

Roma Independent School District

District Improvement Plan

2023-2024



Board Approval Date: October 11, 2023

Mission Statement

Roma ISD is to provide equitable learning experiences and opportunities to educate the whole child so that every student graduates with the capacity to maximize their full potential and be life-ready.

Vision

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

Core Beliefs

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

High Expectations for All

Unified in Our Pursuit of Excellence

Building Partnerships

Purposeful Innovation

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
District Processes & Programs	7
Perceptions	10
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	17
Goals	18
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.	18
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.	24
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.	55
Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT Roma ISD will engage all stakeholders in developing positive, collaborative relationships and community partnerships.	60
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.	65
RDA Strategies	67
State Compensatory	69
Budget for District Improvement Plan	69
Personnel for District Improvement Plan	69
Title I	72
1.1: Comprehensive Needs Assessment	72
2.1: Campus Improvement Plan developed with appropriate stakeholders	72
2.2: Regular monitoring and revision	72
2.3: Available to parents and community in an understandable format and language	72
2.4: Opportunities for all children to meet State standards	72
2.5: Increased learning time and well-rounded education	73
2.6: Address needs of all students, particularly at-risk	73
3.1: Annually evaluate the schoolwide plan	73
4.1: Develop and distribute Parent and Family Engagement Policy	73
4.2: Offer flexible number of parent involvement meetings	74
Title I Personnel	75
District Site-Based Decision Making Committee	76
District Funding Summary	77
Addendums	81

Comprehensive Needs Assessment

Demographics

Demographics Summary

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

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

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): #2 Even though district enrollment has slightly decreasing for the past several years , the number of At-Risk students have been slightly increasing yearly. **Root Cause:** Being that our district is located in the border there has been an influx of immigrants into our district that are considered At-Risk.

Problem Statement 2 (Prioritized): #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. **Root Cause:** Teachers are being provided instructional training and resources to address the specific learning needs of this student

population. Particular attention is given to identification, evaluation, and placement of students, including an emphasis on pre-referral intervention support (MTSS) and related documentation.

Student Learning

Student Learning Strengths

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

Problem Statements Identifying Student Learning Needs

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

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

Problem Statement 3 (Prioritized): #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. **Root Cause:** Teachers are being provided instructional training and resources to address the specific learning needs of this student population. Particular attention is given to identification, evaluation, and placement of students, including an emphasis on pre-referral intervention support (MTSS) and related documentation.

District Processes & Programs

District Processes & Programs Summary

Curriculum/Assessment

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

Career & Technical Education

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

Special Education

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

State Compensatory Education

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

Bilingual Education

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

Athletic

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

Gifted and Talented

The Gifted and Talented (G/T) program at Roma ISD will conduct an annual nomination, screening, and selection phase to identify students whose abilities allow them to extend their learning above and beyond the basic curriculum. The G/T program continues to grow and expand throughout the district to meet the needs of exceptional students. Additionally, Roma ISD will conduct an annual evaluation of the G/T program. Students, teachers, parents, and administrators participate in this program evaluation.

Section 504/At Risk

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

Personnel

Based on the 2021 - 2022 snapshot data report from TEA, Roma ISD has a total staff FTE number of 1,027.9. The total teacher FTE is 418.1 with an average teacher salary of \$56886. A total of 27.6% of teachers in the district have 5 or fewer years of experience. The average number of years of experience for teachers is 11.9. A total of 22.3% of teachers have an advanced degree.

Finance

Based on the 2020 - 21 snapshot data report from TEA, Roma ISD had a fund balance of \$36,299,878. The total actual instructional expenditures per pupil equaled \$6,001.

District Processes & Programs Strengths

Curriculum/Assessment

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

Career & Technical Education

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

Special Education

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

State Compensatory Education

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

Bilingual Education

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

Athletics

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

Gifted and Talented

Students are expected to participate in the Texas Performance Standards Project (TPSP) and to share their project with the community. All campuses expose their students to

numerous educational experiences. Roma ISD is committed to ensuring that core area teachers receive the 30 hours of professional development as well as the annual 6 hour update that is required.

Section 504/At-Risk

Individual needs are identified and targeted by all classroom teachers.

Personnel

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

Finance

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

Problem Statements Identifying District Processes & Programs Needs

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

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

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

Perceptions

Perceptions Summary

Roma ISD prides itself in emphasizing the importance of communication and of ensuring that all stakeholders' voices are validated. We revamped our perception needs assessment instrument to include input from teachers and parents. There was a total of 27 parents who responded to this parent perception online survey. A total of 341 teachers responded to the teacher perception online survey.

2023 Roma ISD Teacher Perception Needs Assessment

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

Demographics

Student demographic information is analyzed and interpreted by teachers and administrators on a six-week basis. 4.7

Attendance information is analyzed and promptly acted upon by teachers and administration if needed. 4.7

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

Student Achievement

All test data is disaggregated and analyzed by teachers and campus administrators in a timely manner. 4.7

All test data is used to determine student intervention needs. 4.7

Test data results are compared to local, regional, and state results as appropriate to create academic goals and evaluate program effectiveness to plan for student academic success. 4.7

Attendance rate, Completion rate, Graduation plans, Graduation rate, and Dropout rate (where applicable) are analyzed to determine campus intervention plans. 4.7

School Culture and Climate

Student and teacher interactions are positive and lead to student success. 4.8

Administrators effectively work, communicate and collaborate with teachers resulting in a positive environment and culture at the campus. 4.6

Parent and family engagement is an active part of our campus and is seen as an important factor in student achievement. 4.6

High expectations focusing on academic achievement are communicated to staff members, students, and parents/community. 4.7

Students are expected to meet recognized state standards of learning established jointly by special programs and regular teachers. 4.8

All school staff members believe that all students can will learn, provided the necessary time/resources are in place. 4.8

PLC's are an integral part of the district's and campus' vision and mission statements. 4.7

PLCs provide staff the opportunity to work collaboratively in cycles of collective inquiry that result in improved student and staff learning. 4.7

Staff Quality/Professional Development

Emphasis is given to professional development topics by collaborating with teachers to determine relevance and priority of topics. 4.6

Professional development opportunities are relevant to the instructional program. 4.6

Professional development is supported with time and other necessary resources. 4.6

Professional development emphasizes improvement of delivery of instruction that is rigorous and challenging, and leads to increased student achievement. 4.6

The PLC process of sharing innovative and best teaching practices amongst the teachers leads to high quality instruction. 4.6

Curriculum, Instruction and Assessment

The necessary materials and resources are available to teachers for the delivery of appropriate and high-quality instruction. 4.7

Teachers effectively implement a variety of instructional methods and strategies. 4.8

Teachers and students effectively manage and maximize their use of class time. 4.8

Administrators ensure that interruptions to instructional time are kept to a minimum. 4.6

Teachers effectively implement strategies to keep students successfully engaged and motivated to maximize the learning. 4.8

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

Instructional leaders plan, promote and carefully monitor instructional practices, such as curriculum alignment, student assessment, and professional development. 4.7

Teachers' instructional objectives, activities, materials, and assessments are aligned with state standards. 4.8

Goals and desired outcomes are based on data analysis, are stated in measurable terms and communicated to teachers, students, and parents. 4.8

Family and Community Engagement

Procedures for parent and family engagement are clearly communicated to parents and used consistently. 4.7

Parents are informed of their responsibilities for the success of their children using various methods. (students' handbook, trainings, meetings, website, local media, etc.) 4.7

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

Parents and family engagement meetings take place throughout the year and focus on a variety of topics. 4.7

Parents are encouraged to volunteer in school and participate in school events throughout the school year. 4.6

School Context and Organization

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

The school maintains Emergency Operation Procedures to maintain a safe and secure environment for all. 4.8

School facilities are developmentally appropriate for students in order to carry out our instructional goal. 4.8

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

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

Site Based Decision-Making is an integral part of the decision-making process at the campus. 4.7

Instructional leaders recognize and celebrate the contributions of all stakeholders. 4.7

Administrators are viewed by teachers as having relevant instructional expertise as well as appropriate leadership skills. 4.7

Technology

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

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

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

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

Instructional technology resources, technology infrastructure, and networks are appropriate and adequate for our instructional programs and needs. 4.7

-

2021 Roma ISD Parent Perception Needs Assessment

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

Communication

Parents are notified when their children are absent from school. 4.0

Parents are notified when their children are struggling academically with their grades. 3.6

Parents are notified when their children are excelling academically. 3.5

Communication with parents is done in a language and format that parents can understand. 4.1

Communication between the school and the parents is regular and consistent. 3.6

Communication between the teachers and the parents is regular and consistent. 3.4

Student Achievement

Student academic data (grades, state test results) is shared with parents in a format that is easy to understand and in a language that parents understand. 4.4

Parents are able to monitor their children's grades online. 4.0

Teachers post grades online on a weekly basis. 3.3

Student achievement is recognized and celebrated at my child's school. 4.1

Students are challenged academically at my child's school. 4.3

The school provides resources for student to excel academically (access to technology, textbooks, materials for class, etc.) 4.3

School Culture and Climate

Parent and teacher interactions are positive and lead to student success. 4.2

Parent and administrator interactions are positive and lead to student success. 4.2

Parent and family engagement is an active part of my child's school. 4.0

Parent and family engagement is seen as an important factor in student achievement at my child's school. 4.0

High expectations focusing on academic achievement are communicated to parents/community. 4.0

Parents are welcomed and valued at my child's school. 4.1

My child feels welcomed and valued at school. 4.2

Parents feel comfortable voicing their concerns. 4.0

Parent and Family Engagement

Procedures for parent and family engagement are clearly communicated to parents and used consistently. 4.0

Parents are informed of their responsibilities for success of their children using various methods. (student handbooks, meetings, website, local media, etc.) 4.2

Parent and family engagement meetings take place throughout the year and focus on a variety of topics. 4.4

The schools recognize and celebrate the contributions of all parents. 4.0

The schools encourage parents and families to volunteer. 3.8

The schools encourage parents and families to participate in school events throughout the school year. 3.9

School Context and Organization

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

School facilities promote a positive and active learning environment (classroom size, lighting, temperature, noise level, location, traffic, etc.). 4.4

The school has procedures in place that allow for open communication on concerns and issues affecting the campus. 4.2

-
-

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers feel that the professional development they receive is not relevant to their situation and there is not enough time and resources allocated to professional development. **Root Cause:** The specific content area data is not presented prior to the initiation of the professional development session.

Problem Statement 2: There is insufficient communication with parents regarding the academic progress of their children. **Root Cause:** Due to the pandemic, communication with parents has veered towards email. A lack of open house and meet the teacher events has led to less communication. In addition, many parents do not have sufficient access to technology and/or technology resources which makes communication difficult.

Problem Statement 3 (Prioritized): Parents feel that teachers are not posting grades in a timely manner. **Root Cause:** Campus administration and teachers need to emphasize the importance of timely posting of grades. Additionally, Administration should monitor the posting of grades.

Problem Statement 4 (Prioritized): There is a need to support the well-being of students and staff, particularly in the area of mental health. **Root Cause:** Due to the lingering effects of COVID-19, mental and other health related Issues have come to the forefront throughout the school district, region and state.

Problem Statement 5: Parents are not perceived as active collaborators and contributors to the overall success of the school district. **Root Cause:** Teachers and administrators do not see the value and importance of parental involvement throughout the school district.

Problem Statement 6: Parent engagement is not sufficiently promoted and celebrated throughout the school year. **Root Cause:** Due to the impact of COVID-19 and health and safety protocols, parental involvement and participation has dramatically decreased.

Priority Problem Statements

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

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

Problem Statement 1 Areas: Student Learning

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

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

Problem Statement 2 Areas: Student Learning

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

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

Problem Statement 3 Areas: Perceptions

Problem Statement 4: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments.

Root Cause 4: Teachers are being provided instructional training and resources to address the specific learning needs of this student population. Particular attention is given to identification, evaluation, and placement of students, including an emphasis on pre-referral intervention support (MTSS) and related documentation.

Problem Statement 4 Areas: Demographics - Student Learning

Problem Statement 5: Student state assessment data for Roma ISD may not accurately represent student learning for 2019-2020 and for 2020-2021. However, student learning has increased due to in-person instruction.

Root Cause 5: A majority of students at Roma ISD did not take state assessments for the 2020-2021 school year. The majority of students are now taking their state exams, and this should increase all scores.

Problem Statement 5 Areas: District Processes & Programs

Problem Statement 6: Students at Roma ISD experienced significant learning loss from March 2020 to May 2021. Students are participating in person instruction in order to decrease the COVID learning loss.

Root Cause 6: All students were engaged in virtual instruction from March 2020 to May 2021. Students have been instructed in person for the 2021-2022 school year.

Problem Statement 6 Areas: District Processes & Programs

Problem Statement 7: There is a need to support the well-being of students and staff, particularly in the area of mental health.

Root Cause 7: Due to the lingering effects of COVID-19, mental and other health related Issues have come to the forefront throughout the school district, region and state.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Student athletes at Roma ISD suffered notable instructional loss of physical fitness, moral enrichment and discipline in conjunction with educational goals.

Root Cause 8: 80% of the student athletes at Roma ISD were unable to participate in extra curricular athletic activities from March 2020 to May 2021.

Problem Statement 8 Areas: District Processes & Programs

Problem Statement 9: #2 Even though district enrollment has slightly decreasing for the past several years , the number of At-Risk students have been slightly increasing yearly.

Root Cause 9: Being that our district is located in the border there has been an influx of immigrants into our district that are considered At-Risk.

Problem Statement 9 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: SAFETY & WELLNESS

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





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

Evaluation Data Sources: Safety protocols

Strategy 1 Details	Reviews			
Strategy 1: Roma ISD will provide disinfecting supplies and equipment for district staff and teachers to disinfect areas on a daily basis, and will provide the resources and staffing to disinfect and clean. Strategy's Expected Result/Impact: Better attendance rates Staff Responsible for Monitoring: Principals Title I: 2.4, 2.5	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
Strategy 2: During the school year Roma ISD will provide all students and staff with access to mental health services via the school counselors and LPC's through direct services and professional development sessions. Staff Responsible for Monitoring: Director of School Safety Problem Statements: Perceptions 4	Formative			Summative
	Nov	Mar	June	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Roma ISD will provide training opportunities and resources for staff through webinars and materials that address strategies to support mental health and social-emotional needs. Strategy's Expected Result/Impact: Increased awareness of mental health and the impact of trauma on student's mental and emotional well-being. Staff Responsible for Monitoring: Director of School Safety Problem Statements: Perceptions 4	Formative			Summative
	Nov	Mar	June	June
	N/A			

Strategy 4 Details	Reviews			
Strategy 4: The duties of Roma ISD Police officers, school resource officers, and security personnel will be clear and shared with the superintendent as needed. Strategy's Expected Result/Impact: Clear understanding of the duties of these individuals Staff Responsible for Monitoring: Chief of Police	Formative			Summative
	Nov	Mar	June	June
Strategy 5 Details	Reviews			
Strategy 5: Roma ISD will provide training to all campus staff on trauma-informed practices as needed. Strategy's Expected Result/Impact: Staff will be able to better serve our students Staff Responsible for Monitoring: Director of School Safety Title I: 2.5 Problem Statements: Perceptions 4	Formative			Summative
	Nov	Mar	June	June
	N/A			
Strategy 6 Details	Reviews			
Strategy 6: Roma ISD will identify programs and resources to address social-emotional learning, character education, mental health education, suicide prevention, bullying prevention, sexual abuse, sex trafficking, violence prevention, and other maltreatment of students as needed. Strategy's Expected Result/Impact: Support the well-being of all students Staff Responsible for Monitoring: Director of School Safety Title I: 2.5 Problem Statements: Perceptions 4	Formative			Summative
	Nov	Mar	June	June
	N/A			
Strategy 7 Details	Reviews			
Strategy 7: Roma ISD will identify procedures to address dating violence created and communicated by counselors and school staff with focus on the use of physical, sexual, verbal, emotional abuse with intent to harm, threaten, intimidate, or control another person in a dating relationship as needed. Strategy's Expected Result/Impact: Increased knowledge of the signs of dating violence to address the needs of all students Staff Responsible for Monitoring: Director of School Safety Title I: 2.5 Problem Statements: Perceptions 4	Formative			Summative
	Nov	Mar	June	June
	N/A			

Strategy 8 Details	Reviews			
Strategy 8: Roma ISD will establish guidelines and procedures to ensure ongoing districtwide external/internal building doors audits will be conducted to ensure a safe learning and working environment for all students and staff. Strategy's Expected Result/Impact: To ensure a safe learning and working environment for all students and staff Staff Responsible for Monitoring: Director of School Safety	Formative			Summative
	Nov	Mar	June	June
	N/A			
Strategy 9 Details	Reviews			
Strategy 9: Roma ISD will maintain ongoing safety drills on a monthly basis following the Safety Response Protocols (SRP) for all campuses. Strategy's Expected Result/Impact: Scheduled SRP/safety drills will result in a safe learning and working environment. Staff Responsible for Monitoring: Director of School Safety	Formative			Summative
	Nov	Mar	June	June
	N/A			
Strategy 10 Details	Reviews			
Strategy 10: Provide ongoing active shooter trainings to all staff using the hide/run/fight technique Strategy's Expected Result/Impact: Overall safety of our students and staff. Staff Responsible for Monitoring: Roma ISD Chief and Asst Chief of Police and Police Officers	Formative			Summative
	Nov	Mar	June	June
Strategy 11 Details	Reviews			
Strategy 11: Four times daily police walk around in every school building to make sure all doors are locked and reporting back to the Police Department via a QR code to ensure safety of all students and staff. Strategy's Expected Result/Impact: Overall safety of our students and staff Staff Responsible for Monitoring: Chief and Asst Chief of Police	Formative			Summative
	Nov	Mar	June	June
Strategy 12 Details	Reviews			
Strategy 12: Roma ISD campuses will maintain enclosed vestibules in all campuses for all visitors (including all other school personnel), parents, and delivery services workers to check in and get clearance for entrance into the school building by the front office receptionist. Strategy's Expected Result/Impact: Overall safety of our students, staff, and the community at large. Staff Responsible for Monitoring: Director of School Safety	Formative			Summative
	Nov	Mar	June	June
	N/A			
Strategy 13 Details	Reviews			
Strategy 13: The use on the electronic Raptor system to screen all visitors into the school campus, including any possible sex offenders, using a valid drivers license. Strategy's Expected Result/Impact: Overall safety and well-being of all students and staff. Staff Responsible for Monitoring: Operations Director, Campus Principal, and front office receptionists.	Formative			Summative
	Nov	Mar	June	June

Strategy 14 Details	Reviews			
Strategy 14: The use of magnetic reader cards or staff ID's using specific access points for all staff members in each campus to go into their respective school building. Strategy's Expected Result/Impact: Overall safety and well-being of all students and staff. Staff Responsible for Monitoring: Operations Director, Campus Principals and principals' designees	Formative			Summative
	Nov	Mar	June	June
Strategy 15 Details	Reviews			
Strategy 15: Roma ISD will host after school and weekend sessions where students will engage in physical activity to promote health and wellness through sports. This will help students perform better academically. Strategy's Expected Result/Impact: An increased number of students will engage in physical activity resulting in healthier students better able to learn. Staff Responsible for Monitoring: Campus PE coaches Funding Sources: Extra duty pay - 270 Title V, Part B Rural & Low-Income School	Formative			Summative
	Nov	Mar	June	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 4: There is a need to support the well-being of students and staff, particularly in the area of mental health. Root Cause: Due to the lingering effects of COVID-19, mental and other health related Issues have come to the forefront throughout the school district, region and state.

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 2: Staff training will be provided through out the school year.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Provide training opportunities and resources for staff through webinars and materials that address Standard Operational Procedures and Hazard Analysis of Critical Control Points Strategy's Expected Result/Impact: Better knowledge of how to keep staff safe and all the food that we serve to district students. Staff Responsible for Monitoring: Roma Child Nutrition Director	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
Strategy 2: Staff will be trained on properly using cafeteria equipment. Strategy's Expected Result/Impact: Clear understanding of how all kitchen equipment works. Staff Responsible for Monitoring: Child Nutrition Cafeteria Manager	Formative			Summative
	Nov	Mar	June	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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 3: Transportation Staff will be trained on the use of CPR, CPI, bus Pre-trip and will do physical and drug test.

Strategy 1 Details	Reviews			
Strategy 1: CPR training for all bus drivers and bus monitors.	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
Strategy 2: CPI training for all Special Education bus drivers and bus monitors.	Formative			Summative
	Nov	Mar	June	June
Strategy 3 Details	Reviews			
Strategy 3: Train bus drivers on the Pre-trip for buses.	Formative			Summative
	Nov	Mar	June	June
Strategy 4 Details	Reviews			
Strategy 4: Bus drivers will be checked on their physicals and will do a drug test.	Formative			Summative
	Nov	Mar	June	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 2: STUDENT LEARNING

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





Performance Objective 1: Roma ISD will align instructional activities and resources through sharing and developing campus leadership plans of action based on 6wks benchmark data to increase student performance in all tested subject areas by 5% in Meets and 3% in Masters to ensure high levels of student learning as measured by STAAR by May 3, 2024.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Roma ISD will implement a requisition request process to provide materials, supplies, and resources needed by teachers and students. Strategy's Expected Result/Impact: Increased scores on state and local assessments Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction Title I: 2.4, 2.5, 2.6 - Results Driven Accountability Problem Statements: Demographics 2 - Student Learning 3 Funding Sources: - 211 Title I, Part A, - 263 Title III, Part A EL/Immigrant, - 289 Title IV, Part A -SSAEP	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
Strategy 2: Roma ISD will create and monitor identification procedures for tutorial and enrichment opportunities for all students. Strategy's Expected Result/Impact: Increased score on state and local assessments Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction Title I: 2.4, 2.5, 2.6 - Results Driven Accountability Problem Statements: District Processes & Programs 1 Funding Sources: - 211 Title I, Part A, - 270 Title V, Part B Rural & Low-Income School	Formative			Summative
	Nov	Mar	June	June

Strategy 3 Details	Reviews			
Strategy 3: Roma ISD will plan and create a summer expenditure report, including allocate a resources budget to ensure an extended academic year, including summer academic and enrichment programs for all students. Strategy's Expected Result/Impact: Increased academic achievement Staff Responsible for Monitoring: Federal Programs Director and Executive Director for Curriculum and Instruction Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 - District Processes & Programs 1 Funding Sources: - 211 Title I, Part A, - 255 Title II, Part A, - 289 Title IV, Part A -SSAEP, - 270 Title V, Part B Rural & Low-Income School	Formative			Summative
	Nov	Mar	June	June
Strategy 4 Details	Reviews			
Strategy 4: Conduct campus and classroom visits and district trainings to revisit and align instructional timelines (every six weeks), based on student results. Ensure tight alignment between written, taught and tested. Monitor the implementation / delivery of instruction / assessment per six weeks. Provide necessary resources and curriculum planning time. Strategy's Expected Result/Impact: 10%+ gain in student achievement Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction Results Driven Accountability Problem Statements: District Processes & Programs 1 Funding Sources: - 211 Title I, Part A, - 289 Title IV, Part A -SSAEP	Formative			Summative
	Nov	Mar	June	June
Strategy 5 Details	Reviews			
Strategy 5: Analyze and share campus student assessment data (CIRCLE, KEA, TPRI, Local 6wks Assessment Data and STAAR) with campus leadership to help establish goals and objectives and measure campus strengths and weaknesses. Identify (Non-negotiables) Plan accordingly. Strategy's Expected Result/Impact: 10%+ gain student achievement Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction Results Driven Accountability Funding Sources: - 211 Title I, Part A, - 289 Title IV, Part A -SSAEP	Formative			Summative
	Nov	Mar	June	June

Strategy 6 Details	Reviews			
Strategy 6: Use DMAC and Edspire software to monitor assessed TEKS objectives in all subject areas (Reading, Writing, Math, Science and Social Studies) for every instructional 6wks period. Provide in-depth "unpacking" opportunities to ensure clarity on "what, how" and level of rigor expected from each TEKS. Strategy's Expected Result/Impact: 10%+ gain in student achievement Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction Results Driven Accountability Problem Statements: Demographics 2 - Student Learning 3 Funding Sources: - 211 Title I, Part A, - 289 Title IV, Part A -SSAEP	Formative			Summative
	Nov	Mar	June	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: #2 Even though district enrollment has slightly decreasing for the past several years , the number of At-Risk students have been slightly increasing yearly. Root Cause: Being that our district is located in the border there has been an influx of immigrants into our district that are considered At-Risk.
Problem Statement 2: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. Root Cause: Teachers are being provided instructional training and resources to address the specific learning needs of this student population. Particular attention is given to identification, evaluation, and placement of students, including an emphasis on pre-referral intervention support (MTSS) and related documentation.
Student Learning
Problem Statement 3: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. Root Cause: Teachers are being provided instructional training and resources to address the specific learning needs of this student population. Particular attention is given to identification, evaluation, and placement of students, including an emphasis on pre-referral intervention support (MTSS) and related documentation.
District Processes & Programs
Problem Statement 1: Students at Roma ISD experienced significant learning loss from March 2020 to May 2021. Students are participating in person instruction in order to decrease the COVID learning loss. Root Cause: All students were engaged in virtual instruction from March 2020 to May 2021. Students have been instructed in person for the 2021-2022 school year.

Goal 2: STUDENT LEARNING

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

Performance Objective 2: Roma ISD will establish and implement a Truancy Program so that By May 2024, all student population groups, will meet a minimum of 80% graduation rate and less than 1.8% drop out rate on the RDA District Report.

High Priority
Evaluation Data Sources: RDA district report

Strategy 1 Details	Reviews			
Strategy 1: Roma ISD will monitor RtI/504/Sp Ed/ and LPAC committee work to ensure that All Students (including Special Populations) will be provided with the needed accommodations and supports to successfully progress with their cohort toward graduation. Strategy's Expected Result/Impact: Increased graduation rate; decreased dropout rate Staff Responsible for Monitoring: Executive Director for Student Services and Executive Director for Curriculum and Instruction Title I: 2.4, 2.6 - Results Driven Accountability Problem Statements: Demographics 2 - Student Learning 3 - District Processes & Programs 1 - Perceptions 4 Funding Sources: - 211 Title I, Part A, - 263 Title III, Part A EL/Immigrant	Formative			Summative
	Nov	Mar	June	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. Root Cause: Teachers are being provided instructional training and resources to address the specific learning needs of this student population. Particular attention is given to identification, evaluation, and placement of students, including an emphasis on pre-referral intervention support (MTSS) and related documentation.

Student Learning

Problem Statement 3: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. **Root Cause:** Teachers are being provided instructional training and resources to address the specific learning needs of this student population. Particular attention is given to identification, evaluation, and placement of students, including an emphasis on pre-referral intervention support (MTSS) and related documentation.

District Processes & Programs

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

Perceptions

Problem Statement 4: There is a need to support the well-being of students and staff, particularly in the area of mental health. **Root Cause:** Due to the lingering effects of COVID-19, mental and other health related Issues have come to the forefront throughout the school district, region and state.

Goal 2: STUDENT LEARNING

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

Performance Objective 3: Roma ISD will provide high quality instructional materials and resources so that the percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase to 90+% by June 2024.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Reading scores

Strategy 1 Details	Reviews			
Strategy 1: Roma ISD will implement and monitor that all elementary schools follow the HB4545 and HB1416 requirements through DMAC documentation so that accelerated learning opportunities, additional tutoring (before and after school) and Saturdays camps are implemented successfully for eligible students. Strategy's Expected Result/Impact: Increased scores Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction Title I: 2.4, 2.5 Problem Statements: Demographics 2 - Student Learning 1, 2, 3 Funding Sources: - 211 Title I, Part A, - 263 Title III, Part A EL/Immigrant, - 289 Title IV, Part A -SSAEP, - 270 Title V, Part B Rural & Low-Income School	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
Strategy 2: Roma ISD will allocate resources to ensure elementary schools will provide additional time for teachers to update curriculum. Strategy's Expected Result/Impact: Improved lesson delivery and more targeted instruction Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction Title I: 2.4, 2.5 Problem Statements: Demographics 2 - Student Learning 3 - District Processes & Programs 1	Formative			Summative
	Nov	Mar	June	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. **Root Cause:** Teachers are being provided instructional training and resources to address the specific learning needs of this student population. Particular attention is given to identification, evaluation, and placement of students, including an emphasis on pre-referral intervention support (MTSS) and related documentation.

Student Learning

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

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

Problem Statement 3: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. **Root Cause:** Teachers are being provided instructional training and resources to address the specific learning needs of this student population. Particular attention is given to identification, evaluation, and placement of students, including an emphasis on pre-referral intervention support (MTSS) and related documentation.

District Processes & Programs

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

Goal 2: STUDENT LEARNING

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





Performance Objective 4: Roma ISD will monitor CLI-Circle/KEA progress reports and share and plan with respective campus principals to ensure that the percent of PreK and Kinder students that score on grade level or above in Reading on the CLI-Circle/KEA Assessment increases to 80+% by June 2024.

High Priority

HB3 Goal

Evaluation Data Sources: CLI-Circle/KEA Assessment results

Strategy 1 Details	Reviews			
Strategy 1: Roma ISD will work with campus leadership through Principal and facilitator meetings to ensure all elementary schools will provide accelerated learning opportunities, additional tutoring (before and after school) and Saturdays camps. Strategy's Expected Result/Impact: Increased scores Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction Title I: 2.4, 2.5 - Results Driven Accountability Problem Statements: Demographics 2 - Student Learning 1, 2, 3 Funding Sources: - 211 Title I, Part A, - 263 Title III, Part A EL/Immigrant, - 289 Title IV, Part A -SSAEP, - 270 Title V, Part B Rural & Low-Income School	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
Strategy 2: Roma ISD will provide 6wks desegregated assesement data to all school campuses so that targeted instructional areas are focused during teachers curriculum planning meetings. Strategy's Expected Result/Impact: Improved lesson delivery and more targeted instruction Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction Title I: 2.4, 2.5 Problem Statements: Demographics 1 - Perceptions 3	Formative			Summative
	Nov	Mar	June	June

Strategy 3 Details	Reviews			
Strategy 3: Roma ISD will monitor the requisition process and teacher enrollment, progress and completion of the Science of Reading Academies to ensure All Kindergarten through 3rd grade teachers complete all training requirements. Strategy's Expected Result/Impact: Increased scores Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 - District Processes & Programs 1	Formative			Summative
	Nov	Mar	June	June
Strategy 4 Details	Reviews			
Strategy 4: Roma ISD will establish goals and objectives using campus student assessment data (CIRCLE, KEA, and Local Assessment Data) to measure campus strengths and weaknesses and identify a (Non-negotiables) Plan of Action accordingly. Strategy's Expected Result/Impact: 10%+ gain student achievement Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 Funding Sources: - 211 Title I, Part A	Formative			Summative
	Nov	Mar	June	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: #2 Even though district enrollment has slightly decreasing for the past several years , the number of At-Risk students have been slightly increasing yearly. Root Cause: Being that our district is located in the border there has been an influx of immigrants into our district that are considered At-Risk.
Problem Statement 2: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. Root Cause: Teachers are being provided instructional training and resources to address the specific learning needs of this student population. Particular attention is given to identification, evaluation, and placement of students, including an emphasis on pre-referral intervention support (MTSS) and related documentation.
Student Learning
Problem Statement 1: Students transitioning to sixth grade are not performing as they did in prior grades. Root Cause: Students transition from one teacher to multiple teachers
Problem Statement 2: EOC US History scores are declining from one year to the next. All populations showed a decrease. Root Cause: There are numerous TEKS and there is very little time to ensure that students are learning the materials.

Student Learning

Problem Statement 3: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. **Root Cause:** Teachers are being provided instructional training and resources to address the specific learning needs of this student population. Particular attention is given to identification, evaluation, and placement of students, including an emphasis on pre-referral intervention support (MTSS) and related documentation.

District Processes & Programs

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

Perceptions

Problem Statement 3: Parents feel that teachers are not posting grades in a timely manner. **Root Cause:** Campus administration and teachers need to emphasize the importance of timely posting of grades. Additionally, Administration should monitor the posting of grades.

Goal 2: STUDENT LEARNING

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

Performance Objective 5: Roma ISD will implement and provide the necessary resources for an elementary math curriculum (Sharon Wells) to ensure the percent of 3rd grade students that score meets grade level or above on STAAR Math will increase to 90+% by June 2024.





High Priority

HB3 Goal

Evaluation Data Sources: STAAR Math scores

Strategy 1 Details	Reviews			
Strategy 1: Using the HB4545/HB1416 guidelines, Roma ISD will require schools to provide accelerated learning opportunities, additional tutoring (before and after school) and Saturday camps. Strategy's Expected Result/Impact: Increased scores Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction Title I: 2.4, 2.5 - Results Driven Accountability Problem Statements: District Processes & Programs 1, 2 Funding Sources: - 211 Title I, Part A, - 263 Title III, Part A EL/Immigrant, - 289 Title IV, Part A -SSAEP, - 270 Title V, Part B Rural & Low-Income School	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
Strategy 2: Roma ISD will provide 6wks desegregated assesement data to all school campuses so that targeted instructional areas are focused during teachers curriculum planning meetings Strategy's Expected Result/Impact: Improved lesson delivery and more targeted instruction Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction Title I: 2.4, 2.5 Problem Statements: Demographics 1 - Perceptions 3 Funding Sources: - 211 Title I, Part A, - 289 Title IV, Part A -SSAEP	Formative			Summative
	Nov	Mar	June	June

Strategy 3 Details	Reviews			
Strategy 3: Roma ISD will implement a staff development plan to ensure all Kindergarten through 3rd grade teachers complete Professional Development in Math strategies. Strategy's Expected Result/Impact: Increased scores Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 3	Formative			Summative
	Nov	Mar	June	June
Strategy 4 Details	Reviews			
Strategy 4: Roma ISD will establish goals and objectives using campus student assessment data (CIRCLE, KEA, and Local Assessment Data) to measure campus strengths and weaknesses and identify a (Non-negotiables) Plan of Action accordingly. Strategy's Expected Result/Impact: 10%+ gain student achievement Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 Funding Sources: - 211 Title I, Part A, - 289 Title IV, Part A -SSAEP	Formative			Summative
	Nov	Mar	June	June
Strategy 5 Details	Reviews			
Strategy 5: Roma ISD will implement a Superintendent Strategic Plan to revisit and align instructional timelines (every six weeks) based on student results, ensure tight alignment between written, taught and tested, and monitor the implementation / delivery of instruction / assessment per six weeks in order to allocate necessary resources. Strategy's Expected Result/Impact: 10%+ gain in student achievement Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - District Processes & Programs 1 Funding Sources: - 211 Title I, Part A, - 289 Title IV, Part A -SSAEP	Formative			Summative
	Nov	Mar	June	June

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	June
Strategy 6: Roma ISD will follow the Professional Learning Community (PLC) process to ensure all teachers will meet to address the needs of all student populations. Weekly agenda to include: *Revisit Campus Status *Identify Non-Negotiables *Plan Delivery of Instruction *Determine levels of student Mastery *Identify areas and students in need of intervention *Develop Intervention Plans *Share/Discuss strategies *TTESS Weekly Dimension *Monitor Student Growth Strategies. Strategy's Expected Result/Impact: 10%+ gain student achievement Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - District Processes & Programs 1 - Perceptions 3 Funding Sources: - 211 Title I, Part A, - 289 Title IV, Part A -SSAEP				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: #2 Even though district enrollment has slightly decreasing for the past several years , the number of At-Risk students have been slightly increasing yearly. Root Cause: Being that our district is located in the border there has been an influx of immigrants into our district that are considered At-Risk. Problem Statement 2: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. Root Cause: Teachers are being provided instructional training and resources to address the specific learning needs of this student population. Particular attention is given to identification, evaluation, and placement of students, including an emphasis on pre-referral intervention support (MTSS) and related documentation.
Student Learning
Problem Statement 1: Students transitioning to sixth grade are not performing as they did in prior grades. Root Cause: Students transition from one teacher to multiple teachers Problem Statement 2: EOC US History scores are declining from one year to the next. All populations showed a decrease. Root Cause: There are numerous TEKS and there is very little time to ensure that students are learning the materials. Problem Statement 3: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. Root Cause: Teachers are being provided instructional training and resources to address the specific learning needs of this student population. Particular attention is given to identification, evaluation, and placement of students, including an emphasis on pre-referral intervention support (MTSS) and related documentation.
District Processes & Programs
Problem Statement 1: Students at Roma ISD experienced significant learning loss from March 2020 to May 2021. Students are participating in person instruction in order to decrease the COVID learning loss. Root Cause: All students were engaged in virtual instruction from March 2020 to May 2021. Students have been instructed in person for the 2021-2022 school year. Problem Statement 2: Student state assessment data for Roma ISD may not accurately represent student learning for 2019-2020 and for 2020-2021. However, student learning has increased due to in-person instruction. Root Cause: A majority of students at Roma ISD did not take state assessments for the 2020-2021 school year. The majority of students are now taking their state exams, and this should increase all scores.

Perceptions
Problem Statement 3: Parents feel that teachers are not posting grades in a timely manner. Root Cause: Campus administration and teachers need to emphasize the importance of timely posting of grades. Additionally, Administration should monitor the posting of grades.

Goal 2: STUDENT LEARNING

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





Performance Objective 6: Roma ISD will monitor CLI-Circle/KEA progress data to ensure the percent of PreK and Kinder students score on grade level or above in math on the CLI-Circle/KEA Assessment will increase to 80+% by June 2024.

High Priority

HB3 Goal

Evaluation Data Sources: CLI-Circle/KEA Assessment results

Strategy 1 Details	Reviews			
Strategy 1: Using the HB4545/HB1416 guidelines, Roma ISD will require schools to provide accelerated learning opportunities, additional tutoring (before and after school) and Saturday camps. Strategy's Expected Result/Impact: Increased scores Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction Title I: 2.4, 2.5 - Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 Funding Sources: - 211 Title I, Part A, - 263 Title III, Part A EL/Immigrant, - 289 Title IV, Part A -SSAEP, - 270 Title V, Part B Rural & Low-Income School	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
Strategy 2: Roma ISD will provide 6wks desegregated assesement data to all school campuses so that targeted instructional areas are focused during teachers curriculum planning meetings Strategy's Expected Result/Impact: Improved lesson delivery and more targeted instruction Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction Title I: 2.4, 2.5 Problem Statements: Demographics 1 - Perceptions 3	Formative			Summative
	Nov	Mar	June	June

Strategy 3 Details	Reviews			
Strategy 3: Roma ISD will implement a staff development plan to ensure all Kindergarten through 3rd grade teachers complete Professional Development in Math strategies Strategy's Expected Result/Impact: Increased scores Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 3	Formative			Summative
	Nov	Mar	June	June
Strategy 4 Details	Reviews			
Strategy 4: Roma ISD will establish goals and objectives using campus student assessment data (CIRCLE, KEA, and Local Assessment Data) to measure campus strengths and weaknesses and identify a (Non-negotiables) Plan of Action accordingly. Strategy's Expected Result/Impact: 10%+ gain student achievement Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 Funding Sources: - 211 Title I, Part A	Formative			Summative
	Nov	Mar	June	June
Strategy 5 Details	Reviews			
Strategy 5: Roma ISD will implement a Superintendent Strategic Plan to revisit and align instructional timelines (every six weeks) based on student results, ensure tight alignment between written, taught and tested, and monitor the implementation / delivery of instruction / assessment per six weeks in order to allocate necessary resources. Strategy's Expected Result/Impact: 10%+ gain in student achievement Staff Responsible for Monitoring: Principals, Campus Administration, and Curriculum and Instruction Team Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - District Processes & Programs 1 Funding Sources: - 211 Title I, Part A	Formative			Summative
	Nov	Mar	June	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: #2 Even though district enrollment has slightly decreasing for the past several years , the number of At-Risk students have been slightly increasing yearly. Root Cause: Being that our district is located in the border there has been an influx of immigrants into our district that are considered At-Risk.

Demographics
<p>Problem Statement 2: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. Root Cause: Teachers are being provided instructional training and resources to address the specific learning needs of this student population. Particular attention is given to identification, evaluation, and placement of students, including an emphasis on pre-referral intervention support (MTSS) and related documentation.</p>
Student Learning
<p>Problem Statement 1: Students transitioning to sixth grade are not performing as they did in prior grades. Root Cause: Students transition from one teacher to multiple teachers</p> <p>Problem Statement 2: EOC US History scores are declining from one year to the next. All populations showed a decrease. Root Cause: There are numerous TEKS and there is very little time to ensure that students are learning the materials.</p> <p>Problem Statement 3: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. Root Cause: Teachers are being provided instructional training and resources to address the specific learning needs of this student population. Particular attention is given to identification, evaluation, and placement of students, including an emphasis on pre-referral intervention support (MTSS) and related documentation.</p>
District Processes & Programs
<p>Problem Statement 1: Students at Roma ISD experienced significant learning loss from March 2020 to May 2021. Students are participating in person instruction in order to decrease the COVID learning loss. Root Cause: All students were engaged in virtual instruction from March 2020 to May 2021. Students have been instructed in person for the 2021-2022 school year.</p>
Perceptions
<p>Problem Statement 3: Parents feel that teachers are not posting grades in a timely manner. Root Cause: Campus administration and teachers need to emphasize the importance of timely posting of grades. Additionally, Administration should monitor the posting of grades.</p>

Goal 2: STUDENT LEARNING

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

Performance Objective 7: The percentage of graduates that meet the criteria for CCMR will increase to 70% by June 2024.

High Priority

HB3 Goal

Evaluation Data Sources: Student data

Strategy 1 Details	Reviews			
Strategy 1: All secondary teachers will complete professional development on CCMR accountability standards and requirements. Teachers will receive training from Region One CCMR specialists and will attend CTE/CCMR PLCs throughout the year to review data and receive accountability updates. Strategy's Expected Result/Impact: Teachers will increase their knowledge of CCMR accountability expectations in order to employ corresponding strategies that will lead to student success. Staff Responsible for Monitoring: CTE/CCMR director & CTE/CCMR Counselor Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
Strategy 2: Identify CCMR indicators for all students and ensure that they get CCMR credit. Each CTE teacher will receive a targeted list of students that have not met CCMR requirements in order to ensure that they are provided the support that they need to meet CCMR goals. Strategy's Expected Result/Impact: Close the gap for students currently not meeting CCMR requirements by making sure they are on track. Staff Responsible for Monitoring: All secondary teachers, CTE/CCMR Counselor, CTE/CCMR Director and Roma High School Principal	Formative			Summative
	Nov	Mar	June	June
Strategy 3 Details	Reviews			
Strategy 3: Identify Special Ed students needing to meet CCMR requirements and prepare them to be workforce ready. Strategy's Expected Result/Impact: Provided our Special Education students the opportunity to be contributing members to our workforce. Staff Responsible for Monitoring: CTE/CCMR Director & Counselor	Formative			Summative
	Nov	Mar	June	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: STUDENT LEARNING

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

Performance Objective 8: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for college ready will increase to 60% by June 2024.

High Priority

HB3 Goal

Evaluation Data Sources: Student data

Strategy 1 Details	Reviews			
Strategy 1: Identify and provide EB students with materials to help them to be college ready. Strategy's Expected Result/Impact: More students will be ready for college Staff Responsible for Monitoring: Counselors Funding Sources: - 263 Title III, Part A EL/Immigrant	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
Strategy 2: Regularly track students to ensure that they are meeting college , career or military readiness outcomes. Strategy's Expected Result/Impact: Identify students who have already met requirements and focus on students who need extra guidance and support in order to meet the same outcomes. Staff Responsible for Monitoring: Teachers and Counselors	Formative			Summative
	Nov	Mar	June	June
Strategy 3 Details	Reviews			
Strategy 3: Ensure that students who did not pass TSI Reading or Math receive targeted training in those subject areas by offering tutorials and other forms of added support. Strategy's Expected Result/Impact: A higher percentage of students will pass their TSI assessment Staff Responsible for Monitoring: Teachers, CCMR Counselor & Director	Formative			Summative
	Nov	Mar	June	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 2: STUDENT LEARNING

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





Performance Objective 9: Roma ISD will implement its District Improvement Plan to exceed the region and state passing rates for all student groups in Domain I (Student Achievement).

Evaluation Data Sources: Assessment results

Strategy 1 Details	Reviews			
Strategy 1: Roma ISD will provide supplemental resources, professional development, and interventions to improve the academic performance of ALL student populations. Strategy's Expected Result/Impact: Improved scores on assessments Staff Responsible for Monitoring: Federal Programs Director and Executive Director for Curriculum and Instruction Title I: 2.4, 2.6 Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 Funding Sources: - 211 Title I, Part A, - 289 Title IV, Part A -SSAEP	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
Strategy 2: Expand the CTE course offerings by evaluating current program and providing supplemental resources and equipment that align with industry standards and credentialing opportunities. Strategy's Expected Result/Impact: Increased awareness of CTE programs of study; Increased number of students participating in CTE programs of study Staff Responsible for Monitoring: CTE director, Principals, Campus Administration, and Counselors	Formative			Summative
	Nov	Mar	June	June
Strategy 3 Details	Reviews			
Strategy 3: Roma ISD will implement a Technology Plan to support the use of technology to improve instruction. Provide professional development opportunities for teachers, and provide devices, content, and resources that will improve student digital literacy skills and academic achievement. Strategy's Expected Result/Impact: Increased use of technology for instruction Staff Responsible for Monitoring: Technology Director and Executive Director for Curriculum and Instruction Problem Statements: District Processes & Programs 1 - Perceptions 3 Funding Sources: Digital resources - 270 Title V, Part B Rural & Low-Income School	Formative			Summative
	Nov	Mar	June	June

Strategy 4 Details	Reviews			
Strategy 4: Roma ISD will continue to implement the Professional Learning Communities (PLC) process in order to provide support for each campus as they work to maintain effective PLC's to help improve planning to meet the needs of all students. Strategy's Expected Result/Impact: Improved lesson quality; increased teacher confidence Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction Title I: 2.5 Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3	Formative			Summative
	Nov	Mar	June	June
Strategy 5 Details	Reviews			
Strategy 5: Increase awareness and promotion of financial aid, grant and scholarship opportunities in an effort to pursue post-secondary education options. Strategy's Expected Result/Impact: Increased student and parent knowledge about financial aid and other options Staff Responsible for Monitoring: Counselors Title I: 2.5	Formative			Summative
	Nov	Mar	June	June
Strategy 6 Details	Reviews			
Strategy 6: Support increased high school graduation and completion rates by focusing efforts to reduce the dropout rate by continuing with ongoing dropout prevention, intervention and recovery program protocols and the use of alternate online-based learning environments and mentoring. Strategy's Expected Result/Impact: Reduced number of dropouts, increased graduation and completion rates Staff Responsible for Monitoring: Counselors Funding Sources: Resources - 270 Title V, Part B Rural & Low-Income School	Formative			Summative
	Nov	Mar	June	June
Strategy 7 Details	Reviews			
Strategy 7: Roma ISD will monitor coordinated intervention programs for at-risk students that will focus on addressing individual student needs. Strategy's Expected Result/Impact: Individual student achievement Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3	Formative			Summative
	Nov	Mar	June	June

Strategy 8 Details	Reviews			
Strategy 8: Roma ISD will dedicate resources necessary to ensure that all students meet passing standards on State exams, AP exams, and other academic assessments. Strategy's Expected Result/Impact: Students will achieve a passing rate Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction Title I: 2.6 Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 Funding Sources: Resources - 270 Title V, Part B Rural & Low-Income School, Resources - 211 Title I, Part A, Resources - 289 Title IV, Part A -SSAEP	Formative			Summative
	Nov	Mar	June	June
Strategy 9 Details	Reviews			
Strategy 9: Roma ISD will provide a summer school program PreK-12 to ensure that students have an opportunity to receive supplemental instruction to increase the academic achievement of all students and reduce the drop-out rate. Strategy's Expected Result/Impact: Increased academic achievement and reduced drop-out rate Staff Responsible for Monitoring: Federal Programs Director and Executive Director for Curriculum and Instruction Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - District Processes & Programs 1 Funding Sources: Instructors & Supplies - 270 Title V, Part B Rural & Low-Income School - \$137,226	Formative			Summative
	Nov	Mar	June	June
Strategy 10 Details	Reviews			
Strategy 10: Roma ISD will hire qualified teachers to ensure that all students learn at high levels. In cases where a certified teacher cannot be found we will use the District of Innovation to hire teachers that have expertise in the subject area they will be teaching. Strategy's Expected Result/Impact: Improve Student Scores Staff Responsible for Monitoring: Human Resources Funding Sources: Teachers - 211 Title I, Part A	Formative			Summative
	Nov	Mar	June	June
Strategy 11 Details	Reviews			
Strategy 11: Roma ISD will provide migrant students with the necessary resources to ensure their continued academic success. Strategy's Expected Result/Impact: Improve Student Scores Staff Responsible for Monitoring: Federal Programs Director Funding Sources: - 211 Title I, Part A	Formative			Summative
	Nov	Mar	June	June

Strategy 12 Details	Reviews			
Strategy 12: Roma ISD will provide the necessary resources for students enrolled in Advance Placement Courses in order to help them achieve passing standards on AP Exams. Strategy's Expected Result/Impact: Improve Passing Rate on AP Exams Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction Problem Statements: Demographics 1 - Student Learning 2 Funding Sources: Resources for AP; study guides - 270 Title V, Part B Rural & Low-Income School	Formative			Summative
	Nov	Mar	June	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 9 Problem Statements:

Demographics
Problem Statement 1: #2 Even though district enrollment has slightly decreasing for the past several years , the number of At-Risk students have been slightly increasing yearly. Root Cause: Being that our district is located in the border there has been an influx of immigrants into our district that are considered At-Risk. Problem Statement 2: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. Root Cause: Teachers are being provided instructional training and resources to address the specific learning needs of this student population. Particular attention is given to identification, evaluation, and placement of students, including an emphasis on pre-referral intervention support (MTSS) and related documentation.
Student Learning
Problem Statement 1: Students transitioning to sixth grade are not performing as they did in prior grades. Root Cause: Students transition from one teacher to multiple teachers Problem Statement 2: EOC US History scores are declining from one year to the next. All populations showed a decrease. Root Cause: There are numerous TEKS and there is very little time to ensure that students are learning the materials. Problem Statement 3: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. Root Cause: Teachers are being provided instructional training and resources to address the specific learning needs of this student population. Particular attention is given to identification, evaluation, and placement of students, including an emphasis on pre-referral intervention support (MTSS) and related documentation.
District Processes & Programs
Problem Statement 1: Students at Roma ISD experienced significant learning loss from March 2020 to May 2021. Students are participating in person instruction in order to decrease the COVID learning loss. Root Cause: All students were engaged in virtual instruction from March 2020 to May 2021. Students have been instructed in person for the 2021-2022 school year.
Perceptions
Problem Statement 3: Parents feel that teachers are not posting grades in a timely manner. Root Cause: Campus administration and teachers need to emphasize the importance of timely posting of grades. Additionally, Administration should monitor the posting of grades.

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 10: Roma ISD will monitor attendance, grades, enrollment, and benchmark scores for students receiving Special Education services throughout the school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	June
Strategy 1: The SPED Department will provide enrichment opportunities for SPED students to increase attendance rates, grades, and benchmark scores. Strategy's Expected Result/Impact: Increased attendance rates, grades, and benchmark scores Staff Responsible for Monitoring: SPED Director Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Learning 3				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 10 Problem Statements:

Demographics
Problem Statement 1: #2 Even though district enrollment has slightly decreasing for the past several years , the number of At-Risk students have been slightly increasing yearly. Root Cause: Being that our district is located in the border there has been an influx of immigrants into our district that are considered At-Risk.
Problem Statement 2: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. Root Cause: Teachers are being provided instructional training and resources to address the specific learning needs of this student population. Particular attention is given to identification, evaluation, and placement of students, including an emphasis on pre-referral intervention support (MTSS) and related documentation.
Student Learning
Problem Statement 3: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. Root Cause: Teachers are being provided instructional training and resources to address the specific learning needs of this student population. Particular attention is given to identification, evaluation, and placement of students, including an emphasis on pre-referral intervention support (MTSS) and related documentation.

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 11: Roma ISD will monitor attendance, grades, enrollment, and benchmark scores for students receiving and/or identified as Migrant throughout the school year.

Evaluation Data Sources: Attendance reports, Six-week grading reports, Assessment Results (Six-weeks, RAAR, and STAAR Results)

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 12: Roma ISD will monitor attendance, grades, enrollment, and benchmark scores for students receiving McKinney-Vento (Homeless) services and/or identified as homeless throughout the school year.

Evaluation Data Sources: Attendance reports, Six-week grading reports, Assessment Results (Six-weeks, RAAR, and STAAR Results)

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 13: Roma ISD will provide Response to Intervention instructional support to at-risk students in order to help persistently struggling reading and math students.

High Priority

Evaluation Data Sources: RtI Committee/RtI-SuccessEd documentation, teacher/parent input, progress monitoring reports, six weeks benchmark data, and state assessment data.

Strategy 1 Details	Reviews			
Strategy 1: Roma ISD will provide MTSS/RtI training through Region One to our campus RtI case managers and RTI campus administrators in order to mainstream Tier 1, 2, and 3 instruction in every campus. Strategy's Expected Result/Impact: Increased student achievement in Reading and Math Staff Responsible for Monitoring: RtI Director Problem Statements: Demographics 1, 2 - Student Learning 3 - District Processes & Programs 1	Formative			Summative
	Nov	Mar	June	June
	N/A			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 13 Problem Statements:

Demographics
Problem Statement 1: #2 Even though district enrollment has slightly decreasing for the past several years, the number of At-Risk students have been slightly increasing yearly. Root Cause: Being that our district is located in the border there has been an influx of immigrants into our district that are considered At-Risk. Problem Statement 2: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. Root Cause: Teachers are being provided instructional training and resources to address the specific learning needs of this student population. Particular attention is given to identification, evaluation, and placement of students, including an emphasis on pre-referral intervention support (MTSS) and related documentation.
Student Learning
Problem Statement 3: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. Root Cause: Teachers are being provided instructional training and resources to address the specific learning needs of this student population. Particular attention is given to identification, evaluation, and placement of students, including an emphasis on pre-referral intervention support (MTSS) and related documentation.

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





Goal 2: STUDENT LEARNING

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

Performance Objective 14: Roma ISD will implement its Section 504 Campus Guide and Operating Procedures in order to provide 100% instructional support to our 504 student population.

High Priority

Evaluation Data Sources: 504 Committee and 504-SuccessEd documentation, student service plans, progress monitoring reports, six weeks benchmarks, and state assessment data.

Strategy 1 Details	Reviews			
Strategy 1: Roma ISD will provide ongoing 504 Campus Coordinator trainings through regular 504 PLC meetings and trainings in order to provide all 504 services to eligible students. Strategy's Expected Result/Impact: Increased student achievement in Reading and Math Staff Responsible for Monitoring: 504 District Director Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Learning 3 - District Processes & Programs 1	Formative			Summative
	Nov	Mar	June	June
	N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 14 Problem Statements:

Demographics
Problem Statement 1: #2 Even though district enrollment has slightly decreasing for the past several years , the number of At-Risk students have been slightly increasing yearly. Root Cause: Being that our district is located in the border there has been an influx of immigrants into our district that are considered At-Risk. Problem Statement 2: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. Root Cause: Teachers are being provided instructional training and resources to address the specific learning needs of this student population. Particular attention is given to identification, evaluation, and placement of students, including an emphasis on pre-referral intervention support (MTSS) and related documentation.
Student Learning
Problem Statement 3: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. Root Cause: Teachers are being provided instructional training and resources to address the specific learning needs of this student population. Particular attention is given to identification, evaluation, and placement of students, including an emphasis on pre-referral intervention support (MTSS) and related documentation.

District Processes & Programs

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

Goal 3: EMPOWERING TEACHERS AND ADMINISTRATORS

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

Performance Objective 1: Roma ISD will provide professional development training sessions for all staff members following the SBEC Clearinghouse training recommendations for all District employees.

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





Strategy 1 Details	Reviews			
Strategy 1: Roma ISD will provide required professional development to all District employees guided by the SBEC Clearinghouse training recommendations. Strategy's Expected Result/Impact: To provide best practices and industry recommendations on professional development directly related to: 1. Suicide prevention, intervention, and postvention 2. Building skills related to managing emotions, establishing, and maintaining positive relationships, and responsible decision-making (conflict resolution). 3. Positive Youth Development and Bullying and Cyberbullying 4. UIL Safety training 5. Human trafficking 6. Grief Informed and Trauma Informed Training and 7. Epinephrine Auto-Injector Training Staff Responsible for Monitoring: Director of School Safety Funding Sources: - 255 Title II, Part A	Formative			Summative
	Nov	Mar	June	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development to all Dyslexia teachers regarding the use of AMPLIO learning which is an online platform for ongoing, one-to-one, and small group instruction for Dyslexia students. Strategy's Expected Result/Impact: To additionally certify Dyslexia teachers in the use of the AMPLIO program Kits 6-7, in addition to their prior training in Kits 1-5 Staff Responsible for Monitoring: Sp Ed program supervisors and district director, campus principals, 504 campus coordinators	Formative			Summative
	Nov	Mar	June	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 3: EMPOWERING TEACHERS AND ADMINISTRATORS

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

Performance Objective 2: The district will develop and sustain an equitable compensation plan for all employees

Evaluation Data Sources: HR/Finance Dept Records





Strategy 1 Details	Reviews			
Strategy 1: Continually monitor hiring schedules and compensation plan. Provide a copy of the board approved compensation plan in the district's website. Strategy's Expected Result/Impact: Fair and equitable salary schedules Staff Responsible for Monitoring: HR Director	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
Strategy 2: Provide teachers who hold a Master's degree with a \$2,000 yearly stipend Strategy's Expected Result/Impact: Increased teacher retention Staff Responsible for Monitoring: HR Funding Sources: - 255 Title II, Part A - \$205,000	Formative			Summative
	Nov	Mar	June	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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 3: The Special Education Department will provide new teachers with professional development opportunities throughout the school year to enhance their skills.

Evaluation Data Sources: Sign-ins; workshop attendance; observations

Strategy 1 Details	Reviews			
Strategy 1: Each new SPED teacher will be paired with a diagnostician on a "New Teacher ARD/IEP Development Coaching Plan". Strategy's Expected Result/Impact: Improved ARD/IEP implementation and documentation that will in turn produce better results for the students. Staff Responsible for Monitoring: SPED Director and Compliance Coordinator Results Driven Accountability Problem Statements: Demographics 2 - Student Learning 3	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
Strategy 2: The SPED department will schedule targeted professional development activities based on teacher observations and feedback. Strategy's Expected Result/Impact: Better instruction for all SPED students and increased accountability/compliance. Staff Responsible for Monitoring: SPED Director Results Driven Accountability	Formative			Summative
	Nov	Mar	June	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. Root Cause: Teachers are being provided instructional training and resources to address the specific learning needs of this student population. Particular attention is given to identification, evaluation, and placement of students, including an emphasis on pre-referral intervention support (MTSS) and related documentation.

Student Learning

Problem Statement 3: #3 During the past three years our special education student population has increased by over 15% and our special education students have been underperforming in all state assessments. **Root Cause:** Teachers are being provided instructional training and resources to address the specific learning needs of this student population. Particular attention is given to identification, evaluation, and placement of students, including an emphasis on pre-referral intervention support (MTSS) and related documentation.

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 4: Roma ISD will provide professional learning training to administrators and teachers using 3rd party vendors on pre- and post-testing of students for student growth measures for Teacher Incentive Allotment purposes. These 3rd party vendors are NWEA, Study Island, AAPPL, and CTE Precision Exams.

High Priority






Evaluation Data Sources: Sign-ins workshop attendance rosters

Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT

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

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

Evaluation Data Sources: Parent Perception Surveys






Strategy 1 Details	Reviews			
Strategy 1: Hold parent meetings throughout the school year that address various topics, including student academic achievement/skills and how to monitor student progress. Strategy's Expected Result/Impact: Increased knowledge of how to monitor student progress in a variety of ways. Staff Responsible for Monitoring: Campus PFE liaisons Title I: 2.6, 4.2 Funding Sources: - 211 Title I, Part A, - 289 Title IV, Part A -SSAEP	Formative			Summative
	Nov	Mar	June	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT

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

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

Evaluation Data Sources: Sign-in rosters, evaluations

Strategy 1 Details	Reviews			
Strategy 1: The district campuses will host events such as campus open house events, meet the teacher events, student performances, and parental meetings. Strategy's Expected Result/Impact: Increased communication; better relationships between parents, school, and community Staff Responsible for Monitoring: Principals Funding Sources: - 211 Title I, Part A - \$3,000, - 289 Title IV, Part A -SSAEP	Formative			Summative
	Nov	Mar	June	June
				
Strategy 2 Details	Reviews			
Strategy 2: The district campuses will encourage parental participation in student IEP meetings by allowing a variety of participation options including, but not limited to, in-person meetings, conference calls, and video conferencing. Strategy's Expected Result/Impact: Increased parental participation/input in IEP meetings Staff Responsible for Monitoring: Campus ARD-C Administrators Funding Sources: - 211 Title I, Part A, - 289 Title IV, Part A -SSAEP	Formative			Summative
	Nov	Mar	June	June
				
Strategy 3 Details	Reviews			
Strategy 3: Campus librarians will update the campus web page in order to improve communication with parents. In addition, all required postings will be included in the campus/district web page. Strategy's Expected Result/Impact: Campus web pages will be updated periodically to pertinent information. Staff Responsible for Monitoring: Principals Librarian Director	Formative			Summative
	Nov	Mar	June	June
				








Strategy 4 Details	Reviews			
Strategy 4: Librarians and director will host a drive-by book drive in order to promote reading and foster a positive relationship with all parents across the district. Strategy's Expected Result/Impact: Parents and students will drive-by and receive free books. Staff Responsible for Monitoring: Librarians/Director	Formative			Summative
	Nov	Mar	June	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				






Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT

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

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

Evaluation Data Sources: Participation data

Strategy 1 Details	Reviews			
Strategy 1: Provide PFE (parent and family engagement) activities for parents of EL students. Strategy's Expected Result/Impact: Improved English language skills; increased ability for parents and families to help their children Staff Responsible for Monitoring: Bilingual Director Title I: 2.6, 4.2 Funding Sources: - 263 Title III, Part A EL/Immigrant - \$5,000, - 211 Title I, Part A, - 289 Title IV, Part A - SSAEP	Formative			Summative
	Nov	Mar	June	June
				
Strategy 2 Details	Reviews			
Strategy 2: Establish a district Parent & Family Engagement Center to increase parental involvement. Strategy's Expected Result/Impact: Increased parental involvement and better informed parents Staff Responsible for Monitoring: Federal Programs Director Title I: 4.1, 4.2 Funding Sources: Furniture, computers - 270 Title V, Part B Rural & Low-Income School - \$10,000	Formative			Summative
	Nov	Mar	June	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide staff development sessions to teachers and administrators on the importance of parent and family engagement. Strategy's Expected Result/Impact: Teachers and administrators will gain knowledge about the importance of parent and family engagement. Staff Responsible for Monitoring: Parental Involvement Director Funding Sources: Payroll and Consulting Services - 270 Title V, Part B Rural & Low-Income School	Formative			Summative
	Nov	Mar	June	June
				

Strategy 4 Details	Reviews			
Strategy 4: Provide workshops for parents at the Parent and Family Engagement Center Strategy's Expected Result/Impact: Increased parental involvement Staff Responsible for Monitoring: Federal Programs Director Funding Sources: - 211 Title I, Part A - \$5,000	Formative			Summative
	Nov	Mar	June	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: EFFECTIVE USE OF DISTRICT RESOURCES

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

Performance Objective 1: The district will increase parent participation in the academic monitoring of their students.

Evaluation Data Sources: Emails; flyers; notices

Strategy 1 Details	Reviews			
Strategy 1: Roma ISD will inform all parents of the availability of the parent portal and will provide them with instructions on how to manage the software. Strategy's Expected Result/Impact: Increased parental involvement; increased student scores on state and local assessments Staff Responsible for Monitoring: Principals Title I: 2.4, 2.6 Funding Sources: - 211 Title I, Part A, - 289 Title IV, Part A -SSAEP	Formative			Summative
	Nov	Mar	June	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 5: EFFECTIVE USE OF DISTRICT RESOURCES

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

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

RDA Strategies

Goal	Objective	Strategy	Description
2	1	1	Roma ISD will implement a requisition request process to provide materials, supplies, and resources needed by teachers and students.
2	1	2	Roma ISD will create and monitor identification procedures for tutorial and enrichment opportunities for all students.
2	1	4	Conduct campus and classroom visits and district trainings to revisit and align instructional timelines (every six weeks), based on student results. Ensure tight alignment between written, taught and tested. Monitor the implementation / delivery of instruction / assessment per six weeks. Provide necessary resources and curriculum planning time.
2	1	5	Analyze and share campus student assessment data (CIRCLE, KEA, TPRI, Local 6wks Assessment Data and STAAR) with campus leadership to help establish goals and objectives and measure campus strengths and weaknesses. Identify (Non-negotiables) Plan accordingly.
2	1	6	Use DMAC and Edspire software to monitor assessed TEKS objectives in all subject areas (Reading, Writing, Math, Science and Social Studies) for every instructional 6wks period. Provide in-depth "unpacking" opportunities to ensure clarity on "what, how" and level of rigor expected from each TEKS.
2	2	1	Roma ISD will monitor Rtl/504/Sp Ed/ and LPAC committee work to ensure that All Students (including Special Populations) will be provided with the needed accommodations and supports to successfully progress with their cohort toward graduation.
2	4	1	Roma ISD will work with campus leadership through Principal and facilitator meetings to ensure all elementary schools will provide accelerated learning opportunities, additional tutoring (before and after school) and Saturdays camps.
2	4	4	Roma ISD will establish goals and objectives using campus student assessment data (CIRCLE, KEA, and Local Assessment Data) to measure campus strengths and weaknesses and identify a (Non-negotiables) Plan of Action accordingly.
2	5	1	Using the HB4545/HB1416 guidelines, Roma ISD will require schools to provide accelerated learning opportunities, additional tutoring (before and after school) and Saturday camps.
2	5	4	Roma ISD will establish goals and objectives using campus student assessment data (CIRCLE, KEA, and Local Assessment Data) to measure campus strengths and weaknesses and identify a (Non-negotiables) Plan of Action accordingly.
2	5	5	Roma ISD will implement a Superintendent Strategic Plan to revisit and align instructional timelines (every six weeks) based on student results, ensure tight alignment between written, taught and tested, and monitor the implementation / delivery of instruction / assessment per six weeks in order to allocate necessary resources.
2	5	6	Roma ISD will follow the Professional Learning Community (PLC) process to ensure all teachers will meet to address the needs of all student populations. Weekly agenda to include: *Revisit Campus Status *Identify Non-Negotiables *Plan Delivery of Instruction *Determine levels of student Mastery *Identify areas and students in need of intervention *Develop Intervention Plans *Share/Discuss strategies *TTESS Weekly Dimension *Monitor Student Growth Strategies.
2	6	1	Using the HB4545/HB1416 guidelines, Roma ISD will require schools to provide accelerated learning opportunities, additional tutoring (before and after school) and Saturday camps.
2	6	4	Roma ISD will establish goals and objectives using campus student assessment data (CIRCLE, KEA, and Local Assessment Data) to measure campus strengths and weaknesses and identify a (Non-negotiables) Plan of Action accordingly.

Goal	Objective	Strategy	Description
2	6	5	Roma ISD will implement a Superintendent Strategic Plan to revisit and align instructional timelines (every six weeks) based on student results, ensure tight alignment between written, taught and tested, and monitor the implementation / delivery of instruction / assessment per six weeks in order to allocate necessary resources.
2	10	1	The SPED Department will provide enrichment opportunities for SPED students to increase attendance rates, grades, and benchmark scores.
2	14	1	Roma ISD will provide ongoing 504 Campus Coordinator trainings through regular 504 PLC meetings and trainings in order to provide all 504 services to eligible students.
3	3	1	Each new SPED teacher will be paired with a diagnostician on a "New Teacher ARD/IEP Development Coaching Plan".
3	3	2	The SPED department will schedule targeted professional development activities based on teacher observations and feedback.

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$4,807,247.00

Total FTEs Funded by SCE: 66

Brief Description of SCE Services and/or Programs

Resources may include specialized materials for reading or mathematics, specialized software, additional staff and/or equipment. In addition, some examples of supplemental state compensatory education programs and/or services developed by local districts include but are not limited to: Tutorials; Class size reduction; Computer assisted instruction; Specialized staff development to train personnel who are working with students at –risk of dropping out of school; Specialized reading and mathematics programs, software, and/or enrichment resources; STAAR/EOC remediation; Individualized instruction; Extended day sessions for pre-kindergarten Accelerated instruction; and Extended day, week, or year.

Personnel for District Improvement Plan

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

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

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

Title I

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those students who are failing, or at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA).

The campus must provide a summary of the CNA, including a list of the data resources used and a description of the CNA process the campus followed.

The campus must provide the date(s) that the CNA was developed (if a new campus) or the date(s) that the CNA was reviewed and/or revised for the 2023-2024 school year.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan (CIP) is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local education agency, to the extent feasible, tribes, and tribal organizations present in the community and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.

The campus must provide a list of the individuals and their roles who assisted with the development or the review of the CIP. The list must identify individuals by name and roles.

2.2: Regular monitoring and revision

The Campus Improvement Plan (CIP) remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

The campus must provide the date(s) that the CIP was revised and/or evaluated for the 2023-2024 school year.

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

The CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

The campus must indicate locations where the LEA made the CIP available. Examples: on campus, at Post Office, in Student Handbook, at Parent Meetings or other locations (specify “other”).

The campus must indicate languages in which the CIP was distributed. Examples: English, Spanish, Vietnamese or other language (specify “other”).

2.4: Opportunities for all children to meet State standards

Schoolwide Reform Strategies that the school will be implementing to address school needs, including a description of how such strategies:

i. will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards;

The campus must indicate the CIP page number(s) and indicate or highlight where on the page the opportunities for all children are addressed. Provide evidence of ONE strategy that addresses providing opportunities for all children. The CIP should include as many strategies as needed in order to implement the identified needs. For validation purposes, however, no more than five strategies should be submitted.

2.5: Increased learning time and well-rounded education

ii. will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

The campus must indicate the CIP page number(s) and indicate or highlight where methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education are addressed. Provide evidence of ONE instructional strategy that addresses this. The CIP should include as many strategies as needed in order to implement the identified needs. For validation purposes, however, no more than five strategies should be submitted.

2.6: Address needs of all students, particularly at-risk

iii. will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

The campus must indicate the CIP page number(s) and indicate or highlight where the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards are addressed. Provide evidence of ONE strategy that addresses the needs of all students, particularly the needs of those at risk of not meeting State standards. The CIP should include as many strategies as needed in order to implement the identified needs. For validation purposes, however, no more than five strategies should be submitted.

3.1: Annually evaluate the schoolwide plan

Campuses shall jointly develop with, and distribute to, parents and family members of participating children a written schoolwide plan, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the plan in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The plan shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

The campus must provide a list of the individuals and their roles who assisted with the development of the Schoolwide Plan.

The campus must indicate how the Schoolwide Plan was distributed. With its validation submission, the LEA should include relevant pages from the Schoolwide Plan (or other documentation) that describe the how the plan was distributed and at what locations it is made available to parents. Examples: on campus, at Post Office, in Student Handbook, at Parent Meetings or other locations (specify “other”).

The campus documentation must also indicate the languages in which the Schoolwide Plan was distributed. Examples: English, Spanish, Vietnamese or other language (specify “other”).

4.1: Develop and distribute Parent and Family Engagement Policy

Campuses shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

The campus must provide a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy.

The campus must indicate how the Parent and Family Engagement Policy was distributed. With its validation submission, the LEA should include relevant pages from CIP (or other documentation) that describe the how the PFE policy was distributed and at what locations it is made available to parents. Examples: on campus, at Post Office, in Student Handbook, at Parent Meetings or other locations (specify “other”).

The campus documentation must also indicate the languages in which the Parent and Family Engagement Policy was distributed. Examples: English, Spanish, Vietnamese or other language (specify “other”).

The campus must indicate languages in which the CIP was distributed. Examples: English, Spanish, Vietnamese or other language (specify “other”).

4.2: Offer flexible number of parent involvement meetings

Campus shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, childcare, or home visits, as such services relate to parental involvement.

The campus must include documentation of the days and times for the Parent and Family Engagement meetings, as well as of the locations the meetings were held.

Time Examples: Sundays, Mondays, Wednesdays, Thursdays, Fridays, Saturdays, AM during the school day, PM during the school day, PM after school, PM in the evening, specify if other times.

Location Examples: on campus, other district site, community center, or other locations (specify "other")

With its validation submission, the LEA should include relevant pages from CIP that describe the meeting dates, times, and locations. Other documentation (such as agendas, sign-in sheets, meeting notes, and/or committee reports) may also be included if necessary to demonstrate compliance with this requirement.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brenda Navarro	Federal Programs Secretary	Federal Programs	1
Elizabeth Perez	McKinney-Vento/Migrant Secretary	Federal Programs	1
Ricardo Esparza	McKinney-Vento Administrator	Federal Programs	1

District Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Jaime Escobar	Career and Technical Education (CTE)College, Career and Military Readingess (CCMR) Director
Administrator	Yadira Diaz	High School Curriculum Director
Administrator	Joe Martinez	Federal Programs Director

District Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
2	2	1			\$0.00
2	3	1			\$0.00
2	4	1			\$0.00
2	4	4			\$0.00
2	5	1			\$0.00
2	5	2			\$0.00
2	5	4			\$0.00
2	5	5			\$0.00
2	5	6			\$0.00
2	6	1			\$0.00
2	6	4			\$0.00
2	6	5			\$0.00
2	9	1			\$0.00
2	9	8	Resources		\$0.00
2	9	10	Teachers		\$0.00
2	9	11			\$0.00
4	1	1			\$0.00
4	2	1			\$3,000.00
4	2	2			\$0.00
4	3	1			\$0.00

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	4			\$5,000.00
5	1	1			\$0.00
Sub-Total					\$8,000.00
Budgeted Fund Source Amount					\$171,000.00
+/- Difference					\$163,000.00
255 Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$0.00
3	1	1			\$0.00
3	2	2			\$205,000.00
Sub-Total					\$205,000.00
Budgeted Fund Source Amount					\$377,811.00
+/- Difference					\$172,811.00
263 Title III, Part A EL/Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	2	1			\$0.00
2	3	1			\$0.00
2	4	1			\$0.00
2	5	1			\$0.00
2	6	1			\$0.00
2	8	1			\$0.00
4	3	1			\$5,000.00
Sub-Total					\$5,000.00
Budgeted Fund Source Amount					\$451,534.00
+/- Difference					\$446,534.00
289 Title IV, Part A -SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	1	3			\$0.00

289 Title IV, Part A -SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
2	3	1			\$0.00
2	4	1			\$0.00
2	5	1			\$0.00
2	5	2			\$0.00
2	5	4			\$0.00
2	5	5			\$0.00
2	5	6			\$0.00
2	6	1			\$0.00
2	9	1			\$0.00
2	9	8	Resources		\$0.00
4	1	1			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	3	1			\$0.00
5	1	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$332,338.00
+/- Difference					\$332,338.00
270 Title V, Part B Rural & Low-Income School					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	15	Extra duty pay		\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	3	1			\$0.00
2	4	1			\$0.00
2	5	1			\$0.00
2	6	1			\$0.00

270 Title V, Part B Rural & Low-Income School					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	9	3	Digital resources		\$0.00
2	9	6	Resources		\$0.00
2	9	8	Resources		\$0.00
2	9	9	Instructors & Supplies		\$137,226.00
2	9	12	Resources for AP; study guides		\$0.00
4	3	2	Furniture, computers		\$10,000.00
4	3	3	Payroll and Consulting Services		\$0.00
Sub-Total					\$147,226.00
Budgeted Fund Source Amount					\$140,000.00
+/- Difference					-\$7,226.00
Grand Total Budgeted					\$1,472,683.00
Grand Total Spent					\$365,226.00
+/- Difference					\$1,107,457.00

Addendums

Roma ISD SBDM Virtual Meeting
September 15, 2022
Minutes

Item #1

Welcome by Mr. Rodrigo Bazán

Mr. Rodrigo Bazan welcomed all SBDM members, and he reminded them to remote check in if they had not done so.

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

Mr. Noe Guzman proposed changing the early release scheduled on October 28, 2022, to October 27, 2022. Ms. Melizza Galvan made a motion to make the change and Mr. Jose G. Cantu seconded the motion. Committee members unanimously approved the motion.

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

Mr. Martinez reviewed each section of the Return to In-Person Instruction and Continuity of Services Plan. This item did not need to be approved, but it needed to be presented. Highlights included the recommendation of mask use although it is not a requirement.

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

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

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

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

INCLUDES SALARIES

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

INCLUDES SALARIES

Definitions

Bullying

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student’s educational opportunities; or

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

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

Policy

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

1. Prohibits the bullying of a student;
2. Prevents and mediates bullying incidents between students that:
 - a. Interfere with a student's educational opportunities; or
 - b. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity;
3. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
4. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
5. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
6. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
7. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
8. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying;
9. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law,

including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.); and

10. Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

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

Note: [Minimum Standards for Bullying Prevention](#)¹ are available on TEA's website.

Internet Posting

The procedure for reporting bullying must be posted on a district's internet website to the extent practicable.

Education Code 37.0832

¹ TEA Minimum Standards for Bullying Prevention:
<https://tea.texas.gov/texas-schools/health-safety-discipline/student-discipline/minimum-standards-for-bullying-prevention>

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

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

Examples

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

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

**Reporting
Procedures**

Student Report

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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

Clearinghouse

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

Professional Development Best Practices: [Effective Schools Framework](#)

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Recommended Frequency
1. Suicide Prevention	<ul style="list-style-type: none"> 21.451(d)(3)(A) and (d-1)(1)(A) for the frequency and population, and (d-2) for the program/content 21.451(d-1)(1)(B) and 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers 38.351(h) states school districts to provide suicide prevention training (minus elementary campuses if sufficient funding not available) 21.451(d-1)(2) states that the training may include two or more topics listed together 	Suicide Prevention, Intervention and Postvention	School counselors, teachers, nurses, administrators, and other staff as well as law enforcement officers and social workers who regularly interact with students.	<ul style="list-style-type: none"> Job embedded or as part of a professional learning community <p>OR</p> <ul style="list-style-type: none"> *Annually
2. Strategies for establishing and maintaining positive relationships among students, including conflict resolution	<ul style="list-style-type: none"> 21.451(d)(3)(B) and (d-1)(1)(A) for the frequency and population and (B) for the program/content 38.351 states that training programs are to be developed by the agency in coordination with 	Building Skills Related to Managing Emotions, Establishing and Maintaining	Teachers, school counselors, principals, and all other appropriate personnel.	<ul style="list-style-type: none"> Job embedded or as part of a professional learning community <p>OR</p>

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Recommended Frequency
	the Health and Human Services Commission and Education Service Centers <ul style="list-style-type: none"> 21.451(d-1)(2) states that the training may include two or more topics listed together 	Positive Relationships, and Responsible Decision-Making		<ul style="list-style-type: none"> *Annually
3. Preventing, identifying, responding to, and reporting incidents of bullying	<ul style="list-style-type: none"> 21.451(d)(3)(C) and (d-1)(1)(A) for the frequency and population and (B) for the program/content 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers 21.451(d-1)(2) states that the training may include two or more topics listed together 	Positive Youth Development Bullying and Cyberbullying	Teachers, school counselors, principals, and all other appropriate personnel.	<ul style="list-style-type: none"> Job embedded or as part of a professional learning community OR <ul style="list-style-type: none"> *Annually
4. Safety training program	<ul style="list-style-type: none"> 33.202(b) for the frequency and population and (c) for the certification of participants and the content. (a) requires the UIL to develop the program 	UIL Safety Training	Coaches, trainers, sponsors for an extracurricular activity, director responsible for school marching band.	<ul style="list-style-type: none"> Job embedded or as part of a professional learning community OR <ul style="list-style-type: none"> *Annually
5. Increasing awareness of issues regarding sexual abuse, sex trafficking, and other	<ul style="list-style-type: none"> 38.0041(c)(1)(A) for the frequency and (B) population. (2) for the program/content 38.0041(a) requires each district and charter school to adopt a 	Human Trafficking	All employees Part of new employee orientation.	<ul style="list-style-type: none"> Job embedded or as part of a professional learning community

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Recommended Frequency
maltreatment of children	<p>policy to be included in the district improvement plan and (b)(1) requires that policy to include methods using resources developed by the agency under 38.004.</p> <ul style="list-style-type: none"> 38.004 states that the agency shall develop and update a child abuse training program. 			<p><i>OR</i></p> <ul style="list-style-type: none"> *Annually
6. Increasing awareness and implementation of trauma-informed care	<ul style="list-style-type: none"> 38.036(c)(1)(B) and (C) for frequency, and 38.036(d) for population 38.036(c)(1) and 38.351 state that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers 	Grief Informed and Trauma Informed Training	<p>All staff in the school district.</p> <p>Part of new employee orientation.</p>	<ul style="list-style-type: none"> Job embedded or as part of a professional learning community <p><i>OR</i></p> <ul style="list-style-type: none"> *Annually
7. Administration of an epinephrine auto-injector	<ul style="list-style-type: none"> 38.210(b)(1) and (2) for program content and format and (3) for frequency. states that if a district or charter school or private school adopts a policy under 38.208(a), they are responsible for the training, and points to (c) which states that the Health and Human Services Commission, with advice from the Texas Dept of State Health Services appointed committee in 	Epinephrine Auto-Injector Training	School personnel and volunteers who are authorized and trained.	<ul style="list-style-type: none"> Job embedded or as part of a professional learning community <p><i>OR</i></p> <ul style="list-style-type: none"> *Annually

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Recommended Frequency
	38.207 (38.202 role and composition of the committee) which states that they advise on the training required, must develop rules regarding maintenance and administration of epinephrine injectors, and that the rules must state the amount of training required for school personnel.			

Clearinghouse section:

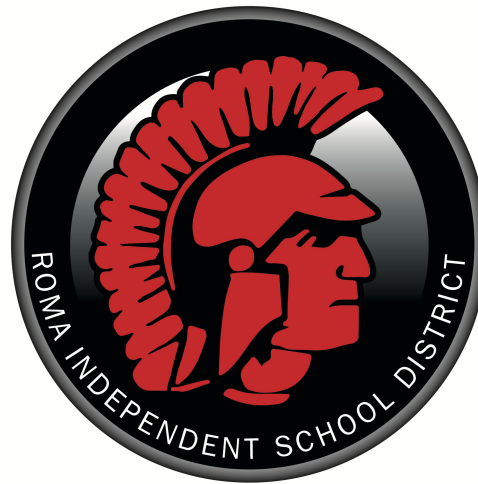
Texas Constitution and Statutes: For the complete language of the statutory provisions listed above, see [Texas Constitutions and Statutes](#).

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

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

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

Roma Independent School District			
2023-2024			
Site-Based Decision Making Committee			
Elected Membership			
Roma High School	I & G Center	Ramiro Barrera Middle School	Roma Middle School
Miguel Benitez (1) History	Emmanuel Arellano (2) ELA	Patricio Bazan (2) Adhoc	Morahima Cepeda (2) Science
Raul Bazan (1) Spanish	Alejandra Garcia (1) History	Lisette Rico (1) History	Marissa Gonzalez (1) Social Studies
Emilia Flores (1) CTE	Lucila Silva (2) Admin/Counselor	Mirtha Lopez (1) Math	Melissa Lopez (1) Science
Noel Martinez (2) Adhoc -Sp Ed		Alejandro Maldonado (2) Science	Viviana Guerra (1) ELA
Cynthia Casas (2) Admin.		Chloe Benitez (2) Admin.	Martha Martinez (1) Admin.
R. T. Barrera Elementary	Delia G. Garcia Elementary	R. & C. Saenz Elementary	F. J. Scott Elementary
Mirella Benitez (1)	Brenda Gonzalez (2) 1st Grade	Cynthia Martinez (1)	Nydia Canales (1)
Leticia Garza (1)	Amelia Garza (2) 2nd Grade	Graciela Gonzalez (2) 2nd Grade	Norma Vera (1)
Linda Morales (2) Kinder	Agueda Saiz (1) 4th Grade	Maria Guadalupe Flores (2) 2nd Grade	Melinda Gonzalez (1) Kinder
Amando Ramirez (2) Adhoc-Sp Ed	Anel Cantu (1) Adhoc Sp ED	Melissa Guillen (2) Adhoc-Sp Ed	Lissbeth Garcia (2) (Adhoc)
Natalie Garza (1) Admin.	Manuel Lopez (1) Admin	Trinidad Hernandez (2) Admin	Diana Perez (1) Admin
Emma Vera Elementary	Veterans Memorial Elementary	Central Office	Non-Campus Adhoc Members
Ithzel Garza (1)	Lizbeth Puente (1)	Jaime Escobar Jr - Chairperson	Marisela Flores (1) SLPA
Elsa Sanchez (2) 504 Teacher	Elizabeth Reyes (1)	Jose R. Martinez (1) Admin.	Aleida Lopez (1) Ed Diag
Jennifer Polanco (1)	Maria G. Garcia (2) 4th	Yadira Diaz (1) Admin.	Elisa Ramirez (2) OT
Cristina Canales (2) Adhoc	Kayla Ramos (2) AdHoc		
Isabel Treviño (2) Admin.	Oswaldo Garcia (1) Admin		
Appointed Members		Central Office	
Juan Celis - Parent	Carmen Cepeda - Community Mem.	Jaime Escobar, Jr.- Chairperson	
Bertha Salinas - Parent	Norabel Salinas - Community Mem.	Jose R. Martinez - (1) Admin.	
Cecilia Benavides - Business Rep.	Raquel Solis - Community Mem.	Yadira Diaz (1) Admin.	
Monica Garcia - Business Rep.		Note: (1) Indicates term will end May 2025	
		(2) Indicates term will end May 2024	



Roma ISD Parent and Family Engagement Policy
Roma ISD Póliza de Participación de los Padres y las Familias
2023-2024

Roma ISD Parent and Family Engagement Policy for school year 2023-2024

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

Póliza de participación de los padres y la familia de Roma ISD para el año escolar 2023-2024

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

POLICY REQUIREMENTS/REQUISITOS DE LA LEY:

#1. Roma ISD will involve parents and families to jointly develop the Title I program plan, including the PFE Policy, and in the process of improving and reviewing the plan and policy.

#1. Roma ISD involucrará a los padres y familias para desarrollar conjuntamente el plan del programa Título I, incluida la póliza PFE, y en el proceso de mejorar y revisar el plan y la póliza.

STRATEGIES/ESTRATEGIAS:

Roma ISD will develop and nurture partnerships with parents/guardians, students, and community stakeholders. Furthermore, the district will involve parents/guardians in all aspects of the various local, state and federal programs offered in Roma ISD schools. Roma ISD will accomplish this by taking the following actions to involve parents in the joint development of its district/school PFE plan such as:

- schedule meetings at convenient times and locations to participate in a comprehensive review of policy, budget, and programs for parent involvement.
- establish campus level contacts to implement parent involvement activities and initiatives.
- offer a flexible number of meetings, such as meetings in the morning or evening.
- facilitate communication between parents/guardians and Title I campuses in their native language as represented by district demographics.

Roma ISD desarrollará y fomentará asociaciones con padres/tutores, estudiantes y partes interesadas de la comunidad. Además, el distrito involucrará a los padres en todos los aspectos de los diversos programas locales, estatales y federales que se ofrecen en las escuelas de Roma ISD. Roma ISD logrará esto tomando las siguientes acciones para involucrar a los padres en el desarrollo conjunto de su plan PFE del distrito / escuela, tales como:

- programar reuniones en horarios y lugares convenientes para participar en una revisión integral de la póliza, el presupuesto y los programas para la participación de los padres.
- establecer contactos a nivel de campus para implementar actividades para participación de los padres.
- ofrecer un número flexible de reuniones, como reuniones por la mañana o por la tarde.
- facilitar la comunicación entre los padres y las escuelas de Título I en su idioma nativo representado por la demografía del distrito.

#2. Roma ISD will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.

#2. Roma ISD proporcionará la coordinación, asistencia técnica y otro apoyo necesario para ayudar y desarrollar la capacidad de todas las escuelas participantes en la planificación e implementación de actividades efectivas de participación de padres y familias para mejorar el rendimiento académico y el rendimiento escolar de los estudiantes.

Roma ISD will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective PFE activities to improve student academic achievement and school performance such as:

- work with the schools to ensure that the required school-level PFE policies meet the Title I requirements, and include, as a component, a School-Parent Compact.

Roma ISD proporcionará la siguiente coordinación necesaria, asistencia técnica y otro tipo de apoyo para ayudar a las escuelas de Título I a planificar e implementar actividades de PFE efectivas para mejorar el rendimiento académico y el rendimiento escolar de los estudiantes, tales como:

- trabajar con las escuelas para garantizar que el nivel escolar requerido por las pólizas de PFE cumplan con los requisitos del Título I e incluyen, como componente, un Pacto entre la escuela y los padres.

<p>#3. Roma ISD will assist parents of participating children in understanding state academic standards, state and local academic assessments, how to monitor their child's progress, and how to work with educators to improve the achievement of their children.</p> <p>#3. Roma ISD ayudará a los padres de los niños participantes a comprender los estándares académicos estatales, las evaluaciones académicas estatales y locales, cómo monitorear el progreso de sus hijos y cómo trabajar con los educadores para mejorar el rendimiento de sus hijos</p>	<p>Roma ISD will provide resources and assistance to parents of children served by the school district, in understanding the state's academic content standards, student academic achievement standards, and state and local academic assessments including alternate assessments. The requirements of Title I include knowing how to monitor the child's progress and understand how to work with educators to support and improve the learning, development, and whole health of the students. The district and schools may use parent-teacher conferences, report cards and progress reports, Parent Square, Ascender Parent Portal as well as allow reasonable access to staff, opportunities to observe and/or volunteer in their child's classroom to serve this purpose.</p> <p>Roma ISD proporcionará recursos y asistencia a los padres de niños del distrito escolar, en la comprensión de los estándares de contenido académico del estado, los estándares de rendimiento académico del estudiante y las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas. Los requisitos del Título I incluyen saber cómo monitorear el progreso del niño y comprender cómo trabajar con los educadores para apoyar y mejorar el aprendizaje, el desarrollo y la salud integral de los estudiantes. El distrito y las escuelas pueden usar conferencias de padres y maestros, boletas de calificaciones e informes de progreso, Parent Square, Ascender Parent Portal, así como permitir un acceso razonable al personal, oportunidades para observar y / o ser voluntario en el aula de su hijo para cumplir este propósito.</p>
--	---

#4. Roma ISD will provide materials and training to help parents work with their children to improve their children's achievement, such as literacy and technology.

#4. Roma ISD proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento de sus hijos, como alfabetización y tecnología.

The goal of the PFE program is to implement effective PFE activities to improve student achievement and school performance. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. In supporting this goal, the district will, with the assistance of its Title I schools:

- provide materials and training to help parents work with their children to improve their children's academic achievement such as literacy training and using technology, as appropriate, to foster parental involvement.
- pay reasonable and necessary expenses associated with parental involvement activities.
- arrange school meetings at a variety of times. These meetings may include teachers, other educators, and parents of the participating children.

El objetivo del programa PFE es implementar actividades PFE efectivas para mejorar el rendimiento estudiantil y el rendimiento escolar. La participación de los padres significa la participación de los padres en una comunicación regular, bidireccional y significativa que involucre el aprendizaje académico del estudiante y otras actividades escolares. Para apoyar esta meta, el distrito, con la ayuda de sus escuelas de Título I:

- proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, como la alfabetización y el uso de tecnología, según corresponda, para fomentar la participación de los padres. .
- pagar los gastos razonables y necesarios asociados con las actividades de participación de los padres.
- organizar reuniones escolares en una variedad de momentos. Estas reuniones pueden incluir maestros, otros educadores y padres de los niños participantes.

<p>#5. Roma ISD will educate teachers, specialized instruction support personnel, principals, and other school leaders and staff, with the assistance of parents, in the value and utility of contributions of parents and families, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and school</p> <p>#5. Roma ISD educará a los maestros, personal de apoyo de instrucción especializado, directores y otros líderes y personal escolar, con la ayuda de los padres, en el valor y la utilidad de las contribuciones de los padres y las familias, y en cómo acercarse, comunicarse y trabajar con los padres como socios iguales, implementar y coordinar programas para padres y construir lazos entre los padres y la escuela</p>	<p>With the assistance of its Title I schools and parents, the district will educate its teachers, administrators and other staff on how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents.</p> <p>The contributions of the parents will consist in how to implement and coordinate parent programs and build ties between parents and schools with the goal of improving student achievement. The focus will be on the benefits of PFE.</p> <p>Con la ayuda de sus escuelas y padres de Título I, el distrito educará a sus maestros, administradores y otro personal sobre cómo comunicarse y trabajar con los padres como socios iguales en el valor y la utilidad de las contribuciones de los padres.</p> <p>Las contribuciones de los padres consistirán en cómo implementar y coordinar programas para los padres y construir lazos entre los padres y las escuelas con el objetivo de mejorar el rendimiento de los estudiantes. La atención se centrará en los beneficios de la PFE.</p>
<p>#6. Roma ISD will coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with other federal, state, and local programs, including public school programs, and conduct other activities such as parent resource centers</p> <p>#6. Roma ISD coordinará e integrará, en la medida de lo posible y apropiado, los programas y actividades de participación de los padres con otros programas federales, estatales y locales, incluidos los programas de escuelas públicas, y otras actividades como centros de recursos para padres</p>	<p>The district will involve community organizations in family engagement activities as feasible, as well as participate in programs that serve families and students.</p> <p>El distrito involucrará a organizaciones comunitarias en actividades de participación familiar en la medida de lo posible, así como participar en programas que sirven a familias y estudiantes.</p>

#7. Roma ISD will ensure information related to school and parent/family programs, meetings, and other activities is sent to the parents/families in a format and, to the extent practicable, in a language the parents can understand

#7. Roma ISD asegurará que la información relacionada con los programas escolares y los padres / familiares, reuniones, y otras actividades se envíe a los padres / familias en un formato y, en la medida de lo posible, en un idioma que los padres puedan entender

The school/district will take the following actions to ensure that Title I information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- district communications set up in English and Spanish based upon the primary language identified for the home.
- translations for all Title I information will be provided in both English and Spanish.

La escuela / distrito tomará la las siguientes acciones para garantizar que la información del Título I relacionada con la escuela y los programas para padres, reuniones y otras actividades se envíe a los padres de los niños participantes en un formato comprensible y uniforme, incluidos formatos alternativos a pedido y, en la medida de lo posible , en un idioma que los padres puedan entender:

- comunicaciones del distrito establecidas en inglés y español basadas en el idioma principal identificado para el hogar.
- Las traducciones de toda la información del Título I se proporcionarán tanto en inglés como en español.

<p>#8. Roma ISD will provide reasonable support for parental involvement activities under this section as parents may request.</p> <p>#8. Roma ISD brindará apoyo razonable para las actividades de participación de los padres bajo esta sección, según lo soliciten los padres.</p>	<p>In carrying out the Title I PFE requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a native language as represented by district demographics.</p> <p>Al llevar a cabo los requisitos de PFE del Título I, en la medida de lo posible, el distrito escolar y sus escuelas brindarán oportunidades completas para la participación de los padres con niños con dominio limitado del inglés, padres con niños con discapacidades y padres de niños migratorios, incluida la provisión de información e informes escolares en un formato comprensible y uniforme e, incluidos formatos alternativos a pedido y, en la medida de lo posible, en un idioma nativo representado por los datos demográficos del distrito.</p>
---	--

<p>#9. Roma ISD will conduct an annual evaluation of the effectiveness of the PFE policy and use the findings from the evaluation to design more effective parental involvement strategies</p>	<p>Roma ISD, as well as each campus, will take action to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this PFE policy in improving the quality of Title I schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The evaluation will also seek to meaningfully involve parents, assess content and effectiveness of PFE policy as it relates to the academic quality of schools. Roma ISD will use the findings of the evaluation about its PFE policy and activities to design strategies for more effective parental involvement and services, and to revise, if necessary its PFE policies. During the Campus Needs Assessment process, one focus group/committee specifically reviews family and community involvement in the district.</p>
<p>#9. Roma ISD llevará a cabo una evaluación anual de la eficacia de la póliza de PFE y utilizará los resultados de la evaluación para diseñar estrategias más efectivas de participación de los padres</p>	<p>Roma ISD, así como cada campus, tomará medidas para llevar a cabo, con la participación de los padres, una evaluación anual del contenido y la eficacia de esta póliza de PFE para mejorar la calidad de las escuelas del Título I. La evaluación incluirá la identificación de las barreras para una mayor participación de los padres en las actividades de participación de los padres, con especial atención a los padres que están en desventaja económica, están discapacitados, tienen dominio limitado del inglés, alfabetización limitada o pertenecen a minorías raciales o étnicas. La evaluación también buscará involucrar significativamente a los padres, evaluar el contenido y la efectividad de la póliza de PFE en lo que se refiere a la calidad académica de las escuelas. Roma ISD utilizará los resultados de la evaluación sobre su póliza y actividades de PFE para diseñar estrategias para una participación y servicios de los padres más efectivos, y para revisar, si es necesario, sus póliza de PFE. Durante el proceso de evaluación de las necesidades del campus, un grupo de enfoque / comité revisa específicamente la participación de la familia y la comunidad en el distrito.</p>

<p>#10. Roma ISD will involve parents in the activities of the schools</p> <p>#10. Roma ISD involucrará a los padres en las actividades de las escuelas</p>	<p>Roma ISD will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I programs. Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.</p> <p>Roma ISD pondrá en funcionamiento programas, actividades y procedimientos para la participación de los padres en todas sus escuelas con programas de Título I. Esos programas, actividades y procedimientos se planificarán y operarán con una consulta significativa con los padres de los niños participantes.</p>
<p>#11. Reservation of funds</p> <p>#11. Reserva de fondos</p>	<p>Roma ISD will involve the parents and families of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for PFE is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools for implementation of the PFE program at each campus.</p> <p>Roma ISD involucrará a los padres y familias de los niños atendidos en las escuelas del Título I, Parte A en las decisiones sobre cómo se gasta el uno por ciento de los fondos del Título I, Parte A reservados para PFE, y asegurará que no menos del 95 por ciento del uno por ciento reservado va directamente a las escuelas para la implementación del programa PFE en cada escuela.</p>

ROMA ISD CTE SUMMARY 2023-2024

All Career & Technical Education (CTE) courses specifically support the Business & Industry, Public Services, STEM and Multidisciplinary endorsement categories for the Foundation High School Program + Endorsement graduation plan. Roma ISD offers over 100 unique CTE courses in grades 8 through 12. The following definitions may assist you in understanding how CTE courses and programs fit within the graduation plan.



Endorsements: Endorsements consist of a related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area. There are five (5) endorsement areas:

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

CTE Career Clusters: A career cluster is a group of careers that share a common theme. There are fourteen (14) Texas identified career clusters that are aligned with the five (5) Endorsement categories. For the 2023-2024 school year, Roma ISD will offer 13 Career Clusters.

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

Programs of Study: A program of study is a coordinated, non- duplicative sequence of courses which progress in specificity beginning with all aspects of an industry and leading to more occupation specific instruction. For the 2023-2024 school year, Roma ISD will offer 24 Programs of Study.

<ul style="list-style-type: none"> • Agriculture, Food, and Natural Resources <ul style="list-style-type: none"> o Applied Agricultural Engineering o Agribusiness 	<ul style="list-style-type: none"> • Hospitality and Tourism <ul style="list-style-type: none"> o Culinary Arts
<ul style="list-style-type: none"> • Architecture and Construction <ul style="list-style-type: none"> o Carpentry 	<ul style="list-style-type: none"> • Human Services <ul style="list-style-type: none"> o Family and Community Services
<ul style="list-style-type: none"> • Arts, AV Technology and Communications <ul style="list-style-type: none"> o Digital Communications o Design and Multimedia 	<ul style="list-style-type: none"> • Information Technology <ul style="list-style-type: none"> o Information Technology Support and Services o Networking Systems
<ul style="list-style-type: none"> • Business Marketing and Finance <ul style="list-style-type: none"> o Accounting & Financial Services o Business Management o Entrepreneurship 	<ul style="list-style-type: none"> • Law and Public Service <ul style="list-style-type: none"> o Emergency Services o Law Enforcement
<ul style="list-style-type: none"> • Education and Training <ul style="list-style-type: none"> o Early Learning o Teaching and Training 	<ul style="list-style-type: none"> • STEM (Science, Technology, Engineering, and Math) <ul style="list-style-type: none"> o Engineering o Cybersecurity
<ul style="list-style-type: none"> • Energy (NONE for 2023-2024) 	

ROMA ISD CTE SUMMARY 2023-2024

<ul style="list-style-type: none"> • Health Science <ul style="list-style-type: none"> o Health Informatics o Healthcare Diagnostics o Healthcare Therapeutics o Medical Therapy 	<ul style="list-style-type: none"> • Transportation, Distribution, and Logistics <ul style="list-style-type: none"> o Automotive
--	---

Certificates Available for the 2023-2024 S/Y by Career Cluster:	
Agriculture, Food, and Natural Resources	<ul style="list-style-type: none"> • AWS D1.1 Structural Steel • AWS D9.1 Sheet Metal Welding • Microsoft Office Specialist: Microsoft Excel Expert (Excel and Excel 2019) • OSHA 30-Hour General Industry • You Science: Agriculture Mechanics & Technology I • YouScience: Agriculture Science I
Architecture and Construction	<ul style="list-style-type: none"> • HBI Pre-Apprenticeship Certificate Training (PACT), Basic Carpentry • OSHA 30-Hour General Industry • YouScience: Carpentry
Arts, AV Technology and Communications	<ul style="list-style-type: none"> • Adobe Certified Professional Visual Design Using Adobe Photoshop • Adobe Certified Professional Visual Design Using Adobe Illustrator • NOCTI: Digital Video Production Foundations • YouScience: Video Production I • YouScience: Video Production II • YouScience: Digital Media I
Business Marketing and Finance	<ul style="list-style-type: none"> • Microsoft Office Specialist: Microsoft Excel Expert (Excel & Excel 2019) • Microsoft Office Specialist: Microsoft Word Expert (Word & Word 2019) • Microsoft Office Specialist: Microsoft Access Expert (Access & Access 2019) • Volunteer Income Tax Assistance/Tax Counseling Certification: Basic • Volunteer Income Tax Assistance/Tax Counseling Certification: Advanced • Volunteer Income Tax Assistance/Tax Counseling Certification: Volunteer for Elderly • Microsoft Office Specialist MOS Excel • Microsoft Office Specialist MOS Word • YouScience: Exploring Business & Marketing • YouScience: Digital Marketing • YouScience: Word Processing
Education and Training	<ul style="list-style-type: none"> • Educational Aide • Substitute Certificate- Region 1 (Not IBC) • Pre-Professional Certification in Early Childhood Education • YouScience: Teaching as a Profession I

ROMA ISD CTE SUMMARY 2023-2024

	<ul style="list-style-type: none"> YouScience: Teaching as a Profession II
Energy	NONE for 2023-2024
Health Science	<ul style="list-style-type: none"> Certified Pharmacy Technician Insurance & Coding Specialist Patient Care Technician (PCT) Certified Nurse Aide/Assistant (CNA) Phlebotomy Technician EKG/ECG Certification Basic Life Support (BLS) American Heart Association (Not IBC) YouScience: Health Science Fundamentals YouScience: Medical Assistant Medical Terminology YouScience: Medical Assistant Clinical & Lab Procedures
Hospitality and Tourism	<ul style="list-style-type: none"> ServSafe Manager Certified Fundamentals Pastry Cook (CFPC) ServSafe Food Handler Certification YouScience: Culinary Arts I
Human Services	<ul style="list-style-type: none"> Child Development Associate Community Health Workers YouScience: Child Development YouScience: Preparing for College Careers
Information Technology	<ul style="list-style-type: none"> NOCTI: Business Information Processing NOCTI: Computer Repair Technology – Job Ready C-Tech: Telecommunications Technologies C-Tech: Network Cabling Specialist Copper Systems C-Tech: Network Cabling Specialist Fiber Optic Systems YouScience: Computer Technology I YouScience: Computer Systems I
Law and Public Service	<ul style="list-style-type: none"> Non-Commissioned Security Officer Level II YouScience: Law Enforcement YouScience: Criminal Justice I
STEM	<ul style="list-style-type: none"> NOCTI: Engineering Technology Foundations Cybersecurity Fundamentals YouScience: Engineering Technology YouScience: Engineering Principles
Transportation, Distributions, and Logistics	<ul style="list-style-type: none"> ASE Entry-Level Certifications: <ul style="list-style-type: none"> Automotive Maintenance & Light Repair Automotive Service Technology Brakes Engine Performance Engine Repair Electronic/Electrical Systems Heating and Air Conditioning

ROMA ISD CTE SUMMARY 2023-2024

	<ul style="list-style-type: none">○ Suspension and Steering
Index:	<ul style="list-style-type: none">● Industry-Based Certification (V3)● Sunsetting 8/31/2024● PENDING-TBD● NOT an Industry-Based Certification (IBC)● Industry-Based Certification (Recognized Nationally but none CCMR)

ROMA

INDEPENDENT SCHOOL DISTRICT

Committed to Student Excellence

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



TABLE OF CONTENTS



WHO WE ARE

3

History/Demographics
Mission/Vision

VALUES AND COMMITMENT

5

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

WHERE WE ARE GOING & HOW WE GET THERE

6

System of Continuous Growth and Building Capacity
Positive Culture and Collaborative Climate
Safety and Security
Robust Financial Infrastructure



WHO WE ARE


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

ROMA ISD
2021-22 Total Student Enrollment: **5,621** Schools: **10**

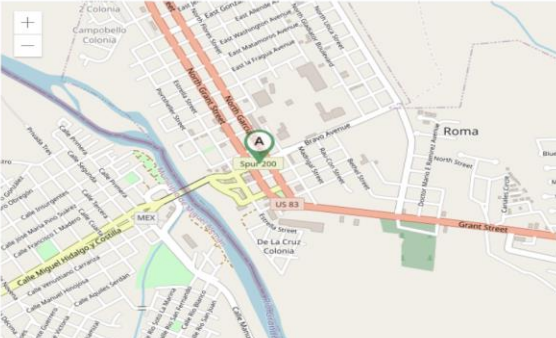
ADDRESS:
608 N Garcia St, Roma, TX 78584
PHONE:
(956) 849-1377

[PROFILE](#) [PERFORMANCE](#) [FINANCE](#) [SCHOOLS](#) [PARENT RESOURCES](#) [COMPARE](#) [PDF REPORTS](#)

DISTRICT PROFILE

Overall Rating

94 out of 100
This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military.
[TELL ME MORE](#) [ADDITIONAL DETAILS](#)

Address:
608 N Garcia St
Roma, TX 78584
Phone:
(956) 849-1377
Superintendent Name:
Mr Carlos Miguel Gonzalez Jr
[DISTRICT WEBSITE](#)


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

Student Information 2020-21

Total Student Enrollment

6,049

Student Enrollment by Race/Ethnicity



Student Enrollment by Type

Economically Disadvantaged

85.4%

Special Education

8.4%

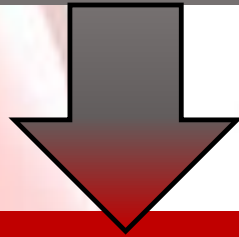
Emergent Bilingual/English Learners

79.8%



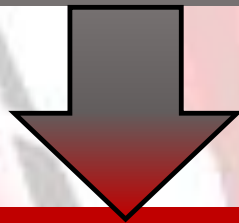
Mission

Roma ISD is to provide equitable learning experiences and opportunities to educate the whole child so that every student graduates with the capacity to maximize their full potential and be life-ready.



Vision

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



Values

**High
Expectations
for All**

**Unified in
Our Pursuit
of Excellence**

**Building
Partnerships**

**Purposeful
Innovation**



Values

High Expectations
for All

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

Unified in Our
Pursuit of
Excellence

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

Building
Partnerships

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

Purposeful
Innovation

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



Strategic Goal 1

1

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

Strategies

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

Actions

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



Key-Strategic Measures	Expected Results/Impact
<ul style="list-style-type: none"> • TTESS/TPESS and walk-through data • PLC Agendas and Sign-In Rosters • State and Local Assessment Reports • TEEMS • DMAC/EdSpire/CRS (TFAR) • Comprehensive Needs Assessment Survey • District Professional Development System 	<ul style="list-style-type: none"> • Increased number of students meeting grade level standards. • Increased number of students earning meets and masters levels on STAAR • Improved teacher performance • Improved quality of instruction



Strategic Goal 2

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

Strategies

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

Actions

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

Key-Strategic Measures	Expected Results/Impact
<ul style="list-style-type: none">• Discipline Summary Report (Ascender)• Agendas for Parent Trainings• Sign-in for parental involvement activities• ParentSquare• Parental and Community Involvement• Home/School Connection Letters	<ul style="list-style-type: none">• Increased attendance• Decrease in disciplinary incidents• Improvement on parental participation• Elevated number of students graduating with college credits.• Enhanced school/community partnership.• Boost academic growth• Augment student achievement



3

Strategic Goal 3

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

Strategies

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

Actions

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

Key-Strategic Measures	Expected Results/Impact
<ul style="list-style-type: none"> • Evaluate Safety Technology • Conduct Interior and Exterior Door Safety Audits • ParentSquare Reports • Raptor Visitor Management System • Standard Response Protocols (Safety Drills) • On-Going Active Shooter Trainings • Vestibules at Each Campus • Police QR Code Safety Routines • Crisis Prevention Intervention Trainings 	<ul style="list-style-type: none"> • First-rate, safe and secure welcoming school environment • Increased parental communication across the district • Pass Texas School Safety Center Intruder Protection Audit • All staff certified on Active-Shooter Trainings • Crisis Prevention Intervention certificates • Police officers issued up-to-date equipment



4 Strategic Goal 4

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

Strategies

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

Actions

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

Key-Strategic Measures	Expected Results/Impact
<ul style="list-style-type: none"> • Submit annual financial report on a timely basis • Ensure that all indicators on The FIRST are adhered to • Establish Budget Workshops with Principals, Directors, and Board Members • Provide a Competitive Compensation Plan • Analyze Annual Comprehensive Financial Report • Utilize Ionwave Purchasing System • Maintain administration, payroll, investments and purchasing policies and procedures • Conduct inventory on our software and technology periodically 	<ul style="list-style-type: none"> • Receive an A Rating on The FIRST • Hire highly qualified teachers • Approved balanced budget by the board. • Receive an unqualified opinion on the Annual Comprehensive Financial Report from our Independent Auditors • Abide by our Financial procedures that we have in place • Recruit and Retain highly qualified employees • Acquire best value purchases • Up-to-date software and technology • Competitive Bids



VALUES

Unified in Our Pursuit of Excellence -

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

Building Partnerships -

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

High Expectations for ALL -

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

Purposeful Innovation -

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

Mission

To provide equitable learning experiences and opportunities to educate the whole child so that every student graduates with the capacity to maximize their full potential and be life-ready.

Vision

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

ROMA ISD

FINANCIAL INFRASTRUCTURE

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

SAFETY & SECURITY

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

POSITIVE CULTURE & COLLABORATIVE CLIMATE

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

SYSTEM OF CONTINUOUS GROWTH

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



Roma ISD
2023-2024 District Improvement Plan Committee

Demographics (Safety & Wellness)	Student Learning (Effective Use of District Resources)	School Processes (Empowering Teachers and Administrators)	Perceptions (Family/Community/Stakeholder Engagement)
Rodrigo Bazan (Chairperson)	Diana Salinas (Chairperson)	Marissa Belmontes (Chairperson)	Jaime Escobar (Chairperson)
Ildefonso Saldivar (Co-Chair)	Patricia Gonzalez (Co-Chair)	Edgar Garza (Co-Chair)	Joe R. Martinez (Co-Chair)
Miguel Benitez (RHS)	Raul Bazan (RHS)	Emilia Flores (RHS)	*Noel Martinez (RHS)
*Cynthia Casas (RHS)	*Emmanuel Arellano (I&G)	Alejandra Garcia (I&G)	*Lucila Silva (I&G)
*Patricio Bazan (RBMS)	Lisette Rico (RBMS)	Mirtha Lopez (RBMS)	Alejandro Maldonado (RBMS)
Chloe Benitez (RBMS)	*Morahima Cepeda (RMS)	Marissa Gonzalez (RMS)	Melissa Lopez (RMS)
Viviana Guerra (RMS)	Martha Martinez (RMS)	Mirella Benitez (RTB)	Leticia Garza (RTB)
*Linda Morales (RTB)	*Amando Ramirez (RTB)	Natalie Garza (RTB)	*Amelia Garza (DGG)
*Brenda Gonzalez (DGG)	Agueda Saiz (DGG)	Anel Cantu (DGG)	Manuel Lopez (DGG)
Cynthia Martinez (RCS)	*Maria Guadalupe Flores (RCS)	*Melissa Guillen (RCS)	*Trinidad Hernandez (RCS)
*Graciela Gonzalez (RCS)	Nydia Canales (FJS)	Norma Vera (FJS)	Melinda Gonzalez (FJS)
*Lissbeth Garcia (FJS)	Diana Perez (FJS)	Ithzel Garza (EVE)	*Isabel Trevino (EVE)
Jennifer Polanco (EVE)	*Cristina Canales (EVE)	*Elsa Sanchez (EVE)	*Kayla Ramos (VME)
*Maria G. Garcia (VME)	Lizbeth Puente (VME)	Elizabeth Reyes (VME)	Oswaldo Garcia (VME)
Maricela Flores (NC)	Aleida Lopez (NC)	*Elisa Ramirez (NC)	Juan Celis (Parent)
Bertha Salinas (Parent)	Cecilia Benavides (Business)	Monica Garcia (Business)	Carmen Cepeda (Community)
Norabel Salinas (Community)	Raquel Solis (Community)		

4 Multiple Areas of Focus

*Indicates term will end May 2024



Roma Independent School District

District Site-Based Decision Making Committee

Virtual Meeting Thursday September 21, 2023

7:30 am - 8:15 am

Workshop # [292998 - Roma ISD District SBDM](#) same as remote check-in

1. Welcome Mr. Jaime Escobar, Jr.
2. 2023-2024 Roma ISD District Improvement Plan Mrs. Yadira E. Diaz
 - Presentation
 - Goals
 - Performance Objectives
 - Strategies
 - Comments
3. 2023-2024 Roma ISD District Improvement Plan Mrs. Yadira E. Diaz
 - Voting/Approval by SBDM Members
 - <https://docs.google.com/forms/d/1p9evi6eUOXNGBMy-STMiaTfN5pXz6WxpBuMt3OqKA1o/edit>
4. Update on Roma Fest- Campus Participation (Theme: FIESTA)
5. Other
6. Conclusion



Clear Form

Print Form

Texas Education Agency - Department of Review and Support

Strategic Support Plan

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

District Name: _____

District ESC: _____

County District Number: _____

DCSI: _____

Superintendent Name: _____

Date: _____

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

Problem Statement / Root Cause:

Annual Goal:

Strategy for Implementation:



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

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

Problem Statement / Root Cause:

Annual Goal:



Strategy for Implementation:



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

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

Problem Statement / Root Cause:

Annual Goal:



Strategy for Implementation:



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



2023-2024

Teen Dating Violence Policy

Roma Independent School District

TEEN DATING VIOLENCE POLICY

TABLE OF CONTENTS

I.	Definitions	3
	A. Teen Dating Violence	3
	B. Sexual Harassment	3
	C. Sexual Violence	3
	D. Bullying	4
	E. Alleged Perpetrator	4
	F. Victim	4
II.	Victim Safety	4
	A. Safety Planning	4
	B. Enforcement of Protective Orders	4
	C. School-Based Alternatives to Protective Orders	5
III.	Training and Prevention	5
	A. Training for Teachers and Administrators	5
	B. Counseling for Affected Students	6
	C. Awareness Education for Students	6
	D. Awareness Education for Parents/Guardians	6
	E. Modeling Respectful Behavior	7
	F. District-Wide Code of Conduct	7
	G. Community Coordination	7
IV.	Intervention in Schools	7
	A. Documentation of Incidents	7
	B. Protocol for Campus Intervention: Staff Members	8
	C. Protocol for Campus Intervention: Administrators and Counselors	8
V.	Appendix	10
	A. School-Based Stay-Away Agreement	11
	B. Notice of Parent and Student Rights	13
	C. Student Complaint Form	16
	D. Student-on-Student Altercation Response Chart	19

I. DEFINITIONS

A. TEEN DATING VIOLENCE (1) In this policy, “teen dating violence” is defined as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Section 71.0021, Texas Family Code.

(2) Teen dating violence is a pattern of coercive behavior that one partner exerts over the other for the purpose of establishing and maintaining power and control.

B. SEXUAL HARASSMENT (1) In this policy, “harassment” is defined as conduct that threatens to cause harm or bodily injury to another student, is sexually intimidating, causes physical damage to the property of another student, subjects another student to physical confinement or restraint or maliciously and substantially harms another student’s physical or emotional health or safety.

(2) In this policy, “sexual harassment” is defined as conduct that is severe, pervasive, and objectively offensive in such a manner that it can be said to deprive the victim student of access to the educational opportunities or benefits provided by the school. It is a form of harassment that includes touching someone in ways that are not wanted, sexual jokes, pressuring someone to have sex, threats or intimidation from a dating partner, or any other form of harassment of a sexual nature that would make a reasonable person uncomfortable. Sexual harassment does not include simple acts of teasing and name-calling among school children, however, even when the comments target differences in gender.

(a) *By An Employee:* Sexual harassment of a student by a school district employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually-motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

(i) A school district employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or

(ii) The conduct is severe, persistent, or pervasive such that it affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or creates an intimidating, threatening, hostile, or abusive educational environment.

(b) *By Others:* Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is severe, persistent, or pervasive such that it:

(i) Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

(ii) Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

(iii) Otherwise adversely affects the student's educational opportunities.

(3) Necessary or permissible physical contact, such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

(4) Violence or abusive behavior of a sexual nature in a dating relationship may also be considered sexual harassment when the behaviors occur at school and meet the definition of sexual harassment.

C. SEXUAL VIOLENCE (1) In this policy, “sexual violence” is defined as sexual assault, sexual abuse, or sexual stalking of a minor child or teenager, including sexual violence committed by perpetrators who are strangers to the victim and by perpetrators who are known or related by blood or marriage to the victim.

(2) This definition includes behavior including but not limited to incest, molestation, child abuse, stranger rape, and non-stranger rape.

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

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

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

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

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

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

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

II. VICTIM SAFETY

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

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

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

(a) The schedule(s) of staff person(s) that have been identified as a support system for the victim,
(b) Routes to and from school,
(c) Routes to and from classes,
(d) Names and contact information of peers who can help support the victim and accompany him or her to and from classes as needed,

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

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

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

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

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

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

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

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

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

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

(i) Review the protective order and ramifications

- (ii) Clarify expectations
- (iii) Review the school day, classes, lunch (open/closed campus situation), and activities, paying attention to potential conflicts and opportunities for face-to-face contact between the victim and the alleged perpetrator
- (iv) Identify schedule overlaps, i.e. arrival/dismissal times, classes, lunch, before and after-school activities, locker, etc.
- (b) Whenever possible, face-to-face contact between the victim and alleged perpetrator should be avoided. If changes need to be made, attention will be given to the victim's preference. The burden for any bus, classroom or other schedule changes should be on the alleged perpetrator, not the victim.
- (c) In meeting with the victim, the school should:
 - (i) Help the victim identify adults within the school setting with whom he/she feels comfortable
 - (ii) Develop a safety plan
- (d) The victim should be provided with the right to have a support person present during all stages of the investigation.
- (e) In meeting with the alleged perpetrator, the school should develop a checklist or plan that includes the following key points:
 - (i) Identification of key staff members to check in with daily/weekly or as needed
 - (ii) Any needed class/schedule changes, lunch, locker changes
 - (iii) Changes in arrival/departure times to/from school
 - (iv) Changes in arrival/departure times to/from classes
 - (v) Clear review of expectations and consequences for any violations
 - (vi) Follow-up meeting dates to review how things are working and to make any necessary adjustments.

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

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

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

III. TRAINING AND PREVENTION

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

- (a) Defining the issues of teen dating violence and sexual violence
 - (b) Recognizing warning signs, identifying issues of confidentiality and safety
 - (c) The laws pertaining to interpersonal violence
 - (d) Appropriate school-based interventions
- (2) These trainings will be organized to reach all members of the school community, including students, educators, parents/guardians, administrators, custodial and food service staff.
- (3) These trainings will be facilitated by a school staff person and a representative from a community agency that serves victims of domestic or sexual violence, such as a victim advocate.
- (4) Schools will provide training to educators on methods of teaching the dynamics of power and control in dating relationships, as well as strategies for effectively teaching teen dating violence prevention curriculum from agencies in their local community who serve victims of domestic and sexual violence. Educators will also receive information on the barriers teenagers face in ending abusive relationships, and information on resources from which teenagers can seek help and services for themselves and for others.

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

B. COUNSELING FOR AFFECTED STUDENTS (1) Schools should ensure that the victim and alleged perpetrator have access to support services when needed.

(2) Schools may refer the victim and alleged perpetrator to a school counselor as appropriate.

(a) Counselors may provide interventions themselves or contract when possible with advocates from local domestic violence or rape crisis centers to provide school-based services such as school-based support groups.

(b) An administrator or counselor may give his/her business card to the student to carry and write on the back: *Please allow NAME to see me when requested.*

(3) Campuses will access resources in the community that are available for teaching and supporting positive student behaviors and responding to the needs of students who have been hurt by violence or abuse or who have begun to use hurtful behaviors toward others.

(a) An alleged perpetrator may be referred to batterer's counseling or another program with a focus on controlling behaviors.

(b) Anger management programs are not recommended for alleged perpetrators because such programs do not typically address these behaviors.

(4) Schools will make reasonable accommodations for victims of teen dating violence and sexual violence, i.e. excusing a student from school when the absence is due to teen dating violence or sexual violence.

C. AWARENESS EDUCATION FOR STUDENTS (1) Schools will provide educational presentations to students on teen dating violence, sexual violence, and acquaintance rape prevention. The presentations may include:

(a) Defining abuse in teen dating relationships, including rape, and methods to recognize abuse,

(b) Identifying societal expectations of males and females that contribute to violence and abuse,

(c) Examining the role of the media in supporting sex role stereotypes and how these stereotypes, if believed, are a set-up for abuse and violence,

(d) Exploring how teens can help themselves or a friend, including where to find legal, medical, and mental health services, and

(e) Defining healthy and respectful behavior and relationships.

D. AWARENESS EDUCATION FOR PARENTS/GUARDIANS (1) Schools will sponsor parent/guardian workshops to educate parents/guardians on the issues of teen dating violence and sexual violence.

(2) The workshops may cover topics such as recognizing the warning signs of dating violence in teens and pre-teens, what parents/guardians can do to help their teens learn how to have safe and healthy relationships, and the realities and dynamics of sexual violence.

(3) Schools may also develop other strategies, like cable access shows and written materials that are sent home with students, in order to reach parents/guardians who do not regularly attend school events.

- (4) Schools should provide parents/guardians and the community at large with information on where they can go for help if their child is a victim, and what they can do to address the issues of teen dating violence and sexual violence.
- (5) Each school will inform students' parents/guardians of the district's dating violence policy.

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

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

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

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

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

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

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

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

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

(2) Additionally, each school will maintain a dating violence and sexual violence response team.

Members of the response team must serve willingly and exhibit sensitivity to the issue. The team will be made up of school personnel who have received specialized training that will prepare them to:

(a) Conduct investigations and assessments.

(b) Assist victims with safety planning.

(c) Make appropriate referrals.

(d) Decide and implement appropriate disciplinary action.

(e) Monitor compliance of disciplinary action.

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

IV. INTERVENTION IN SCHOOLS

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

B. PROTOCOL FOR CAMPUS INTERVENTION: STAFF MEMBERS

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

- (a) Fulfill the state's mandatory reporting laws regarding the suspected abuse or neglect of a child. See Section 261.101(a), Texas Family Code.
- (b) Separate the victim from the alleged perpetrator.
- (c) Speak with the victim and alleged perpetrator separately.
- (d) Speak with any bystanders who may have been present or involved. Encourage them to speak up directly on behalf of the victim if they should witness further incidents, or to get help from school personnel.
- (e) Administer logical and reasonable consequences to the alleged perpetrator when appropriate, including but not limited to making a discipline referral.
- (f) Inform the victim of his or her right to file a complaint of bullying, sexual harassment, dating violence, or sexual violence with any counselor or administrator.
- (g) Monitor the victim's safety. Increase supervision of the alleged perpetrator as needed.

C. PROTOCOL FOR CAMPUS INTERVENTION: ADMINISTRATORS AND COUNSELORS

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

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

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

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

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

- (a) Fulfill the state's mandatory reporting laws regarding the suspected abuse or neglect of a child. See Section 261.101(a), Texas Family Code.
- (b) Separate the victim from the alleged perpetrator.
- (c) Meet separately with the victim. Review the student's complaint form or assist the student in documenting the incident on a complaint form during the meeting.
- (d) Further investigate the complaint by speaking with the alleged perpetrator and any bystanders separately.
- (e) If the assessment by the counselor or administrator determines that the incident involved physical or sexual assault or threats, the counselor or administrator should notify the School Resource Officer immediately.
- (f) Contact the parents/guardians of the victim and the alleged perpetrator to inform them that an incident of bullying, sexual harassment, dating violence, or sexual violence has occurred. Ask the parents/guardians to attend a meeting with the administrator and their child to discuss the incident. *Schools should be consistent about what to do if parents/guardians are not available or responsive.*
- (g) *Working with the Victim:* In working with the victim, schools will make every reasonable effort to protect the due process rights of the alleged perpetrator. Administrators will adopt the following methods of intervention with the victim:
 - (i) Conference with the victim and parent/guardian.
 - (ii) Identify immediate actions that can be taken to increase the victim's safety and ability to participate in school without fear or intimidation, including positive behavior support interventions.
 - (iii) Inform the student and parent/guardian of school and community resources

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

(iv) Encourage the student to report further incidents.

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

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

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

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

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

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

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

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

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

(iii) Emphasize expectations for positive behavior.

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

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

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

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

(viii) Document the meeting and action plans on a complaint form.