

**Roma Independent School District  
Instructional and Guidance Center  
2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

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

## Vision

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

## Value Statement

### Roma Instructional and Guidance Center Vision Statement

United with immense passion for students' success and self-discipline, we undertake multiple roles to ensure students are academically, socially, and behaviorally successful students and members of our community.

### Roma Instructional and Guidance Center Mission Statement

Our mission at Roma ISD's Instructional and Guidance Center is to develop students' understanding of life's challenges whether academic, social, or behavioral. We challenge students with a rigorous delivery of academic content, establish high expectations, and enable them to learn from their mistakes and focus on the future. With sound leadership and unequivocal passion for students' success, we strive for students' achievement of self-discipline, becoming successful and productive citizens, and ultimately lifelong learners in this diverse and changing world.

# Table of Contents

- Comprehensive Needs Assessment 4
- Demographics 4
- Student Learning 7
- School Processes & Programs 8
- Perceptions 9
- Priority Problem Statements 10
- Comprehensive Needs Assessment Data Documentation 11
- Goals 13
- Goal 1: SAFETY & WELLNESS Roma ISD will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety and wellness for all students and staff. 14
- Goal 2: STUDENT LEARNING Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success. 16
- Goal 3: EMPOWERING TEACHERS AND ADMINISTRATORS Roma ISD will equip and empower campus leadership, faculty, and staff to consistently incorporate research-based best practices in curricula, resulting in future-ready students. 20
- Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT Roma ISD will engage all stakeholders in developing positive, collaborative relationships and community partnerships. 21
- Goal 5: EFFECTIVE USE OF DISTRICT RESOURCES Roma ISD will effectively and efficiently manage district resources and operations to maximize opportunities for all students and staff. 24
- Addendums 25

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Roma Instructional and Guidance Center is the DAEP campus for Roma ISD. Our campus consists of a mixture of Middle and High School student populations. The diverse range of student population varies from year to year depending on the disciplinary scenarios from the home campuses. Our school shares a common ground with the Middle and High Schools on the student population due to the unique limited-term placement for individual students. Student accountability derives from the main campuses, but at Roma Instructional and Guidance Center, the faculty and staff are committed to applying the same rigor and curriculum as the home campuses to bridge the transition gap from placement terms for students.

The process of students enrolled from the main campuses to the Instructional and Guidance Center is marked by the transfer of student documentation built on relationship and communication from administrations. Though student enrolled at I&G varies, the constant dedication for student achievement and success is always visible from faculty and staff. One of the main concepts that stands out and is embedded in students is "Learn from your mistakes and move on". This ideology enables students to focus on their current situation and encompass the goal that they can be successful.

Roma Instructional and Guidance Center has a highly qualified teaching staff that can address the needs and meet state requirements for Middle and High School students. Seventy-five percent of our students are English Learners. Our teaching staff is 100% Hispanic and 100% Bilingual which translates into an effective tool when guiding students in their studies. The teaching staff consists of one Math, one ELA, one Social Studies, one Computer Applications, and one Special Education teacher. Currently, we have a long-term substitute in place for the Science teacher. As part of the support staff, we have one truancy officer, one front desk clerk, one custodian, and one paraprofessional. The administration consists of a Principal and Counselor that engage in multiple roles throughout the course of the year.

Texas Education Agency Report Card 2019-2020 Instructional & Guidance Center

<b>Enrollment by Student Group</b>	<b>Economically Disadvantaged</b>	<b>Special Education</b>	<b>English Learners</b>
Instructional and Guidance Center	72.40%	13.80%	75.90%

<b>Student Mobility Rate</b>	<b>100%</b>
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<b>Total Students Enrolled(2019-2020)</b>	<b>146</b>
Male	112
Female	34

### Texas Education Agency Report Card 2018-2019 Instructional & Guidance Center

<b>Enrollment by Student Group</b>	<b>Economically Disadvantaged</b>	<b>Special Education</b>	<b>English Learners</b>
Instructional and Guidance Center	95.80%	12.50%	75.00%

<b>Student Mobility Rate</b>	<b>100%</b>
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<b>Total Students Enrolled</b>	<b>158</b>
Male	125
Female	33

**Demographics Strengths**

1. The teaching faculty, which consists of five core subject area teachers plus one Special Education teacher and one technology/CTE teacher, experience is a comprised average of 14.3 years experience. The campus teaching staff certifications are diverse and encompass a combination of Middle and High School content areas.
2. The Principal has administrative experience of 15 years with a combination of Middle School, High School, and DAEP experience. The principal also holds a Counselor certificate.
3. The campus personnel are trained in Crisis Prevention yearly. Due to Covid Pandemic, classes were virtual and training was not acquired for 2020.
4. All but one staff member are CPR certified.
5. Three out of the six teachers hold Master's Degrees.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Because our campus has 75.90% of student enrollment as English Learners, assessment scores for this population are lower. **Root Cause:** TAPR report for STAAR performance on ELA/Reading all levels is 74% Region, 72% District, and 69% EL. So raising test scores can lower the amount of students that transfer into DAEP as it will motivate students to stay in their home campus.

**Problem Statement 2 (Prioritized):** Because our campus has 13.80% of student enrollments as Special Education, assessment scores for this population are lower. **Root Cause:** Students are having difficulties in state assessments.( 45% vs 79%)

**Problem Statement 3 (Prioritized):** Data shows that 50% of student enrollments are 60 Day Term Placements. **Root Cause:** Type of offenses that student's commit in main campuses.

**Problem Statement 4 (Prioritized):** Because our campus is in the middle of a neighborhood, it is susceptible to dangers such as, but not limited to: infectious disease, fires, vandalism, break ins, etc. **Root Cause:** Current Covid Pandemic and location of campus with regard to border and city limits.

**Problem Statement 5:** Data shows that 79% of student enrollments are from Roma High School. **Root Cause:** Older students are more prone severe disciplinary issues.

**Problem Statement 6:** Data shows that 77% of student enrollments are male. **Root Cause:** Students at this age group are undergoing physiological changes that may behavioral issues in school.

**Problem Statement 7:** 100% of students are At Risk. **Root Cause:** Students enrolled at DAEP will be labeled At Risk.

**Problem Statement 8:** Data shows that 27% of student enrollments (High School) were due to UI/PI (Under the Influence/Public intoxication). **Root Cause:** The up rise in the use of vape in the community.

**Problem Statement 9:** Data shows that 23% of student enrollments were due to Assaults. **Root Cause:** Because of students mental state, environment, and stress related factors, they release anger in physical form.

**Problem Statement 10:** Because our campus enrollments are labeled At Risk throughout the school year, there is a need for guidance and intervention services throughout the school year. **Root Cause:** Students are sometimes repeat offenders adding higher risk to their academic performances so having counseling and guidance services will help get students back on their educational track.

# Student Learning

## Student Learning Summary

Our students experience academic success.

## Student Learning Strengths

On our campus we utilize a lot of One to One instruction which creates academic success.

Daily communication amongst the teacher about students. (Horizontal alignment)

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Because our campus has 75.90% of student enrollment as English Learners, assessment scores for this population are lower. **Root Cause:** TAPR report for STAAR performance on ELA/Reading all levels is 74% Region, 72% District, and 69% EL. So raising test scores can lower the amount of students that transfer into DAEP as it will motivate students to stay in their home campus.

**Problem Statement 2 (Prioritized):** Because our campus has 13.80% of student enrollments as Special Education, assessment scores for this population are lower. **Root Cause:** Students are having difficulties in state assessments.( 45% vs 79%)

# School Processes & Programs

## School Processes & Programs Summary

Our campus focuses on aligned curriculum with main campuses which enable students to have fluid transition from DAEP to home campuses as their terms are completed.

## School Processes & Programs Strengths

The process of student term placement and completions create student understanding of mistakes done in the past which allow students to learn and build on character traits to efforts to achieve student success.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Because our campus has 75.90% of student enrollment as English Learners, assessment scores for this population are lower. **Root Cause:** TAPR report for STAAR performance on ELA/Reading all levels is 74% Region, 72% District, and 69% EL. So raising test scores can lower the amount of students that transfer into DAEP as it will motivate students to stay in their home campus.

**Problem Statement 2 (Prioritized):** Because our campus has 13.80% of student enrollments as Special Education, assessment scores for this population are lower. **Root Cause:** Students are having difficulties in state assessments.( 45% vs 79%)

**Problem Statement 3 (Prioritized):** Data shows that 50% of student enrollments are 60 Day Term Placements. **Root Cause:** Type of offenses that student's commit in main campuses.

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**Problem Statement 7:** Data shows that 23% of student enrollments were due to Assaults. **Root Cause:** Because of students mental state, environment, and stress related factors, they release anger in physical form.

**Problem Statement 8:** Because our campus enrollments are labeled At Risk throughout the school year, there is a need for guidance and intervention services throughout the school year. **Root Cause:** Students are sometimes repeat offenders adding higher risk to their academic performances so having counseling and guidance services will help get students back on their educational track.

# Perceptions

## Perceptions Summary

At Roma Instructional and Guidance Center we strive to develop student's understanding of life's challenges. It is imperative that we challenge students with rigorous delivery of academic content, high expectations, and guide them through the process of understanding their mistakes and focus on the future. We value student efforts in relation to academics, attendance and behaviors and offer an incentive program that motivates students to achieve set goals at a campus level. We strive for student achievement of self-discipline, becoming successful and productive citizens, and ultimately lifelong learners in this diverse and changing world. Roma Instructional and Guidance Center ensures a safe and healthy environment for all students and staff by meeting proper emergency, safety and health guidelines.

## Perceptions Strengths

Discipline, Instruction and Guidance.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Data shows that 77% of student enrollments are male. **Root Cause:** Students at this age group are undergoing physiological changes that may behavioral issues in school.

**Problem Statement 2 (Prioritized):** Data shows that 50% of student enrollments are 60 Day Term Placements. **Root Cause:** Type of offenses that student's commit in main campuses.

**Problem Statement 3:** Data shows that 79% of student enrollments are from Roma High School. **Root Cause:** Older students are more prone severe disciplinary issues.

**Problem Statement 4:** Because our campus enrollments are labeled At Risk throughout the school year, there is a need for guidance and intervention services throughout the school year. **Root Cause:** Students are sometimes repeat offenders adding higher risk to their academic performances so having counseling and guidance services will help get students back on their educational track.

# Priority Problem Statements

**Problem Statement 1:** Because our campus has 75.90% of student enrollment as English Learners, assessment scores for this population are lower.

**Root Cause 1:** TAPR report for STAAR performance on ELA/Reading all levels is 74% Region, 72% District, and 69% EL. So raising test scores can lower the amount of students that transfer into DAEP as it will motivate students to stay in their home campus.

**Problem Statement 1 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 2:** Because our campus has 13.80% of student enrollments as Special Education, assessment scores for this population are lower.

**Root Cause 2:** Students are having difficulties in state assessments.( 45% vs 79%)

**Problem Statement 2 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 3:** Data shows that 50% of student enrollments are 60 Day Term Placements.

**Root Cause 3:** Type of offenses that student's commit in main campuses.

**Problem Statement 3 Areas:** Demographics - School Processes & Programs - Perceptions

**Problem Statement 4:** Because our campus is in the middle of a neighborhood, it is susceptible to dangers such as, but not limited to: infectious disease, fires, vandalism, break ins, etc.

**Root Cause 4:** Current Covid Pandemic and location of campus with regard to border and city limits.

**Problem Statement 4 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

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

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

Revised/Approved: May 5, 2021

## Goal 1: SAFETY & WELLNESS

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

**Performance Objective 1:** All students will improve performance in the classroom by May 2022 as a result of a safe learning environment.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide staff development on: School Law, Sexual Harassment, Campus Emergency Procedures (FEMA, SRP, School Safety Conference), Special Needs Students, child abuse (Darkness to Light online workshop), and drug/alcohol/tobacco use, awareness and prevention (Drug Impairment Training for Education Professionals DITEP).</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 3 - School Processes &amp; Programs 3 - Perceptions 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Update and maintain an Emergency Operations Committee to consider issues concerning the safety for the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Overall safety of student and staff on campus.</p> <p><b>Staff Responsible for Monitoring:</b> EOP Director, Emergency Operations Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Post Student Handbook, District Code of Conduct, Emergency Operations Procedures (EOP), Campus Improvement Plan (CIP), and Standard Response Protocol (SRP) information on school website.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce discipline cases and provide a safe learning environment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Technology Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Bring in speakers and do SRP refreshers in technology class to help motivate and prepare students. <b>Strategy's Expected Result/Impact:</b> Improve student discipline and motivation. <b>Staff Responsible for Monitoring:</b> Counselor, Technology Teacher <b>Title I Schoolwide Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 4	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Conduct Safety Drills to prepare for real emergencies. <b>Strategy's Expected Result/Impact:</b> Students will be ready to respond appropriately to a variety of emergency issues on campus. <b>Staff Responsible for Monitoring:</b> Emergency Operations Committee <b>Title I Schoolwide Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 4	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Create a Crisis Prevention Team (CPI Certified) to deal with cases involving suicide and violence. Also, students will receive group counseling and individual counseling throughout the year to target the issues. <b>Strategy's Expected Result/Impact:</b> Reduce violence/suicide cases and provide a safe learning environment. <b>Staff Responsible for Monitoring:</b> Crisis Team, LPC, LSSP <b>Title I Schoolwide Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 3, 4 - School Processes & Programs 3 - Perceptions 2	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Administrators and teachers at different parts of the building are equipped with two way radios to communicate in emergency situations and ensure the safety of students and staff. <b>Strategy's Expected Result/Impact:</b> Improve efficiency of safety procedures and campus security. <b>Staff Responsible for Monitoring:</b> Principal, Counselor, and Emergency Operations Committee <b>Title I Schoolwide Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 4	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 3:</b> Data shows that 50% of student enrollments are 60 Day Term Placements. <b>Root Cause:</b> Type of offenses that student's commit in main campuses.
<b>Problem Statement 4:</b> Because our campus is in the middle of a neighborhood, it is susceptible to dangers such as, but not limited to: infectious disease, fires, vandalism, break ins, etc. <b>Root Cause:</b> Current Covid Pandemic and location of campus with regard to border and city limits.

**School Processes & Programs**

**Problem Statement 3:** Data shows that 50% of student enrollments are 60 Day Term Placements. **Root Cause:** Type of offenses that student's commit in main campuses.

**Perceptions**

**Problem Statement 2:** Data shows that 50% of student enrollments are 60 Day Term Placements. **Root Cause:** Type of offenses that student's commit in main campuses.

**Goal 2: STUDENT LEARNING**

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

**Performance Objective 1:** 100% of all students will improve grades by their exit date as a requirement for placement term completion at DAEP.

**HB3 Goal**

**Evaluation Data Sources:** Improvement in students' STAAR Exams/Six Weeks Exams/Weekly or Bi-weekly Evaluations.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide staff development sessions to properly align the TEKS, STAAR and End of Course objectives to the curriculum. (i.e. weekly PLC meetings, workshops)</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in students' STAAR Exams.</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2 - School Processes &amp; Programs 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Diagnose students' strengths and weaknesses in core areas and assign specific accelerated instruction strategies to bring students up to grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in students' STAAR Exams.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2 - School Processes &amp; Programs 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide necessary materials to assist students with mastery of TEKS and End of Course Exams including but not limited to: technology, manipulatives, and online resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in students' STAAR Exams.</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2 - School Processes &amp; Programs 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Data analysis will target areas of greatest instructional needs to modify instruction accordingly in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in students' STAAR Exams.</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2 - School Processes &amp; Programs 1, 2</p>	Formative		
	Nov	Mar	June
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Utilize differentiated instruction for all ESL (LEP) students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in students' STAAR Exams.</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2 - School Processes &amp; Programs 1, 2</p>	Formative		
	Nov	Mar	June
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Utilize differentiated instruction for all EL students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in students' STAAR Exams.</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2 - School Processes &amp; Programs 1, 2</p>	Formative		
	Nov	Mar	June
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Use the Response to Intervention (RtI) Process when needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in students' STAAR Exams.</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2 - School Processes &amp; Programs 1, 2</p>	Formative		
	Nov	Mar	June

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Teachers will set classroom goals, monitor actively and engage students in question and answer sessions to assess students formatively. Teachers will also quiz/test the students on a weekly basis to check for understanding.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in students' STAAR Exams.</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2 - School Processes &amp; Programs 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Counseling services will be available and provided for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in students' morale/behavior.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 3 - School Processes &amp; Programs 3 - Perceptions 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> All staff will be cognizant of the importance of the prevention of bullying and how to deal with such cases.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in students' morale/behavior.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 3, 4 - School Processes &amp; Programs 3 - Perceptions 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Conduct a comprehensive needs assessment of the campus on demographics, student achievement, school culture, staff quality, curriculum, instruction, family, school context, and technology.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in learning environment.</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2 - School Processes &amp; Programs 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 12 Details	Formative Reviews		
<p><b>Strategy 12:</b> Analyze STAAR/EOC Released exams during curriculum workshops.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student's STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>

**Title I Schoolwide Elements:** 2.4 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 1 Problem Statements:

#### Demographics

**Problem Statement 1:** Because our campus has 75.90% of student enrollment as English Learners, assessment scores for this population are lower. **Root Cause:** TAPR report for STAAR performance on ELA/Reading all levels is 74% Region, 72% District, and 69% EL. So raising test scores can lower the amount of students that transfer into DAEP as it will motivate students to stay in their home campus.

**Problem Statement 2:** Because our campus has 13.80% of student enrollments as Special Education, assessment scores for this population are lower. **Root Cause:** Students are having difficulties in state assessments.( 45% vs 79%)

**Problem Statement 3:** Data shows that 50% of student enrollments are 60 Day Term Placements. **Root Cause:** Type of offenses that student's commit in main campuses.

**Problem Statement 4:** Because our campus is in the middle of a neighborhood, it is susceptible to dangers such as, but not limited to: infectious disease, fires, vandalism, break ins, etc. **Root Cause:** Current Covid Pandemic and location of campus with regard to border and city limits.

#### Student Learning

**Problem Statement 1:** Because our campus has 75.90% of student enrollment as English Learners, assessment scores for this population are lower. **Root Cause:** TAPR report for STAAR performance on ELA/Reading all levels is 74% Region, 72% District, and 69% EL. So raising test scores can lower the amount of students that transfer into DAEP as it will motivate students to stay in their home campus.

**Problem Statement 2:** Because our campus has 13.80% of student enrollments as Special Education, assessment scores for this population are lower. **Root Cause:** Students are having difficulties in state assessments.( 45% vs 79%)

#### School Processes & Programs

**Problem Statement 1:** Because our campus has 75.90% of student enrollment as English Learners, assessment scores for this population are lower. **Root Cause:** TAPR report for STAAR performance on ELA/Reading all levels is 74% Region, 72% District, and 69% EL. So raising test scores can lower the amount of students that transfer into DAEP as it will motivate students to stay in their home campus.

**Problem Statement 2:** Because our campus has 13.80% of student enrollments as Special Education, assessment scores for this population are lower. **Root Cause:** Students are having difficulties in state assessments.( 45% vs 79%)

**Problem Statement 3:** Data shows that 50% of student enrollments are 60 Day Term Placements. **Root Cause:** Type of offenses that student's commit in main campuses.

#### Perceptions

**Problem Statement 2:** Data shows that 50% of student enrollments are 60 Day Term Placements. **Root Cause:** Type of offenses that student's commit in main campuses.

**Goal 3: EMPOWERING TEACHERS AND ADMINISTRATORS**

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

**Performance Objective 1:** All teachers will follow state aligned curriculum used by home campuses.

**Evaluation Data Sources:** Improvement in Student academic performances.

**Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT**

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

**Performance Objective 1:** Improve student performance as per home campus projections by utilizing parental and community involvement.

**Evaluation Data Sources:** Attendance records for "Meet the Teacher and "Open House"

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> In depth conference with parents upon enrollment to discuss academic expectations, behavioral strategies, individual choices as per the Student Handbook and Code of Conduct, the school's participation in the Title I Program and the value and utility of the contributions of the parents. (Parent compact is kept at home campus.) Parents will be issued a list of district counseling services and psychiatric services and brochures on academic success for all students. Documents available in English and Spanish.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student academics, attendance and parental involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 3 - School Processes &amp; Programs 3 - Perceptions 2</p>	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Hold a transitional meeting with parents, students, and home campus counselor to discuss graduation plan, career pathway, achievement record, and behavior expectations to be successful upon return to campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student academics, attendance and parental involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative		
	Nov	Mar	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Hold "Meet the Teacher" and "Open House" so parents can visit with teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student academics, attendance and parental involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 3, 4 - School Processes &amp; Programs 3 - Perceptions 2</p>	Formative		
	Nov	Mar	June
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Use TxEIS/DMAC to provide computer generated report cards or information on students' level on achievement in benchmark/STAAR exams and send them to the parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student academics, attendance and parental involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 1, 3 - Student Learning 1 - School Processes &amp; Programs 1, 3 - Perceptions 2</p>	Formative		
	Nov	Mar	June

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Post Student Handbook and District Code of Conduct on school website.  <b>Strategy's Expected Result/Impact:</b> Improvement in student academics, attendance and parental involvement  <b>Staff Responsible for Monitoring:</b> Technology Teacher  <b>Title I Schoolwide Elements:</b> 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Principal will sign the attestation of Section 1119, send it to the Personnel Director, and keep it on file. In addition, I&amp;G will post the Highly Qualified Teacher report on the school website, notify parents if their son/daughter is not being taught by a highly qualified teacher, and state on the handbook: As a parent of at student at Roma ISD, you have the right to know the professional qualifications of the classroom teachers who instruct your child.  <b>Strategy's Expected Result/Impact:</b> Improvement in student academics, attendance and parental involvement.  <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I Schoolwide Elements:</b> 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Because our campus has 75.90% of student enrollment as English Learners, assessment scores for this population are lower. <b>Root Cause:</b> TAPR report for STAAR performance on ELA/Reading all levels is 74% Region, 72% District, and 69% EL. So raising test scores can lower the amount of students that transfer into DAEP as it will motivate students to stay in their home campus.</p>
<p><b>Problem Statement 3:</b> Data shows that 50% of student enrollments are 60 Day Term Placements. <b>Root Cause:</b> Type of offenses that student's commit in main campuses.</p>
<p><b>Problem Statement 4:</b> Because our campus is in the middle of a neighborhood, it is susceptible to dangers such as, but not limited to: infectious disease, fires, vandalism, break ins, etc. <b>Root Cause:</b> Current Covid Pandemic and location of campus with regard to border and city limits.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Because our campus has 75.90% of student enrollment as English Learners, assessment scores for this population are lower. <b>Root Cause:</b> TAPR report for STAAR performance on ELA/Reading all levels is 74% Region, 72% District, and 69% EL. So raising test scores can lower the amount of students that transfer into DAEP as it will motivate students to stay in their home campus.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Because our campus has 75.90% of student enrollment as English Learners, assessment scores for this population are lower. <b>Root Cause:</b> TAPR report for STAAR performance on ELA/Reading all levels is 74% Region, 72% District, and 69% EL. So raising test scores can lower the amount of students that transfer into DAEP as it will motivate students to stay in their home campus.</p>
<p><b>Problem Statement 3:</b> Data shows that 50% of student enrollments are 60 Day Term Placements. <b>Root Cause:</b> Type of offenses that student's commit in main campuses.</p>

## Perceptions

**Problem Statement 2:** Data shows that 50% of student enrollments are 60 Day Term Placements. **Root Cause:** Type of offenses that student's commit in main campuses.

**Goal 5: EFFECTIVE USE OF DISTRICT RESOURCES**

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

**Performance Objective 1:** To improve student academic success with highly trained and motivated staff.

**Evaluation Data Sources:** Improvement in overall student performance.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide staff development sessions through weekly PLC meetings (in-person, virtual, or remote) to properly align the TEKS, STAAR and End of Course objectives to the curriculum aligned to RISD asynchronous plan using Google platform education features and Edgenuity.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student performance</p> <p><b>Staff Responsible for Monitoring:</b> All teachers.</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p>	Formative		
	Nov	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# Addendums