation Rate (continued)
Objective:	To improve the graduation rate among the migrant population as noted.

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	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 2017 To May 2018	6. Provide fee for the needed post-secondary exams (ACT, SAT, SAT II, TSI, PLAN, PSAT, AP)	Campus Principals Guidance & Counseling Department Region One ESC Federal Program Director Parental Advisory Council	Title I, Part C \$6,000 SCE Funding \$1,000 Title II, Part A \$6,000	Program Evaluation Report TAPR
August 2017 To June 2018	7. Provide student orientation visits to area post-secondary schools. <ul style="list-style-type: none"> • High School Migrant Students • Middle Schools Migrant Students • Elementary Migrant Students 	Campus Principals Guidance & Counseling Department Teachers Federal Program Director Parental Advisory Council	Title I, Part A \$3,000 Title I, Part C \$2,000	Student Progress Reports PEIMS Data Accrual Reports

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	Migrant
Indicator:	Graduation Rate (continued)
Objective:	To improve the graduation rate among the migrant population as noted.

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To June 2018	8. Provide funds for students to attend leadership training and postsecondary awareness programs.	Campus Principals Guidance & Counseling Department Campus SBDM Migrant Interstate Program Parental Advisory Council	Title I, Part A \$3,000 Title I, Part C \$1,000	Program Evaluation Report PEIMS Data
August 2017 To May 2018	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	Graduation Rate PEIMS Data TAPR
August 2017 To May 2018	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

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	Migrant
Indicator:	Graduation Rate (continued)
Objective:	To improve the graduation rate among the migrant population as noted.

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To June 2018	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 2017 To May 2018	12. Implement a variety of credit accrual and recovery options by providing (1) opportunities for earning credit by exam and (2) 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 2017 To May 2018	13. Use MEP funds to pay for tuition for fees for evening classes, summer school, and credit by exam or provide resources not available through other funding sources which are necessary for student's on-time graduation (i.e., tutoring, transportation etc.).	High School Principal Migrant Counselor	Title I, Part C	PBMAS Graduate Rate

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	Migrant
Indicator:	Graduation Rate (continued)
Objective:	To improve the graduation rate among the migrant population as noted.

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	14. 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 \$4,000	Graduation Rate PBMAS
August 2017 To May 2018	15. 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"> • High School Diploma • GED • Credit Recovery Program • Vocational exploration, technology, and life skills • Community resources referrals 	High School Migrant Counselor	Title I, Part C \$5,000	Graduation Rate PBMAS OSY Reports

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

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

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To June 2018	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 \$7,000 Title I, Part A \$5,000 Gear Up Program	Program Evaluation Report DMAC PEIMS Data Priority for Service List PBMAS/ESSA Report
August 2017 To May 2018	2. Promote student attendance through effective parental involvement initiatives (meetings, newsletters, media, etc.).	Campus Principals Guidance & Counseling Department Teachers	Title I, Part C \$4,000 SCE \$1,000 Title I, Part A \$2,000	Program Evaluation Report DMAC Meeting Agendas Attendance Rosters PBMAS/ESSA Report
August 2017 To May 2018	3. NGS Recruiters will do home visits for Migrant Students with excessive absences.	NGS Recruiters Migrant Director	Title I, Part C \$2,000	Program Evaluation Report DMAC PEIMS Data Priority for Service List PBMAS/ESSA Report
August 2017 To May 2018	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"> • school supplies • clothing • medical services 	NGS Clerks Migrant Director	Title I, Part C	Priority for Service List Attendance Record

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement
Plan Performance
Objectives 2017-2018

Student Population:	Migrant
Indicator:	Attendance Rate (continued)
Objective:	To improve attendance rate of migrant students as noted.

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To June 2018	5. Assist students with late enrollment and early withdrawal.	NGS Clerks Migrant Director	Title I, Part C \$3,000	Priority for Service List Attendance Record
August 2017 To June 2018	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 \$3,000	Priority for Service List Attendance Record

2017-2018

Roma Independent School District

MIGRANT EDUCATION PROGRAM

Plan of Action



for

Identification and Recruitment

Mary Lou G. Cruz
Federal Programs Director

**Roma ISD Migrant Education Program
2017-2018**

Identifications & Recruitment Plan of Action

I. TRAINING FOR RECRUITERS AND ELIGIBILITY REVIEWERS				
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	RESOURCES	TIME LINE	METHOD OF EVALUATION
A. Attend Identification and Recruitment Training offered by the ESC	Staff: All recruiters and eligibility reviewers for the Migrant Education Program (MEP)	ESC MEP Recruiters	July 2017- August 2018	ID & R Certificates
B. Attend New Generation System Training offered by the ESC	Staff: All recruiters and eligibility reviewers for the Migrant Education Program (MEP)	ESC MEP Recruiters	August 2017 – September 2017	New Generation System Training Certificates
C. Attend follow-up trainings provided by the ESC	Staff: All recruiters and eligibility reviewers for the Migrant Education Program (MEP)	ESC MEP Recruiters	Year round/on- going August-May	ID & R Certificates New Generation System Training Certificates
D. Attend Migrant Director’s Meeting	Migrant Program Director	ESC Migrant Program Director	Year round/on- going August-May	ESC Migrant Director Meeting Roster

I. TRAINING FOR RECRUITERS AND ELIGIBILITY REVIEWERS

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	RESOURCES	TIME LINE	METHOD OF EVALUATION
E. Attend State Migrant Conferences (Migrant Educators Conference and AMET)	Migrant Staff	ESC AMET	October 2017- April 2018	Conference certificates
F. Have monthly meetings and discuss what was learned at all different workshops	Migrant Staff Migrant Program Director	Migrant Staff Migrant Program Director	August 2017- May 2018	Sign in rosters
G. Enroll to Weekly Recruiter	Migrant Staff Migrant Program Director	Migrant Staff Migrant Program Director Weekly Recruiter	August 2017 – May 2018	COE's
<p>H. Inform parents on required documentation to register for eligibility to the Migrant Program:</p> <ul style="list-style-type: none"> • Monthly meetings • During Interviews • Phone calls • Letters 	Migrant Staff Migrant Program Director	Migrant Staff Migrant Program Director	August 2017- May 2018	Sign in rosters

II. IDENTIFICATION AND RECRUITMENT

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	RESOURCES	TIME LINE	METHOD OF EVALUATION
<p>A. Meet with all ID& R Staff</p> <ul style="list-style-type: none"> To review current ID& R Action Plan To revise current ID& R activities to determine effectiveness To brainstorm and plan recruitment strategies to include in ID & R Plan. To review and analyze migrant counts 	<p>Recruiters, reviewers, counselors, community liaisons, parental involvement</p>	<p>ID & R Action Plan Migrant Counts Data</p>	<p>August 2017 – September 2017</p>	<p>Sign in rosters Agendas</p>
<p>B. Finalize all forms, documents, logs</p> <ul style="list-style-type: none"> Train and disseminate on all forms, logs, reports, etc. That will be used by MEP ID& R staff 	<p>Staff: ME administrators, recruiters and eligibility reviewers for the MEP.</p>	<p>COE Checklist Family/Employment Surveys Campus Activity Reports(Enrollment/Withdrawal) Recruiter Log P2 Reports</p>	<p>August 2017 – September 2017</p>	<p>Sign in rosters Agendas</p>
<p>C. Make recruiter assignments</p> <ul style="list-style-type: none"> Develop recruitment schedule (flexible hours) Determine areas of visitation within school district boundaries (on campus, home community agencies) 	<p>Staff: all recruiters and eligibility reviewers for the MEP</p>	<p>Recruiter Migrant Program Director</p>	<p>August 31, 2017</p>	<p>Recruitment Schedule New recruitment log</p>

II. IDENTIFICATION AND RECRUITMENT

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	RESOURCES	TIME LINE	METHOD OF EVALUATION
<p>D. Conduct ID& R: Potentially Eligible Migrant Children:</p> <ul style="list-style-type: none"> • Contact potentially eligible migrant families during pre-registration • Contact potentially eligible migrant families using family surveys during pre-registration and new enrollments • Contact potentially eligible migrant families coordinating with the attendance office and checking new enrollments on a weekly basis • Contact potentially eligible migrant families using door-to-door recruitment in pairs. • Contact Early Child hood Centers and Texas Migrant Council to coordinate identification and recruitment efforts • Collaborate and coordinate with parental involvement personnel to present on migrant eligibility • Utilize Drop Out Lists to contact Out of School Youth • Utilize PEIMS Out of School Youth Report to contact potentially eligible students 	MEP recruiters	Family surveys Early Childhood Centers Texas Migrant Council Drop Out Lists PEIMS Drop Out List	By Aug 31, 2017 Currently eligible children; continue recruitment efforts throughout year Potentially eligible children make outreach efforts by September 30, 2017	Currently Enrolled Report

II. IDENTIFICATION AND RECRUITMENT

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	RESOURCES	TIME LINE	METHOD OF EVALUATION
<p>E. Conduct ID & R Currently Eligible Migrant Children</p> <ul style="list-style-type: none"> • Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. • Post MEP flyer and/or business cards with contact information in post office, grocery, stores, laundromats, school guidance office, etc. • Place advertisement at the WIC office, TDHS office, employer/grower office/location etc. • Place advertisement in the local and city news station, newspaper with contact information and message welcoming migrant families back to the area. • Contact city hall to post advertisement on water bill and gas bill • Complete new COEs as needed <p>Share copies of COEs with appropriate entities as listed on COE</p>	<p>MEP recruiters Migrant Program Director</p>	<p>MEP flyer and/ or business cards Advertisement</p>	<p>By Aug 31, 2017: Currently eligible children; continue recruitment efforts throughout year Potentially eligible children make outreach efforts by September 30, 2017</p>	<p>Currently Enrolled Report</p>
<p>F. Complete COEs</p> <ul style="list-style-type: none"> • Complete COE and accompanying COE Supplemental Documentation Form for all families with new QADs. • Submit completed COE and Supplemental Documentation Form with COE checklist eligibility reviewer for review. 	<p>MEP recruiters</p>	<p>COEs Supplemental Documentation Form COE checklist</p>	<p>August 2017- May 2018</p>	<p>Migrant Counts</p>

II. IDENTIFICATION AND RECRUITMENT

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	RESOURCES	TIME LINE	METHOD OF EVALUATION
<p>G. Review of COEs</p> <ul style="list-style-type: none"> • Review 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. • Forward COEs and Supplemental Documentation Forms with two or more required comments to ESC for approval. • Forward questionable COEs and Supplemental Documentation Forms to ESC form review. <p>Forward extenuating circumstances to ESC for review</p>	MEP eligibility reviewers	COEs COEs Documentation Form ESC	August 2017- May 2018	COEs
<p>H. Conduct residency verification</p> <ul style="list-style-type: none"> • Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period through school database, face to face interview • Verify residency for Two Year Olds turning 3 after the child's 3rd birthday 	MEP eligibility reviewers	PEIMS report Attendance clerks	August 2017 – May 2018	Currently Enrolled Report
<p>I. Meet with Parent Advisory Council Meet with PAC committee to formulate plan to assist with Identification and Recruitment efforts</p>	PAC Migrant Program Director	ID&R Plan	August 2017 – May 2018	ID&R Plan

III. STATE MEP AGRICULTURAL MAP

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	RESOURCES	TIME LINE	METHOD OF EVALUATION
<p>A. Review state MEP agricultural map on TEA website</p> <ul style="list-style-type: none"> • Make recruiter assignments for contacting growers within district boundaries utilizing grower letter and surveys. • Electronically submit ESC survey of crop availability in the area to ESC demographer. 	<p>Migrant Recruiters Eligibility Reviewer Agricultural growers</p>	<p>Agricultural map</p>	<p>August 2017- November 2017</p>	<p>COEs</p>
<p>B. Develop calendar and maps</p> <ul style="list-style-type: none"> • Develop profiles /calendar reflecting major crops seasons, hiring practices by growers, etc. in school district boundaries • Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside • Develop a calendar for recruitment in the grower/employer areas based on grower employer surveys 	<p>Migrant Recruiters Migrant Program Director</p>	<p>Agricultural map Calendar</p>	<p>August 2017- November 2017</p>	<p>COEs</p>

IV. INTERAGENCY COORDINATION

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	RESOURCES	TIME LINE	METHOD OF EVALUATION
<p>A. Network with agencies that serve migrant families</p> <ul style="list-style-type: none"> • Conduct informational meeting about the MEP with non-migrant staff • Coordinate/network with TMC, Headstart, WIC, etc. to ensure proper identification and recruitment of migrant students 	Migrant Program Director	TMC Headstart WIC	August 2017- May 2018	Currently Enrolled Report

V. QUALITY CONTROL

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	RESOURCES	TIME LINE	METHOD OF EVALUATION
<p>A. Written quality control procedures</p> <ul style="list-style-type: none"> Review PEIMS/attendance records for enrolled migrant children to ensure the accuracy of COE information Review Project Smart enrollment to ensure the accuracy of COE information. Use NGS to ensure accuracy of COE information Review summer enrollments to ensure the accuracy of COE information Complete COE checklist 	<p>Migrant Program Director Recruiters</p>	<p>PEIMS COEs Currently Enrolled NGS List of Migrant Students</p>	<p>August 2017- May 2018 June 2017 June 2017</p>	<p>PEIMS Project Smart Enrollment Form Summer School ADAs</p>
<p>B. <u>Eligibility review:</u></p> <ul style="list-style-type: none"> Review COE s for eligibility, required documentation and accuracy of information. Forward COEs with more than one comment to ESC to review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual 	<p>Eligibility reviewers Migrant Program Director ESC Migrant Program contact, when appropriate</p>	<p>COEs</p>	<p>August 201- May 2018</p>	<p>COEs</p>
<p>C. <u>Monitor and address ongoing training needs for ID&R:</u></p> <ul style="list-style-type: none"> Coordinate with ESC to conduct follow-up training to staff for documentation assistance with required comments, procedural comments, extenuating circumstances.. Coordinate with ESC to conduct follow-up training for documentation assistance with multiple COE's. Coordinate with ESC to conduct technical assistance visits for ID&R Plan 	<p>Migrant Staff</p>	<p>ESC Migrant Staff</p>	<p>August 2017- May 2018</p>	<p>COE's</p>

V. QUALITY CONTROL

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	RESOURCES	TIME LINE	METHOD OF EVALUATION
<p><u>D. Maintain up to date records on file</u></p> <ul style="list-style-type: none"> File COE's in alphabetical order by current mother's last name and retain records for seven (7) years from the date eligibility ends. Maintain updated active and inactive records. 	Migrant Staff	ESC Migrant Staff	August 2017- May 2018	COE's
<p><u>E. Coordinate with ESC for annual eligibility validation</u></p> <p>Validate eligibility through re-interview process according to instructions set forth by TEA</p>	<p>Staff: ESC, MEP staff</p> <p>Children: Previously-identified children</p>	ESC Migrant Staff	Jan-May	COE's

VI. EVALUATION

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	RESOURCES	TIME LINE	METHOD OF EVALUATION
<p><u>A. Evaluate ID&R efforts for subsequent planning</u></p> <ul style="list-style-type: none"> • Gather and analyze data and input from various MEP stakeholders to incorporate appropriate charges into subsequent IE&R plan for continuous improvement. • Review ID& R concerns from ID& R monthly meetings • Review PAC concerns regarding recruitment • Review ID&R recommendations from ID&R monthly meetings. 	Migrant Staff PAC	ID&R Plan Surveys	September 2017- May 2018	Parents' Surveys

Roma Independent School District

Migrant Education Program

Title I, Part C

Priority for Service Plan of Action



1



2017-2018

Priority for Service (PFS) Action Plan
for Migrant Students

Roma ISD Migrant Priority for Service Action Plan 2017-2018

Priority for Service (PFS) Action Plan for Migrant Students

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 both of the following criteria:

Criteria for 2017-2018	
Grades 3-12	Students who failed one or more sections of the TAKS, or are LEP Exempt, ARD Exempt, Absent or were not enrolled in a Texas school during the TAKS testing period for their grade level, including Ungraded (UG) or Out of School (OS) students; and have their school interrupted during the previous or current regular school year.
Grades K-2	Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental program Component, or have been retained, or are overage for their current grade level and have their school interrupted during the previous or current regular school year.

The following template is provided as a resource 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 Consolidated Application for Federal Funding, 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.

<p><u>Goal(s):</u> To provide services for all of our migrant students to be college ready and career ready</p>	<p><u>Objective(s):</u> 100% of Migrant Seniors will graduate from Roma High School. 100% of PFS students will have access to instructional opportunities. 80% of PFS students will meet the State Academic Achievement Standards (STAAR)</p>
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Roma ISD Migrant Priority for Service Action Plan 2017-2018

Required Activities	Timeline	Person(s) Responsible	Documentation
On a monthly basis, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.			
➤ Every third Wednesday of each month NGS Priority for Service (PFS) reports will be generated for each campus.	Aug. 2017-May 2018	<ul style="list-style-type: none"> • NGS Clerks 	NGS Priority for Services Reports
➤ Each campus Priority for Service report (PFS) report will be delivered to every campus principal, attendance clerk, nurse, counselor, and facilitator.	Aug. 2017-May 2018	<ul style="list-style-type: none"> • Principals • Counselors • Attendance Clerks • Nurse • Facilitator 	<ul style="list-style-type: none"> • Signed PFS reports
➤ Every campus principal, counselor, and nurse will review the campus PFS list and check why the students are listed on the respective list.	Aug. 2017-May 2018	<ul style="list-style-type: none"> • Principals • Counselors • Attendance Clerks • Nurse • Facilitator 	<ul style="list-style-type: none"> • Signed PFS reports
➤ Each campus principal, counselor, nurse, and class room teacher will provide the necessary intervention to each PFS student.	Aug. 2017-May 2018	<ul style="list-style-type: none"> • Principals • Counselors • Attendance Clerks • Nurse • Facilitator • Teacher 	<ul style="list-style-type: none"> • Intervention form for PFS

Required Activities	Timeline	Person(s) Responsible	Documentation
<ul style="list-style-type: none"> ➤ A campus Priority for Service report will be submitted to Federal Program Director to indicate what services are provided to each PFS Student. 	Aug. 2017-May 2018	<ul style="list-style-type: none"> • Principals • Counselors • Attendance Clerks • Nurse • Facilitator • Teacher • Federal Program director 	<ul style="list-style-type: none"> • Intervention form for PFS • Intervention form for PFS
Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.			
<ul style="list-style-type: none"> • The PFS Action Plan for the previous year will be analyzed to check what activities were implemented and which activities were successful. 	<ul style="list-style-type: none"> • July 2017 	<ul style="list-style-type: none"> • Federal Programs Director • Migrant Program Staff • Counselor 	<ul style="list-style-type: none"> • PFS Plan • Sign-in rosters
<ul style="list-style-type: none"> • A PFS Action Plan will be developed before the first day of school to serve as a guide to list activities to help our PFS students. 	<ul style="list-style-type: none"> • July 2017 	<ul style="list-style-type: none"> • Federal Programs Director • Migrant Program Staff • Counselor 	<ul style="list-style-type: none"> • PFS Plan • Sign -in rosters
<ul style="list-style-type: none"> • The PFS Action Plan will clearly articulate the criteria for defining student success. 	<ul style="list-style-type: none"> • July 2017 	<ul style="list-style-type: none"> • Federal Programs Director • Migrant Program Staff • Counselor 	<ul style="list-style-type: none"> • PFS Plan

The PFS Action Plan must include the following:

1. When, in your school year calendar, the Title I Migrant Coordinator will provide each campus principals, appropriate campus staff and parents the Priority for Service criteria and updated NGS Priority for Service reports.

<ul style="list-style-type: none"> • Presentations will be conducted to all campus staff on how migrant students are identified. 	<ul style="list-style-type: none"> • Sept. 2017- May 2018 	<ul style="list-style-type: none"> • Federal Programs Director • Campus Staff 	<ul style="list-style-type: none"> • Sign in rosters
<ul style="list-style-type: none"> • Presentations will be conducted to all campus staff on the PFS criteria 	<ul style="list-style-type: none"> • Sept. 2017- May 2018 	<ul style="list-style-type: none"> • Federal Programs Director • Campus Staff 	<ul style="list-style-type: none"> • Sign in rosters
<p>2. When, in your school year calendar, the district’s Title I Migrant Coordinator, MEP staff and migrant school staff will make home and /or community visits to update parents on the academic progress of their children.</p> <ul style="list-style-type: none"> ➤ Migrant Program recruiters will make home visits to update parents on the academic progress of their children 	<ul style="list-style-type: none"> • Sept. 2017- May 2018 	<ul style="list-style-type: none"> • Federal Programs Director • Migrant Program Staff 	<ul style="list-style-type: none"> • Migrant Logs

3. How the district’s Title I Migrant Coordinator will use NGS Priority for Service reports to give priority placements to these students in Migrant Education Program activities.

<ul style="list-style-type: none"> ➤ Title I, Migrant Coordinator will review PFS lists on a monthly basis to analyze why students appear on the PFS list. ➤ After analysis , the Title I Migrant Coordinator will ensure that services are prioritized by reviewing the PFS documentation that is submitted to Migrant office. 	<ul style="list-style-type: none"> • Sept. 2017- May 2018 	<ul style="list-style-type: none"> • Title I Migrant Coordinator • Migrant Counselor • Campus Nurse 	<ul style="list-style-type: none"> • PFS reports • PFS delivery signature logs
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4. How the district’s Title I Migrant Coordinator will ensure that Priority for Service students receive priority access to instructional services, as well as social workers and community social services/agencies.

<ul style="list-style-type: none"> ➤ Each campus Priority for Service report (PFS) report will be delivered to every campus principal, attendance clerk, nurse, counselor, and facilitator. ➤ Every campus principal, counselor, and nurse will review the campus PFS list and check why the students are listed on the respective list. ➤ Based on the reasons why the student appears on the list, services will be given to each respective student such as: <ul style="list-style-type: none"> ▪ Tutorials ▪ Visions Screening ▪ Hearing Screening ▪ Counseling ➤ Credit Recovery ➤ Community Social Services/agencies ➤ PFS students will be considered a priority and will be interviewed on a one-to- basis by migrant counselor or other appropriate campus staff. 	<ul style="list-style-type: none"> ➤ Sept. 2017- May 2018 • Sept. 2017- May 2018 	<ul style="list-style-type: none"> • NGS Clerk • Campus Principal • Attendance Clerk • Nurse • Campus counselor • Facilitator • School counselor 	<ul style="list-style-type: none"> • Sept. 2017- May 2018 ➤ PFS lists ➤ Tutorial logs ➤ PFS Documentation Service form
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5. What federal, state and local programs service Priority for Service students.

<ul style="list-style-type: none"> ➤ New Generation System (NGS), Texas Migrant Interstate Program (TMIP) ➤ Adelina Peña Consulting service (Motivational Speaker) ➤ From Harvest to Harvard Student Academic/ Leadership Conference ➤ STC Migrant Leadership Academy ➤ Close Up Summer Program 	<ul style="list-style-type: none"> Sept. 2017- May 2018 ➤ Sept. 2017- May 2018 ➤ April 2018 • June 2018 • June 2018 	<ul style="list-style-type: none"> • NGS clerks, TMIP Staff, • School counselors • Adelina Peña • Noemi Ochoa • TVCOF/MIA Account • Migrant Counselor • Consultant • STC Teachers • Migrant Counselors 	<ul style="list-style-type: none"> • NGS Reports • Inter/intra State written communication • Requisitions • Sign in Rosters • Requisition for registration fees • Students sign in rosters • Students sign in rosters
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<p>The Title I 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 (e.g., Bilingual, ESL, economically disadvantaged).</p> <p>➤ PFS Action Plan will be included in the District's Improvement Plan as a separate section appropriately labeled or identified.</p>	<p>➤ April 2018</p>	<p>➤ DEIC ➤ Federal Programs Director ➤ Migrant DEIC committee ➤ DIP</p>	<p>➤ DIP</p>
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Roma ISD Migrant Priority for Service Action Plan 2017-2018

Additional Activities	Timeline	Person(s) Responsible	Documentation
1. Develop and implement a set of district procedures outlining strategies for partial/full credit accrual, make-up course work, and/or placement in required courses for migrant students with late entry/early withdrawal	<ul style="list-style-type: none"> Sept. 2017-May 2018 	<ul style="list-style-type: none"> Secondary Migrant Staff Migrant counselor 	<ul style="list-style-type: none"> Guidelines /policies and procedures
2. Provide PFS Migrant students the opportunity attend leadership events to help students develop effective learning skills, study skills, and leadership skills. <ul style="list-style-type: none"> ➤ From Harvest to Harvard Student Academic/ Leadership Conference ➤ STC Migrant Leadership Academy ➤ Close Up Summer Program ➤ MUSE Program 	<ul style="list-style-type: none"> Sept. 2017-May 2018 Sept. 2017-May 2018 	<ul style="list-style-type: none"> Campus Counselor Migrant Director Campus Counselor Migrant Counselor Consultants 	<ul style="list-style-type: none"> Student sign in roster Requisitions Student sign in roster
3. Provide PFS Migrant student 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.	<ul style="list-style-type: none"> TBD 	<ul style="list-style-type: none"> Migrant Secondary counselor 	<ul style="list-style-type: none"> Student sign in roster
4. Individual and group counseling		<ul style="list-style-type: none"> Migrant Secondary Counselor 	<ul style="list-style-type: none"> Student sign in roster
5. College awareness of camp programs		<ul style="list-style-type: none"> University Camp recruiter 	

At-Risk



ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2016-2017

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement
Plan Performance
Objectives 2017-2018

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

GRADE	2015 READING		2016 READING		2017 READING		2015 MATH		2016 MATH		2017 MATH	
	ALL	AT-RISK	ALL	AT-RISK	ALL	AT-RISK	ALL	AT-RISK	ALL	AT-RISK	ALL	AT-RISK
3	93	93	84	84			92	93	89	89		
4	91	90	85	83			84	83	87	85		
5	81	77	89	86			84	80	93	81		
6	66	53	55	44			83	78	76	69		
7	67	43	59	37			73	52	73	58		
8	72	52	76	55			77	61	73	54		
EOC	2015		2016		2017							
	ALL	AT-RISK	ALL	AT-RISK	ALL	AT-RISK						
English 1	44	47	49	29								
Algebra 1	83	83	78	67								
Biology	87	87	80	69								
English 2	36	52	56	32								
U.S. Hist.	93	84	93	85								

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement
Plan Performance
Objectives 2017-2018

Student Population: At Risk
Indicator: Curriculum (continued)
Objective: To improve the level of student performance as noted.

May 2017

May 2018

Will Be Replaced by 2017 scores. See previous Page.

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 to May 2018	1. Implement a professional development program to improve instructional delivery to At-Risk students that include the following: <ul style="list-style-type: none"> • Identification of At-Risk students • Disaggregating formative assessments • Identifying strategies and priorities based on student needs • Implementing best practices • Creating a support system for At-Risk students • Accelerated instruction to improve performance • Individualized Counseling Sessions 	Campus Principals Department of Student Improvement Campus Facilitators Counselors	State Comp. Education Funding	District Formative Assessments Sign-in Rosters TAPR PBMA Reports
Every Six Weeks	2. Track Student performance using local assessments (Six Weeks Exams & RAAR)	Campus Facilitators Teachers		Student participation in tutorials Sign-in Rosters
August 2017 to May 2018	3. Provide intervention programs aligned to the daily instructional program targeting the low performing areas.	Campus Principals Campus Facilitators Teachers	Released STAAR Exams	District Formative Assessments STAAR/EOC Results
August 2017 to May 2018	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)	Department of Student Improvement Campus Principals Campus Facilitators Teachers	State Comp. Education Funding \$13,500	District Formative Assessments STAAR/EOC Results TAPR

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement
Plan Performance
Objectives 2017-2018

Student Population:	At Risk
Indicator:	Curriculum (continued)
Objective:	To improve the level of student performance as noted.

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 to May 2018	5. Train teacher assistants and Parent Tutors on the following: a. Instructional strategies that focus on students expectations b. Classroom management strategies c. Proper student relationships d. Use of technologies (F.B., e-mail, etc.)	Campus Facilitators Campus Principals Teachers Teacher Assistants Parent Tutors	State Comp. Education Funding \$10,000	District Formative Assessments STAAR/EOC Results PBMAS Reports
August 2017 to May 2018	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	Campus Principals Dept. of Student Improvement Teachers Campus Facilitators	State Comp. Education Finding \$13,500	District Formative Assessments STAAR/EOC Results TAPR
August 2017 to May 2018	7. Coordinate vertical and horizontal planning within grade levels. (PK-12)	Campus Principals Department of Student Improvement Teachers Campus Facilitators	-0-	Formative Assessments STAAR/EOC Results Lesson Plans PLC Agenda PLC Sign-in Rosters
August 2017 to May 2018	8. Coordinate lesson planning between special program teachers and regular curriculum teachers. (PK-12)	Campus Principals Dept. of Student Improvement Dept. of Special Ed. Teachers Special Ed. Teachers Campus Facilitators	-0-	District Formative Assessments STAAR/EOC Results Lesson Plans PBMAS Reports Agendas Sign-in Rosters
August 2017 to May 2018	9. Continue to enhance a progressive computer assisted instructional program aligned to the TEKS oriented curriculum. (PK-12)	Dept. of Student Improvement Campus Principals Teacher CAI Proctors Campus Facilitator	Computer Labs Classroom computers	CAI Score Report STAAR/EOC Results TAPR, PBMAS Reports TTM & Istation Reports

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population: At Risk
Indicator: Attendance
Objective: To improve attendance rate in the at-risk population as noted.

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 to May 2018	1. Promote attendance through effective parental involvement programs <ul style="list-style-type: none"> • Meetings • Newsletters, Personalized Invitations • Media (GTN), District Website • Parent Volunteer Programs • Community Outreach Activities 	Department of Student Improvement Campus SBDM Teachers Campus Principals Attendance Clerks Attendance Committees Counselors	State Comp. Education Funding \$1,000	Attendance Records Academic Records DMAC PBMAS Reports
August 2017 to May 2018	2. Update parents on state and local attendance policy changes and graduation enhancement programs.	Department of Student Improvement Campus SBDM Teachers Campus Principals Attendance Committees Counselors	State Comp Education Funding \$1,000	Attendance Records Academic Records DMAC PBMAS Reports Agendas Sign-in Rosters
August 2017 to May 2018	3. Provide a variety of incentives to improve the attendance rate for all grade levels.	Campus Principals Campus SBDM Teachers Attendance Committees Counselors	State Comp Education Funding \$10,000	Attendance Records Academic Records DMAC PBMAS Reports

2015-2016 Roma ISD State Compensatory Education Campus Budget

Planning amount \$131,000.00		Yellow highlighted cells denote areas which must be allocated the full per pupil allocation as mandated by PL 107-110										
		5,021 At Risk student	1,053 At Risk Students Id'ed	19 At Risk Students Id'ed	453 At Risk Students Id'ed	412 At Risk Students Id'ed	405 At Risk Students Id'ed	557 At Risk Students Id'ed	498 At Risk Students Id'ed	401 At Risk Students Id'ed	543 At Risk Students Id'ed	680 At Risk Students Id'ed
		001	002	041	042	101	103	105	106	108	109	
6100: Extra Duty Pay-----	\$45,000.00											
Extra Duty Pay-tutorials	\$45,000.00	\$8.96	\$9,437	\$170	\$4,060	\$3,692	\$3,630	\$4,992	\$4,463	\$3,594	\$4,867	\$6,094
Campus Totals for 6100			\$9,437	\$170	\$4,060	\$3,692	\$3,630	\$4,992	\$4,463	\$3,594	\$4,867	\$6,094
6200: Contractual Services-----	\$18,000.00											
professional development (cont)	\$18,000.00	\$3.58	\$3,775	\$68	\$1,624	\$1,477	\$1,452	\$1,997	\$1,785	\$1,438	\$1,947	\$2,438
Campus Totals for 6200			\$3,775	\$68	\$1,624	\$1,477	\$1,452	\$1,997	\$1,785	\$1,438	\$1,947	\$2,438
6300: Materials & Supplies-----	\$54,000.00											
instructional-----	\$54,000.00	\$10.75	\$11,325	\$204	\$4,872	\$4,431	\$4,356	\$5,990	\$5,356	\$4,313	\$5,840	\$7,313
Campus Totals for 6300			\$11,325	\$204	\$4,872	\$4,431	\$4,356	\$5,990	\$5,356	\$4,313	\$5,840	\$7,313
6400: Travel/Per Diem plus out	\$14,000.00											
travel for staff (meals, mileage,	\$14,000.00	\$2.79	\$2,936	\$53	\$1,263	\$1,149	\$1,129	\$1,553	\$1,389	\$1,118	\$1,514	\$1,896
			\$2,936	\$53	\$1,263	\$1,149	\$1,129	\$1,553	\$1,389	\$1,118	\$1,514	\$1,896
Campus Totals for 6400												
6500: Debt Service-----	\$0.00		Total for #001	Total for #002	Total for #041	Total for #042	Total for #101	Total for #103	Total for #105	Total for #106	Total for #108	Total for #109
			\$27,473	\$496	\$11,819	\$10,749	\$10,567	\$14,532	\$12,993	\$10,462	\$14,167	\$17,741
6600: Furniture & Equipment	\$0.00											
	\$0.00											
Sub Total -----	\$131,000.00											
Total	\$131,000.00											

Title Programs



ROMA INDEPENDENT SCHOOL DISTRICT

**District Improvement Plan
Performance Objectives
2017-2018**

Student Population:	Title Programs
Indicator:	Curriculum
Objective:	To improve the level of student performance as noted.

May 2017

May 2018

Will Be Replaced by 2017 scores.		
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Timeline	Strategy	Staff	Resources	Evaluation
August 2017	1. Provide Staff Development for new staff members on the proper desegregation of 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 \$6,000 Title II, Part A \$36,000	District Formative Assessments Sign-in Rosters TAPR PBMAS Reports PLC's
August 2017 To May 2018	2. Disaggregate formative assessment results to plan and provide effective accelerated instruction to all Title I students. <ul style="list-style-type: none"> • TAPR • PBMAS • ESSA Report Card 	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

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	Title Programs
Indicator:	Curriculum (continued)
Objective:	To improve the level of student performance as noted.

May 2017

May 2018

Will Be Replaced by 2017 scores.		
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Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	3. Provide intervention programs aligned to the daily instructional program targeting the low performing areas. <ul style="list-style-type: none"> • Failure Free Reading • Success Maker • Read 180 • Voyager • Read Naturally • Brain Pop/Jr. • Think Through Math • Spelling.com • Moby Max.com 	Campus Principals Teachers	Title I, Part A \$30,000 Title III, Part A \$10,000 Regular Pro \$10,000	District Formative Assessments STAAR/EOC Results Software Pro. Evaluation
August 2017 To May 2018	4. Provide enrichment programs aligned to the daily instructional program targeting the low performing areas. <ul style="list-style-type: none"> • Morning Tutorials • After School /Saturday Tutorial 	Campus Principal Teachers	Title I, Part A Title III ,Part A State Bilingual State Comp	District Formative Assessments STAAR/EOC Results
August 2017	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	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

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	Title Programs
Indicator:	Curriculum (continued)
Objective:	To improve the level of student performance as noted.

May 2017	May 2018
Will Be Replaced by 2017 scores.	

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	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.	Campus Principals Department of Student Improvement Teachers Campus Facilitators	Title I, Part A \$6,000 Title II, Part A \$15,000	District Formative Assessments STAAR/EOC Results TAPR ESSA Report
August 2017 To May 2018	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 2017 To May 2018	8. Provide training to staff and parents on ESSA/Title Programs guidelines.	Federal Programs Director	-0-	District Formative Assessments STAAR/EOC Results TAPR
August 2017 To May 2018	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		District Formative Assessments STAAR/EOC Results TAPR
August 2017 To May 2018	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 year.	Federal Programs Director Campus Principal		District Formative Assessments STAAR/EOC Results TAPR
August 2017 To May 2018	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		District Formative Assessments STAAR/EOC Results TAPR

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	Title Programs
Indicator:	Curriculum (continued)
Objective:	To improve the level of student performance as noted.

May 2017	May 2018
Will Be Replaced by 2017 scores.	

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	12. Coordinate lesson planning between special program teachers and regular curriculum teachers. (PK-12)	Campus Principals Department of Student Improvement Teachers Campus Facilitators	-0-	District Formative Assessments STAAR/EOC Results Lesson Plans PBMAS Reports
August 2017 To May 2018	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 \$50,000	(Reading)/STAAR/EOC Results TAPR PBMAS Reports
August 2017 To May 2018	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"> • to improve the academic quality of the Title Programs • identify barriers; • use the findings of these evaluations in designing strategies for more effective parental engagement. 	Federal Programs Director Director of Student Improvement Campus Principals	N/A	Benchmarks TAPR PBMAS ESSA Report Card PLC's

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	Title Programs
Indicator:	Curriculum (continued)
Objective:	To improve the level of student performance as noted.

May 2017

May 2018

Will Be Replaced by 2017 scores.		
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Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	<p>15. Every campus will develop a Campus Improvement Plan (CIP) and will incorporate the 10 components of a schoolwide program.</p> <p>The school wide CIP incorporates the following 10 components of a school.</p> <ul style="list-style-type: none"> A. Comprehension needs assessment of the entire school based on information that includes the achievement of children. B. Schoolwide reform strategies C. Instruction by highly qualified staff D. Opportunities for professional development E. Strategies for attracting highly qualified teachers F. Strategies to increase parental involvement G. Plans for assisting preschool children in the transition from early childhood programs H. Measures to include teachers in the decisions regarding the use of assessments I. Provision of effective timely additional assistance provided to students who experience difficulty mastering the proficient or advanced levels of academic achievement standards and J. Coordination of federal safety, local services, programs, and integration with the schoolwide program 	Federal Programs Director Campus Principals Teachers	N/A	Benchmarks TAPR ESSA Report Card

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	Title Programs
Indicator:	Curriculum (continued)
Objective:	To improve the level of student performance as noted.

May 2017

May 2018

Will Be Replaced by 2017 scores.		
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Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	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	N/A	Benchmarks TAPR PBMAS ESSA Report Card
August 2017 To May 2018	17. Each campus will develop a highly qualified teacher plan that includes strategies to ensure that teachers who are not highly qualified in all core academic subject areas that are taught become highly qualified within a reasonable timeframe.	Federal Programs Director Campus Principal		HQ Teacher Plan
August 2017 To May 2018	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		Attestation

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

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

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	1. Promote attendance through an effective parental involvement program. <ul style="list-style-type: none"> • Meetings • Newsletters • Campus Media • Conferences • District/School Website • Local School Channel • Home Visits 	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 2017 To May 2018	2. Update parents on state and local attendance policy changes and graduation enhancement programs. <ul style="list-style-type: none"> • Meetings • Letters • Student/Parent Handbook 	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
August 2017 To May 2018	3. Provide a variety of incentives to improve the attendance rate for all grade levels. <ul style="list-style-type: none"> • Perfect Attendance Award • Prizes • 6 weeks rewards 	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

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	Title Programs
Indicator:	Attendance (continued)
Objective:	To improve attendance rate in the at-risk population as noted.

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	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 2017 To May 2018	5. Parents will be made aware of through Parent Portal on child's absence or tardy to class.	Campus Principals Campus SBDM Teachers Attendance Committees Counselors Parents	N/A	Attendance Records Academic Records DMAC PBMAS Reports

Special Education



ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

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

May 2017		Mid-Year Evaluation		May 2018	
Will Be Replaced by 2017 scores.					
Timeline	Strategy	Staff	Resources	Evaluation	
June 2017 To June 2018	1. Provide monthly staff development via PLCs according to campus needs in all areas as applied in Special Education.	Campus Administrators Department of Special Education Services	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 2017 To June 2018	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	
August 2017 To June 2018	3. Assure that instructional services are provided at the identified level of student performance as indicated in the students' IEP.	Campus Administrators Special Education Teachers General Education Teachers Department of Special Education Services	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 2017 To June 2018	4. Provide the necessary resources, learning aids, and materials to meet the needs of all identified students in Special Education.	Campus Administrators Department of Student Improvement Department of Special Education Services	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 2017 To June 2018	5. Provide additional instructional support for special education students exhibiting academic difficulties through the use of interventions, accommodations, and accelerated instruction.	Campus Administrators Department of Student Improvement Department of Special Education Services	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
2017-2018

Student Population:	Special Education
Indicator:	Special Education Needs
Objective:	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.

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	1. Identify and serve all qualifying students through inclusion and other appropriate LRE settings including Child Find efforts.	Department of Student Improvement Department of Special Education Services 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 2017 To June 2018	2. Assure effective staffing as directed by enrollments, certification, and experience.	Human Resources Campus Administrators Department of Special Education Services	Staffing Patterns	PEIMS/TXEIS
August 2017 To May 2018	3. Provide professional development to special education and general education staff members on program rules and regulations to assure implementation and compliance.	Human Resources Campus Administrators Department of Special Education Services	State & Federal Agencies ESC Region 1 Title II, Part A IDEA Funding	Needs Assessment Evaluation Forms Surveys
August 2017 To June 2018	4. Coordinate services with state and local agencies for the improvement of transition services.	Department of Special Education Services Campus Administrators	ESC Region I & 11 ECI STC/UTPA 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

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	Special Education
Indicator:	Special Education Needs (continued)
Objective:	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. (Continued)

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	5. Enhance the parental involvement component by ensuring that parents are included as members of the multidisciplinary team in the initial and re-evaluation process, annual IEP reviews, and monthly training/information sessions.	Campus Administrators Department of Special Education Services	Title VI Funding IDEA Funding	Parent Survey Parental Conferences ARD/IEP Documentation Sign-In Rosters
August 2017 To May 2018 (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 to ensure development and implementation of appropriate IEPs.	Campus Administrators Counselors Department of Special Education Services	Title VI Funding IDEA Funding Title II, Part A	Service Contracts Review of Evaluation Forms Lesson Plans ARD Documentation
August 2017 To May 2018	*FOLLOW ALL INITIATIVES AND ACTIVITIES AS STATED ON THE DISTRICT TAIS PLAN*			

Bilingual/ESL



ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

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

May 2017

May 2018

Will Be Replaced by 2017 scores.		
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Timeline	Strategy	Staff	Resources	Evaluation
June 2017 To May 2018	<ol style="list-style-type: none"> 1. Modify and coordinate instructional timelines in all core areas to meet the needs of all Bilingual/ESL population in all campuses. Update and adjust as needed. <ul style="list-style-type: none"> • Analyze student data and set interventions in place for struggling students (LEP Student Plan per six weeks). • Have Instructional Accommodations in place. <ul style="list-style-type: none"> • BOY • MOY • EOY 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"> 1. What is it we want our students to learn? 2. How will we know if our students are learning? 3. How will we respond when our students do not learn? 4. How will we enrich and extend the learning for higher achievers? B. Develop a system when students do not learn and implement it. 	<ul style="list-style-type: none"> • Executive Director • Curriculum Directors • Teachers • Instructional Facilitators • Campus Principals • Assistant Principals • Head Teachers 	<p>Title III State Bilingual \$25,000</p>	<p>STAAR/EOC Results Local Assessment Results Progress Reports TELPAS Report PBMAS Report LEP Student Plans TAPR Walk Through(s)</p>

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	Bilingual / ESL
Indicator:	Curriculum (continued)
Objective:	To improve the level of student performance as noted:

May 2017

May 2018

Will Be Replaced by 2017 scores.		
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Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	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 ELL students. <ul style="list-style-type: none"> • Include parents and para-professionals • Provide support systems such as: • Sheltered Instruction/Differentiated Instruction/Scaffolding Trainings, etc. • ELP's Training with resources 	Campus Principals Assistant Principals Teachers Instructional Facilitators Parents Executive Director Curriculum Directors	Title A, Part C Title I, Title II State Compensatory Title III Budget: \$14,000 each program	STAAR/EOC Results Local Assessment Results Progress Reports TELPAS Report In-Service Rosters/Agendas PBMAS Report Walk Through(s)
August 2017 To May 2018	3. Provide resources and support including technology to establish effective intervention programs for all ELL students based on the needs assessments. Provide computer programs to enhance the LEP student learning (including consultants). <ul style="list-style-type: none"> • Success Maker • Brian Pop etc. • Moby Max 	Teachers Campus Principals Assistant Principals Instructional Technology Director	Title III Consultants Budget: \$25,000	Campus Master Schedule TELPAS Report LEP Student Plans PBMAS Report Walk Through(s)
July 2017 To July 2018	4. Recruit highly qualified Bilingual/ESL teachers to best meet the needs of the Bilingual/ESL population. <ul style="list-style-type: none"> • Encourage those that are not certified to get certified. District will pay for passed exam. 	Personnel Director Campus Principals Assistant Principals	District/Campus Budget Title II, Part A \$25,000	Personnel Files Personnel Roster

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	Bilingual / ESL
Indicator:	Curriculum (continued)
Objective:	To improve the level of student performance as noted:

May 2017

May 2018

Will Be Replaced by 2017 scores.		
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Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	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"> • BE/ESL Information • LPAC Process • Programs/services available for ELL students • Notify parents if LEA fails to meet Annual Measurable Achievement Objectives (if report is provided from TEA) – if applicable • 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) • Outreach to parents of LEP 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) 	Campus Principals Assistant Principals Teachers Instructional Facilitators BE/ESL Director Title III Director	Title II State Bilingual \$20,000	Sign – In Rosters Agendas Handouts

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	Bilingual / ESL
Indicator:	Curriculum (continued)
Objective:	To improve the level of student performance as noted:

May 2017

May 2018

Will Be Replaced by 2017 scores.		
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Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	6. Use students' primary language as a foundation to reinforce skills while transitioning into the English language. <ul style="list-style-type: none"> • Monitor 	Campus Principals Assistant Principals Teachers Counselors	Title III State Bilingual	Walk-throughs TELPAS Report STAAR/EOC Results PBMAS Report Lesson Plans
August 2017 To May 2018	7. Provide vertical and horizontal planning to help ELL students' transition from one grade level to the next as well as from one campus to another. <ul style="list-style-type: none"> • Review timelines • Disaggregate data • Correlate content and context. • Depth of Knowledge • Curriculum Alignment 	Campus Principals Assistant Principals Teachers Executive Director Curriculum Directors Counselors Instructional Facilitators	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
2017-2018

Student Population:	Gifted & Talented
Indicator:	Curriculum
Objective:	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.

May 2017

May 2018

Will Be Replaced by 2017 scores.		
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Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	1. 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"> • Utilize Program Surveys for students, parents, administration and teachers for program improvement • Use Texas Performance Standards Project (TPSP) • Training staff to differentiate instruction for G.T. Students. <ul style="list-style-type: none"> A. Build highly effective teachers to teach G.T. students by clarifying what students must learn, address the 4 questions: <ol style="list-style-type: none"> 1. What is it we want our students to learn? 2. How will we know if our students are learning? 3. How will we respond when our students do not learn? 4. How will we enrich and extend the learning for higher achievers? B. Develop a system when students do not learn and implement it. 	Campus Principals Assistant Principals G/T Teachers G/T Coordinators Counselors G. T. Campus Committee Instructional Facilitators	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 TELPAS Results
August 2017 To May 2018	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. (30 hours training and 6 hour sessions annually thereafter)	Campus Principals Assistant Principals Instructional Facilitators G. T. Coordinators 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

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	Gifted & Talented
Indicator:	Curriculum (continued)
Objective:	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.

May 2017

May 2018

Will Be Replaced by 2017 scores.		
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Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	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 2017 To May 2018	4. Provide support to properly monitor the instructional program through effective assessment and data analysis including reports on special populations. 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

Career & Technical Ed.



ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017 - 2018

Student Population:	Career and Technical Education
Indicator:	Academic Excellence
Objective:	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.

Timeline	Strategy	Staff	Resources	Evaluation
June 2017 To May 2018	1. Enhance foundation skills by providing rigorous career and technical education programs.	Campus Principals/Associates CTE Director Counselors CTE Teachers	Federal Perkins Grant Federal \$33,000 State/Local Grant \$53,000	TEA CTE Self Evaluation
June 2017 To May 2018	2. Recruit and retain a high percentage of appropriately certified and highly qualified personnel.	Campus Principals Personnel Director CTE Director	Title II, Part A \$80,000	Summary Staffing Reports
June 2017 To May 2018	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 \$11,000 State/Local Grant \$6,000	Program Evaluation Reports
June 2017 To May 2018	4. Train CTE staff on correlation between data analysis/planning and effective instructional practices to include methodology, pedagogy and knowledge content.	Campus Principals CTE Department CTE Director Region I Consultants	Federal Perkins Grant State Career & Technology Grant Title II, Part A \$15,000	Expenditure Report Student Portfolios
June 2017 To May 2018 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

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017 - 2018

Student Population:	Career and Technical Education
Indicator:	Academic Excellence
Objective:	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.

Timeline	Strategy	Staff	Resources	Evaluation
June 2017 To May 2018	6. Review/Update Career and Technical Education Student Handbook.	Campus Principals/Associates CTE Director CTE Teachers Counselors	Federal Perkins Grant Federal \$33,000 State/Local Grant \$53,000	TEA CTE Self Evaluation
June 2017 To May 2018	7. Create a Career and Technical Education Policy and Procedure Manual.	Campus Principals Personnel Director CTE Director	Title II, Part A \$80,000	Summary Staffing Reports
June 2017 To May 2018	8. Ensure that at-risk students in the 7 th grade and all 8 th grade students have a Personal Graduation Plan in the PRC.	Campus Principals CTE Department CTE Director Region One Consultants	Federal Perkins Grant Federal \$11,000 State/Local Grant \$6,000	Program Evaluation Reports
June 2017 To May 2018	9. Meet with the Career and Technical Education Advisory Committee at least once per semester.	Campus Principals CTE Department CTE Director Region I Consultants	Federal Perkins Grant State Career & Technology Grant Title II, Part A \$17,000	Expenditure Report Student Portfolios
June 2017 To May 2018 On Six Weeks Basis	10. Include all industry-based certificates in their Personal (PRC)	Campus Principals CTE Department CTE Director Consulting Services	-0-	Program Evaluation Reports Needs Assessment Data Formative/Summative Assessment Results
June 2017 To May 2018	11. Coordinate CTE program with Middle School and High School Counselors.			

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population: Career and Technical Education				
Indicator: Curriculum				
Objective: 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.				
Timeline	Strategy	Staff	Resources	Evaluation
June 2017 To May 2018	1. Provide a curriculum that facilitates opportunities for all students to participate in career and technical education. (PK – 5 th) Awareness (6 th – 8 th) Exploration (9 th – 12 th) Preparation	Campus Principals/Associates Campus Counselors CTE Director CTE Teachers Department of Student Improvement Pitsco Lab Proctors	Federal Perkins Grant Federal \$33,000 State/Local Grant \$53,000	TEA CTE Self Evaluation Formative Assessments STAAR/EOC Results
June 2017 To May 2018	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 \$23,000 Federal \$27,000 State/Local	TEA-CTE Program Evaluation Report STAAR/EOC Results
June 2017 To May 2018	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

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population: Career and Technical Education				
Indicator: Curriculum				
Objective: 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.				
Timeline	Strategy	Staff	Resources	Evaluation
June 2017 To May 2018	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
June 2017 To May 2018	5. Monitor CTE effectiveness through walk-throughs and student data analysis.	Campus Principals/Associates Campus Facilitators Campus Counselors CTE Director	DMAC	CTE Evaluation Report Formative Assessments T-TESS DMAC
June 2017 To May 2018	6. Ensure that all students complete an inventory on career interest			

Character Education



ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

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

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To June 2018	1. Maintain and reinforce the campus and district character education program to include the following criteria: <ul style="list-style-type: none"> • Emphasize positive character traits. • Implement integrated teaching strategies that are age-appropriate. 	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 2017 To June 2018	2. Continue emphasizing anti- bullying Activities.	Campus Administration Teachers Counselors	Title I, Part A	
August 2017 To May 2018	3. Continue presenting character traits at regularly scheduled school board meetings.	Campus Administration Teachers Counselors	-0-	Disciplinary Referral Records Attendance Reports STAAR/EOC Results
August 2017 To May 2018	4. Emphasize character education.	Campus Administration Teachers Counselors	Title I, Part A	Disciplinary Records Attendance Reports

Parental Engagement



ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	All Students
Indicator:	Parental Engagement
Objective:	To improve parent engagement through partnership between home, school, and community.

Timeline	Strategy	Staff	Resources	Evaluation
September 2017	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 Involvement Committee Campus Principals Parent Liaisons PAC	Title I, Part A Title III	Agendas Sign-in Rosters Expenditure Reports
August 2017 To May 2018	2. District/campuses will coordinate planning, funding, and implementation of services/activities to support the parent engagement program.	Campus Parental Involvement Committee Campus Principals Staff	-0-	Agendas Sign-in Roster Surveys

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	All Students
Indicator:	Parental Engagement (continued)
Objective:	To improve parent engagement through partnership between home, school, and community.

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	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"> • ESSA Guidelines • Empowering parents • ESL/ Literacy classes • Parenting Skills • Nutrition • Use of the child’s report card through the District’s Parents Connect • Financial Advisor • Parent Compact • Homework 	Campus Parental Involvement Committee Campus Principals Region I Consultants PAC	Title I, Part A Title II, Part A	Agendas Sign-in Roster
August 2017 To May 2018	4. Provide staff development to all parents on: <ul style="list-style-type: none"> • Title I • Bilingual Education • School Policies • STAAR/EOC • TAPR • PBMAS • Parent Engagement Program 	Campus Parental Involvement Committee Campus Principals Region I Consultants PAC	Title I, Part A Title II, Part A	Agendas Sign-in Roster

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	All Students
Indicator:	Parental Engagement (continued)
Objective:	To improve parent engagement through partnership between home, school, and community.

Timeline	Strategy	Staff	Resources	Evaluation
October 2017	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"> • Room Parent Leaders • Parent Letters • Billboards • Invitations • Postcards • 956-Insider 	Federal Program Director Campus Principals Campus Parental Involvement Committee	Title I, Part A Title I, Part C Title III	Agendas Sign-in Rosters
August 2017	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"> • Parent Tutors Title III • Migrant Parent Tutors • Assistant Principals • Counselor • Lead Parent 	Campus Principals Campus Parental Involvement Committee	Title I, Part A Title I, Part C Title III	Agendas Sign-in Rosters
August 2017	7. Provide training for teachers, staff, and administrators on the various parent engagement components including strategies to monitor parental involvement activities in the respective campuses.	Campus Principals Campus Parental Involvement Committee	Title II, Part A \$2,500	Sign-in Rosters Agendas

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	All Students
Indicator:	Parental Engagement (continued)
Objective:	To improve parent engagement through partnership between home, school, and community.

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	8. Encourage parents to become actively involved in their child’s education at school by providing activities such as: <ul style="list-style-type: none"> • Open House • Meet the Teacher, Meet the Parent Night • Parents’ Meetings • Grandparents Day • Holiday Celebrations • Book Fairs • Title I Parent Conference • Read Across America • Awards Assemblies • Festivals • Information Meeting • Home Project • Career Day • Presentation • Mother’s Day Program • Field Trips • Make & Take Sessions • Cultural Celebrations • Homework Assistance • At Home Activities or • Strategies 	Campus Principals Teachers	-0-	Sign-in Rosters Agendas
August 2017 To May 2018	9. Inclusion of Parents in the Developments and review of Parent Engagement Policies and their effectiveness (Title I, Part A)	Campus Principals	-0-	Sign-in Rosters Agendas
August 2017 To May 2018	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 parental engagement school plan.	Campus Principals Staff Parents	Parent Engagement Policy	
August 2017 To May 2018	11. Inclusion of Parents in the development of School-Parents Compacts (Title I, Part A)	Campus Principals Teachers	-0-	Sign-in Rosters Agendas
August 2017 -May2018	12. Recognize parents volunteers at a board meeting.	Board Members Principals		

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	All Students
Indicator:	Parental Engagement (continued)
Objective:	To improve parent engagement through partnership between home, school, and community.

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	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
August 2017 To May 2018	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 2017 To May 2018	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

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

Student Population:	All Students
Indicator:	Parental Engagement (continued)
Objective:	To improve parent engagement through partnership between home, school, and community.

Timeline	Strategy	Staff	Resources	Evaluation
July 2017	16. The district will update the written Parent 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
July 2017	17. Develop a Parent Engagement Plan	Federal Program Director Campus Principals	Parent Engagement Plan	Parent Meeting Agendas Sign-in Rosters
July 2017	18. Each Title I, Part A campus convenes 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
July 2017	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 2017 To May 2018	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"> • Title I Meetings • Title I Handout 	Federal Program Director Campus Principals	Letters GTN Announcements Newspaper Newsletter 956-Insider	Sign in Roster Letters Announcement Newsletter

Support Structure



ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

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

Timeline	Strategy	Staff	Resources	Evaluation
June 2017 To June 2018	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 2017 To June 2018	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 2017 To June 2018	3. Develop a recognition program to honor teachers for the years of service to the district.	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 2017 To June 2018	4. Supplement the teacher mentor program through a support team including educational facilitators to guide novice teachers.	Superintendent/Deputy DEIC Personnel Director Principals Campus Facilitators	Federal, State, & Local Funding \$1,230,000 Title II, Part A	District records will reflect these efforts.

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

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

Timeline	Strategy	Staff	Resources	Evaluation
June 2017 To June 2018	5. Continue to provide service through Staff Development for teachers who have not completed their TEXES certification in order for them to be high qualified. (HQ)	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 2017 To June 2018	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 2017 To June 2018	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.

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

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

Timeline	Strategy	Staff	Resources	Evaluation
May 2018	8. Maintain competitive salary, fringe benefits, and incentives to recruit and retain highly qualified staff.	Superintendent Business Manager Personnel Director Deputy	Title II, Part A \$45,000	Increase the number of highly qualified teachers Increase student performance
February, 2017 To June 2018	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 2017 To July 2018	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 2017 To July 2018	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

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

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

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To July 2018	12. Pay stipends for all Special Education teachers	Personnel Director Special Education Director	Special Education \$29,000	Increase Special Education teacher recruitment Increase Special Education student success
September 2017 To August 2018	13. Provide a \$2,000 stipend to teachers that have a Master’s degree. Provide \$2,500 stipend to teachers that have a Master’s degree in teaching content area.	Superintendent/Deputy Personnel Director Federal Programs Director	Title II, Part A \$220,000	Increase the number of highly qualified teachers
September 2017 To August 2018	14. Provided cyclical payment for teachers who have a multiple of 5 consecutive years of professional teaching experience with Roma ISD (Every 5 th year = \$1,000)	Superintendent/Deputy Personnel Director Federal Programs Director	Title II, Part A \$80,000	Increase teacher retention rate.

ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement
Plan Performance
Objectives 2017-2018

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

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To July 2018	14. Continue strategies to improve novice teacher mentor program to include the following: <ul style="list-style-type: none"> • New teacher orientation sessions: <ul style="list-style-type: none"> ○ PDAS ○ Child Abuse ○ District Program ○ Sexual Harassment ○ Safety Overview ○ Mentor Teacher Training (12 hrs.) • TxBESS Training 	Superintendent/Deputy Personnel Director At Risk Manager ESC Staff	Title II, Part A -0-	Increase teacher retention rate.
August 2017 To May 2018	16. All campuses will develop a professional development plan based on needs assessment data and teacher input. District and campus personnel will attend trainings to further improve their knowledge based in their fields of expertise.	Campus Administrators Curriculum Director	Title II, Part A -0-	Increase student improvement
August 2017 To May 2018		Campus Administrators Curriculum Director	Title II, Part A \$5,000	Increase the number of highly qualified teachers.

D.E.I.C



ROMA INDEPENDENT SCHOOL DISTRICT

**District Improvement
Plan Performance
Objectives 2017-2018**

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

Timeline	Strategy	Staff	Resources	Evaluation
August 2017 To May 2018	1. All DEIC member lists, committee members, minutes, meeting agendas and schedules will be posted on district website. DEIC meetings will also be included on the District Calendar of Events.	DEIC Coordinator Campus Principals	-0-	Meeting Agendas Sign-In Rosters Websites Member Lists
August 2017 To May 2018	2. Committee Chairpersons provide DEIC committee members relevant information, guidelines, and other pertinent information specific to each indicator for each respective program committee.	DEIC Coordinator Region One ESC	-0-	Meeting Agendas Sign-in Rosters
August 2017 To May 2018	3. Revise and update comprehensive needs assessment survey, (CNA), as needed.	Department of Student Improvement Campus Principals	-0-	Survey Results and Disaggregated Data
February 2018	4. Evaluate effectiveness of DEIC using the CNA.	Department of Student Improvement Campus Principals	-0-	Survey Results and Disaggregated Data
August 2017 To May 2018	5. Collaboration with campus SBDM by: <ul style="list-style-type: none"> • attending campus meetings • retention of records • list of committee members, agendas, minutes, and meeting schedules. 	DEIC Coordinator Campus Principals	-0-	Training for SBDM <ul style="list-style-type: none"> • Region One

SUPPORT SERVICES

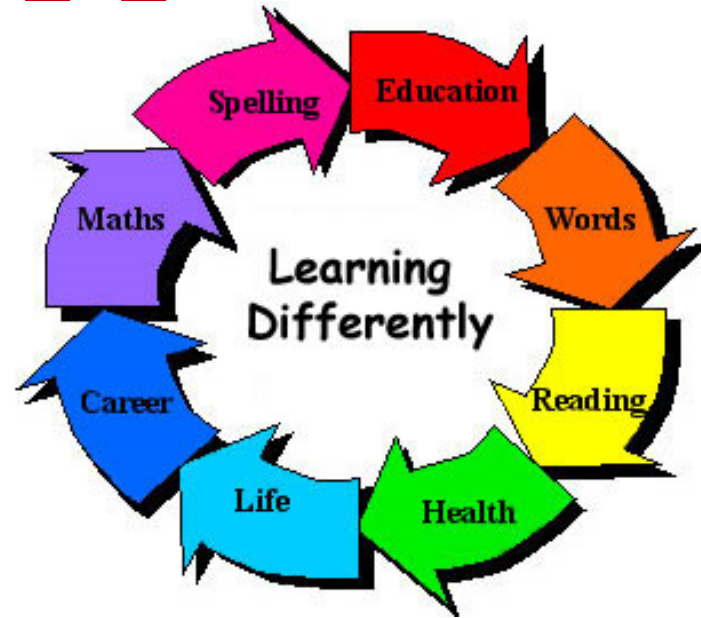


ROMA INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
Performance Objectives
2017-2018

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

Timeline	Strategy	Staff	Resources	Evaluation
August, 2017 To May, 2018	1. Identify and address the needs of the Dyslexia/504 populations. <ul style="list-style-type: none"> Review of Dyslexia/504 process to all staff on a yearly basis. 	504 Director 504 Campus Coordinators Campus Administrators Dyslexia Teachers Teachers	Regular	Referral Agendas Handouts Sign in Rosters
August, 2017 To May, 2018	2. Provide a yearly professional development program to improve the identification of Dyslexia/504 students. Areas of Focus: <ol style="list-style-type: none"> Characteristics of Dyslexia Remediation Programs Accommodations in the Regular Classroom. 	504 Director 504 Campus Coordinators Campus Administrators Dyslexia Teachers Teachers	Regular	Sign in Rosters Agenda Handouts
August, 2017 To May, 2018	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, 2017 To May, 2018	4. Continue to implement a transition program for transfer of student data files between campuses.	504 Director 504 Campus Coordinators	Regular	Section 504 Folder Transfer Checklist Form (campus to campus)

Appendix A



Special Education Monitoring System Continuous Improvement Plan

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
	Region 1	214903	Roma ISD	00000000	0

Needs Assessment Summary and Improvement Plan

Definition / Purpose: After your data analysis yields a summary of findings that results in a set of problem statements, the next step is to engage in the needs assessment process to identify root causes. The 5 steps of the root causes assessment include:

Step 1: Clarify and prioritize problem statements
 Step 2: Establish the purpose of assessing root causes and establish the team
 Step 3: Gather data
 Step 4: Review data analysis
 Step 5: Root cause analysis

The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.

Problem Statements (PS): <i>Problem statements are carried over from Section VI of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.</i>	PS 1:	Special populations need more supports in place to help them be more successful in the areas of academic performance and state assessment participation and to motivate them to stay in school and graduate.	is occurring because of Root Cause #1	Root Cause 1:	Not all staff members have the skills needed to support special populations in learning.
	PS 2:		is occurring because of Root Cause #2	Root Cause 2:	<Enter text>
	PS 3:		is occurring because of Root Cause #3	Root Cause 3:	<Enter text>
	PS 4:		is occurring because of Root Cause #4	Root Cause 4:	<Enter text>
	PS 5:		is occurring because of Root Cause #5	Root Cause 5:	<Enter text>
	PS 6:		is occurring because of Root Cause #6	Root Cause 6:	<Enter text>
	PS 7:		is occurring because of Root Cause #7	Root Cause 7:	<Enter text>
	PS 8:		is occurring because of Root Cause #8	Root Cause 8:	<Enter text>
	PS 9:		is occurring because of Root Cause #9	Root Cause 9:	<Enter text>
	PS 10:		is occurring because of Root Cause #10	Root Cause 10:	<Enter text>

Identified and Prioritized Root Causes:

It is important to prioritize your root causes so that your improvement plan is targeted and focused. Although a TEC §11 campus/district improvement plan is critical to overall success, the TEC §39 targeted improvement plan is intended to address the specific reasons for low performance in the state accountability, PBM, or RF system.

If the district or campus would like to identify more than 10 root causes, contact the support specialist assigned to the review.

***** Important Notice! Improvement Required (IR) districts/campuses must complete the following attestation statement to fulfill TEC §39.106 requirements.*****

Attestation Statement: By checking the box, I attest that an on-site needs assessment has been conducted according to TEC §39.106 (b) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request.

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 1	214903	Roma ISD	00000000	0

Needs Assessment Summary and Improvement Plan

Problem Statement 1:	Special populations need more supports in place to help them be more successful in the areas of academic performance and state assessment participation and to motivate them to stay in school and graduate.	Annual Goal:	Increase STAAR 3-8 and EOC performance in all areas for special populations: LEP; SPED; Migrant and decrease drop-out rate.
Root Cause 1:	Not all staff members have the skills needed to support special populations in learning.	Strategy:	Professional Staff Development
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		
Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	Professional Staff Development will offer staff members training to empower them with the knowledge and skills needed to better support special populations in learning.

Interventions by Quarter

Q1 (Aug, Sept, Oct) <i>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</i>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:	Training sessions will be made available to empower staff with the knowledge and skills needed to better support special populations during instruction.	Q2 Goal:	Training sessions to empower them with the knowledge and skills needed to better support special populations in learning will be made available.	Q3 Goal:	Training sessions to empower them with the knowledge and skills needed to better support special populations in learning will be made available.	Q4 Goal:	A comprehensive review of goals and activities will focus on student performance and participation results to measure the impact of interventions.
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	Professional Development Sessions presented campus and district-wide at the beginning of the 2016-17 school year (In-service Week)	1)	Professional Development: Middle of the Year LPAC Training	1)	Professional Development District and Campus Accommodations Training for the Student Assessment Program	1)	District team PLC will review all interventions, measure student progress, and plan for next year based on the disaggregation of student data (local and state-wide assessments)
2)	Professional Development: Scaffolding Instruction for Special Populations and Sheltered Instruction	2)	Professional Development -- ELPS Training	2)	Professional Development Mrs. Diana Saenz Region One ESC — Testing Accommodations Across the Curriculum/Grades for Special Populations.	2)	
3)	Professional Development: Beginning of the Year LPAC Training	3)	Professional Development (Video Conference) District and Campus Accommodations Training for the Student Assessment Program	3)	Professional Development: End of the Year LPAC Training	3)	
4)	Professional Development Department of Student Improvement Session: Instruction	4)	Professional Development Department of Student Improvement Session: Instruction	4)	Professional Development DEIC-DIP PLC Sessions	4)	

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
	Region 1	214903	Roma ISD	00000000	0

Needs Assessment Summary and Improvement Plan

What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)	Sign-in Rosters	1)	Sign-in Rosters	1)	Sign-in Rosters	1)	Sign-in Rosters
2)	Benchmark Data	2)	Benchmark Data	2)	Benchmark Data	2)	Benchmark Data
3)		3)		3)		3)	STAAR Assessment Data
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report <i>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</i>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Yes	Did you meet this quarter's goal?	Yes	Did you meet this quarter's goal?	Yes	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Sign in Rosters, Benchmark Data, LEP Plans, IEPs, and Graduation Plans	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Evidence collected to substantiate that the training is being passed on to other staff members via training sessions and PLC meetings; Evidence collected to substantiate that students are being more successful in their academic performance; Evidence to substantiate that students are staying in school and on target with their graduation plan.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Evidence collected to substantiate that the training is being passed on to other staff members via training sessions and PLC meetings; Evidence collected to substantiate that students are being more successful in their academic performance; Evidence to substantiate that students are staying in school and on target with their graduation plan.	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?	Right on Target	Are you on track to meet the annual goal?	Right on Target	Are you on track to meet the annual goal?	Right on Target	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?</p>	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2017-2018 school year.	<Enter text>					

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	Education Service Center (ESC) Number:	District Number:	District Name:	Campus Number:	Campus Name:
	Region 1	214903	Roma ISD	00000000	0

Needs Assessment Summary and Improvement Plan

Problem Statement 2:		Annual Goal:	<input type="text" value="<Enter text>"/>
Root Cause 2:		Strategy:	<input type="text" value="<Enter text>"/>
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		
Critical Success Factors (CSFs) ESEA Turnaround Principles (TPs) Major Systems	<input type="checkbox"/> CSF 1-Improve Academic Performance / ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers	How will addressing this root cause impact the index/indicator/CSF?	<input type="text" value="<Enter text>"/>

Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:	Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	