

Roma Independent School District

Ramiro Barrera Middle School (RBMS)

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth



Board Approval Date: September 28, 2022

Mission Statement



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

Vision



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

Campus Mission & Vision

RBMS Mission

Ramiro Barrera Middle School's commitment to the students of Roma Independent School District is one that is second to none. We will strive hard for the continuous improvement of our academic and extracurricular programs. Our school will be an educational setting that everyone will love to come to on a daily basis. It will be a place where teaching and learning will take place every day, and everyone will call "home". Student success will always come first.

RBMS Vision

Ramiro Barrera Middle School will be an educational setting committed to the achievement of student excellence.



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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

CAMPUS NEEDS ASSESSMENT

Ramiro Barrera Middle School 2022

Demographics	RBMS
1.Student demographic information is analyzed and interpreted by teachers and administrators on a six-weeks basis.	4.6
2.Attendance information is analyzed and promptly acted upon by teachers and administration if needed.	4.5
3.Teachers identify struggling and high achieving students and provide them opportunities to meet or exceed the expectations set by the teachers.	4.8
Student Achievement	RBMS
1.All test data is disaggregated and analyzed by teachers and campus administrators in a timely manner.	4.7
2. All test data is used to determine student intervention needs	4.7
3. 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
4. Attendance rate, Completion rate, Graduation plans, Graduation rate, and Dropout rate (where applicable) are analyzed to determine campus intervention plans.	4.3
School Culture and Climate	RBMS
1. Student and teacher interactions are positive and lead to student success.	4.8
2. Administrators effectively work, communicate and collaborate with teachers resulting in a positive environment and culture at the campus.	4.5
3. Parent and family engagement is an active part of our campus and is seen as an important factor in student achievement.	4.1
4. High expectations focusing on academic achievement are communicated to staff members, students, and parents/community.	4.6
5. Students are expected to meet recognized state standards of learning established jointly by special programs and regular teachers.	4.7

CAMPUS NEEDS ASSESSMENT

- 6. All school staff members believe that all students can and will learn, provided the necessary time/resources are in place. 4.4
- 7. PLCs are an integral part of the district's and campus' vision and mission statements. 4.3
- 8. PLCs provide staff the opportunity to work collaboratively in cycles of collective inquiry that result in improved student and staff learning. 4.3

Staff Quality/Professional Development RBMS

- 1. Emphasis is given to professional development topics by collaborating with teachers to determine relevance and priority of topics. 4.6
- 2. Professional development opportunities are relevant to the instructional program. 4.6
- 3. Professional development is supported with time and other necessary resources. 4.5
- 4. Professional development emphasizes improvement of the delivery of instruction that is rigorous and challenging, and leads to increased student achievement. 4.5
- 5. The PLC process of sharing innovative and best teaching practices amongst the teachers leads to high quality instruction. 4.4

Curriculum & Instruction-and Assessment RBMS

- 1. The necessary materials and resources are available to teachers for the delivery of appropriate and high-quality instruction. 4.5
- 2. Teachers effectively implement a variety of instructional methods and strategies. 4.7
- 3. Teachers and students effectively manage and maximize their use of class time. 4.8
- 4. Administrators ensure that interruptions to instructional time are kept to a minimum. 4.5
- 5. Teachers effectively implement strategies to keep students successfully engaged and motivated to maximize their learning. 4.8
- 6. Instructional programs for special populations effectively address the needs of the students to meet high academic standards. 4.6
- 7. Instructional leaders plan, promote and carefully monitor instructional practices, such as curriculum alignment, student assessment, and professional development. 4.6
- 8. Teachers' instructional objectives, activities, materials, and assessments are aligned with state standards. 4.8
- 9. Goals and desired outcomes are based on data analysis, are stated in measurable terms and communicated to teachers, students, and parents. 4.7

Family and Community Engagement RBMS

CAMPUS NEEDS ASSESSMENT

1. Procedures for parent and family engagement are clearly communicated to parents and used consistently. 4.5
2. Parents are informed of their responsibilities for the success of their children using various methods. (students' handbook, training's, meetings, website, local media, etc.) 4.4
3. Communication with the parents and staff is frequent and done in the primary language of the parents using a variety of delivery methods. 4.5
4. Parent and family engagement meetings take place throughout the year and focus on a variety of topics. 4.4
5. Parents are encouraged to volunteer in school and participate in school events throughout the school year. 4.2

School Context and Organization RBMS

1. School facilities are well maintained and provide an appropriate learning environment for all students. 4.8
2. The school maintains Emergency Operation Procedures to maintain a safe and secure environment for all. 4.9
3. School facilities are developmentally appropriate for students in order to carry out our instructional goal. 4.8
4. School facilities promote a positive and active learning environment (classroom size, lighting, temperature, noise level, location, traffic, etc). 4.7
5. The school has procedures in place that allow for open communication on concerns and issues affecting the campus. 4.6
6. Site Based Decision-Making is an integral part of the decision-making process at the campus. 4.6
7. Instructional leaders recognize and celebrate the contributions of all stakeholders. 4.5
8. Administrators are viewed by teachers as having relevant instructional expertise as well as appropriate leadership skills. 4.6

Technology RBMS

1. The delivery of instruction is enhanced through the integration of technology at the classroom level. 4.6
2. Instructional technology strategies that lead to increased student achievement are emphasized and encouraged by the campus administration. 4.6
3. Professional development sessions focus on improving the effective use of instructional technology in the classroom. 4.4
4. Hardware and software to effectively enhance the delivery of instruction are available to all teachers. 4.4
5. Instructional technology resources, technology infrastructure, and networks are appropriate and adequate for our instructional programs and needs. 4.0

Demographics

Demographics Summary

Campus Profile

Ramiro Barrera Middle School Student Statistics

Total Enrollment: 558

At-Risk: 86.4%

Economically Disadvantaged: 83.9%

English Language Learners: 82.8%

Special Education: 6.1%

Career & Technical Education: 19.7%

Gifted and Talented Education: 14.9%

Attendance Rate: 98.8%

Mobility Rate: 7.4%

Ethnic Distribution: 99.3% Hispanic, 0.5% White, .2% 2 or more

Source: 2020-2021 Texas Academic Performance Report

Ramiro Barrera Middle School is one of 2 middle school campuses in Roma ISD. RBMS opened its doors in 2007 and serves 558 students in grades 6th – 8th. The staff population is 100% Hispanic. The staff is also 48.3% male and 51.7% female. The average of teacher years experience is at 12.4% at RBMS.

RBMS serves a very diverse population of students with specific supports in place for English Learners (EL), Gifted & Talented, Special Education, and Economically Disadvantaged students. The overall mobility rate for the campus is approximately 7.4% with a dropout rate of 0.2%. The average daily attendance rate for students is 98.8%.

Demographics Strengths

Staff is 100% highly qualified

Attendance rate in comparison to the district and the state is slightly higher.

Students at RBMS have demonstrated a slight but steady student performance increase across all state exams as well.

RBMS staff is determined to provide the best educational opportunities for our students by providing the best resources available for students in order to achieve student academic success. At RBMS student excellence is our main priority.

Data is constantly analyzed in our weekly PLCs.

Transparency within staff and administration is key.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our special education students are not passing their state exams nor performing at grade level. **Root Cause:** Students are not reading at grade level

Problem Statement 2 (Prioritized): 86.4% of students are at risk **Root Cause:** Most students are at-risk because of the programs they are served by. Special Population students are not achieving at the level of all students.

Problem Statement 3: High mobility rate adversely affects a student's academic growth. **Root Cause:** Parents have no set home. Families continue moving from one community to another. At times this is even from one country to another.

Problem Statement 4 (Prioritized): Students have a lack of social skills in interacting with peers **Root Cause:** Due to COVID-19, our students missed out on guidance and counseling sessions.

Problem Statement 5 (Prioritized): We had an increase in the percentage of at-risk students from 80.8% to 82.8 within the last school (2019-2020 to 2020-2022). **Root Cause:** Due to the COVID-19 pandemic, students suffered learning loss.

Problem Statement 6 (Prioritized): Our Emergent Bilingual population is not performing at grade level in Reading Language Arts **Root Cause:** Students are not fluent in the English language and lacking those foundational skills, Due to COVID-19 our students have widened the gap more.

Problem Statement 7 (Prioritized): Parent involvement is not at the level we would like it to be **Root Cause:** Most of our families do not have transportation, some parents fear the fingerprinting process required before going into the district due to residency status

Student Learning

Student Learning Summary

The information provided below encompasses STAAR data from the 2020-2021 school year

Ramiro Barrera Middle School

Cumulative Comparative Table		16-17 Report	17-18 Report	18-19 Report	19-20 Report	20-21 Report
STAAR	6th Grade Reading	53%	55%	48%	N/A	51%
All Students:	6th Grade Math	73%	71%	77%	N/A	48%
	7th Grade Reading	55%	57%	62%	N/A	43%
	7th Grade Math	56%	72%	68%	N/A	20%
	7th Grade Writing	61%	60%	67%	N/A	N/A
	8th Grade Reading	72%	70%	72%	N/A	68%
	8th Grade Math	78%	91%	93%	N/A	51%
	8th Grade Science	57%	59%	72%	N/A	55%
	8th Grade Social Studies	50%	54%	68%	N/A	38%
Economic Disadvantaged:	6th Grade Reading	52%	53%	46%	N/A	47%
	6th Grade Math	70%	71%	76%	N/A	46%
	7th Grade Reading	55%	55%	57%	N/A	41%
	7th Grade Math	56%	71%	65%	N/A	20%
	7th Grade Writing	62%	59%	65%	N/A	N/A
	8th Grade Reading	71%	66%	71%	N/A	59%
	8th Grade Math	77%	88%	93%	N/A	48%
	8th Grade Science	56%	55%	71%	N/A	48%
Hispanic	8th Grade Social Studies	48%	52%	65%	N/A	28%
	6th Grade Reading	53%	55%	48%	N/A	51%
	6th Grade Math	73%	71%	77%	N/A	48%
	7th Grade Reading	55%	57%	62%	N/A	43%
	7th Grade Math	56%	72%	68%	N/A	20%

Ramiro Barrera Middle School

7th Grade Writing	61%	60%	67%	N/A	N/A
8th Grade Reading	72%	70%	72%	N/A	69%
8th Grade Math	78%	90%	93%	N/A	49%
8th Grade Science	57%	59%	72%	N/A	53%
8th Grade Social Studies	50%	54%	68%	N/A	34%

Cumulative Comparative Table	16-17 Report	17-18 Report	18-19 Report	19-20 Report	20-21 Report
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LEP	6th Grade Reading	37%	40%	38%	N/A	51%
	6th Grade Math	63%	59%	72%	N/A	49%
	7th Grade Reading	37%	36%	47%	N/A	42%
	7th Grade Math	38%	59%	58%	N/A	21%
	7th Grade Writing	43%	42%	55%	N/A	N/A
	8th Grade Reading	59%	52%	55%	N/A	63%
	8th Grade Math	67%	85%	89%	N/A	50%
	8th Grade Science	39%	41%	57%	N/A	50%
Title I	8th Grade Social Studies	34%	35%	52%	N/A	32%
	6th Grade Reading	53%	55%	48%	N/A	51%
	6th Grade Math	73%	72%	77%	N/A	48%
	7th Grade Reading	55%	57%	62%	N/A	43%
	7th Grade Math	56%	72%	68%	N/A	20%
	7th Grade Writing	61%	60%	67%	N/A	N/A
	8th Grade Reading	72%	70%	72%	N/A	68%
	8th Grade Math	78%	90%	93%	N/A	51%
Migrant	8th Grade Science	57%	59%	72%	N/A	55%
	8th Grade Social Studies	50%	54%	68%	N/A	38%
	6th Grade Reading	29%	71%	29%	N/A	100%
	6th Grade Math	14%	71%	71%	N/A	60%
	7th Grade Reading	57%	57%	78%	N/A	0%

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7th Grade Math	71%	100%	67%	N/A	0%
7th Grade Writing	71%	57%	78%	N/A	N/A
8th Grade Reading	67%	67%	80%	N/A	N/A
8th Grade Math	87%	89%	100%	N/A	N/A
8th Grade Science	60%	63%	100%	N/A	N/A
8th Grade Social Studies	53%	50%	80%	N/A	N/A

Cumulative Comparative Table	16-17 Report	17-18 Report	18-19 Report	19-20 Report	20-21 Report
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G/T	6th Grade Reading	92%	95%	96%	N/A	100%
	6th Grade Math	96%	100%	100%	N/A	88%
	7th Grade Reading	96%	91%	100%	N/A	75%
	7th Grade Math	100%	100%	100%	N/A	40%
	7th Grade Writing	96%	95%	100%	N/A	N/A
	8th Grade Reading	100%	100%	100%	N/A	100%
	8th Grade Math	100%	100%	100%	N/A	100%
	8th Grade Science	100%	100%	96%	N/A	100%
	8th Grade Social Studies	100%	95%	96%	N/A	67%

At Risk	6th Grade Reading	39%	40%	38%	N/A	53%
	6th Grade Math	62%	60%	72%	N/A	41%
	7th Grade Reading	41%	38%	48%	N/A	39%
	7th Grade Math	42%	60%	58%	N/A	18%
	7th Grade Writing	48%	43%	56%	N/A	N/A
	8th Grade Reading	60%	56%	60%	N/A	63%
	8th Grade Math	68%	85%	90%	N/A	46%
	8th Grade Science	41%	44%	61%	N/A	44%
	8th Grade Social Studies	33%	37%	55%	N/A	28%

Monitored 1&2	6th Grade Reading	77%	88%	79%	N/A	N/A
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Ramiro Barrera Middle School

6th Grade Math	92%	100%	100%	N/A	N/A
7th Grade Reading	92%	90%	100%	N/A	N/A
7th Grade Math	83%	92%	100%	N/A	N/A
7th Grade Writing	92%	94%	100%	N/A	N/A
8th Grade Reading	100%	100%	100%	N/A	N/A
8th Grade Math	100%	100%	100%	N/A	N/A
8th Grade Science	86%	94%	100%	N/A	N/A
8th Grade Social Studies	79%	84%	100%	N/A	N/A

Student Learning Strengths

Ramiro Barrera Middle School creates a Master Schedule that provides support for all students. RBMS provides instruction to at risk, struggling learners through the use of research based interventions. Students at RBMS are provided with an extended day and extended year schedule so that they can receive additional accelerated instruction. RBMS offers advanced academics through Project Lead the Way. All teachers at RBMS have completed their 30 hours in Gifted and Talented training enabling them to differentiate instruction to the needs of all students. Student council, Fishing Club, Archery Club, and other clubs for students such as: Robotics and various excelling fine arts programs. Our campus also offers additional intervention classes for students that need additional accelerated instruction during the school day. In addition, RBMS offers extended student learning time through after school tutorials and Saturday Learning Camps. Despite our strengths, at RBMS we also focus on the needs of all student populations including but not limited to of Limited English Proficient, At Risk and Special Education.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a learning gap based on our state assessment data, weekly and bi-weekly test data, and our benchmark data. **Root Cause:** Due to COVID-19, lack of internet access, students staying in their home country (Mexico), and students were not participating in virtual learning.

Problem Statement 2 (Prioritized): Based on previous STAAR data, all our EB population scores have decreased in both reading and math. We see there is a 20% to 30% difference between our projected scores and the actual passing scores in 6th - 8th grade in reading and math. **Root Cause:** Our EB students lack comprehension and reading fluency. They also lack basic math computation skills.

School Processes & Programs

School Processes & Programs Summary

- Dyslexia Program
- Section 504 Program
- Accelerated Reader
- Red Ribbon Week Activities
- Educational Field Trips
- U.I.L Academic Events
- U.I.L Athletic Events
- Accelerated ELAR & Math Programs (Student Success Initiative) 8th grade only
- After School Programs such as Tutorials and Saturday Academies
- Success Maker
- Accelerated Classes
- Pull Out Tutorials
- STAAR Camps
- Student Council
- Cheerleaders / Dance
- Gifted and Talented Projects
- Science Fair
- I Love My Education Week Activities
- College Awareness Week
- Fine Arts Programs (Conjunto, Choir, Mariachi, Orchestra, Band)
- Student Leadership
- Fishing Club
- Archery Club
- Art Club
- Robotics Club
- Book Club
- Battle of the Books Team
- AR Program
- Project Lead the Way (PLTW) Courses
- Accelerated Learning Instruction
- Summit K-12
- Scholastic Reader
- StopFinder

School Processes & Programs Strengths

RBMS has an experienced administrative and teaching staff. The administrative team coaches and guides staff to make the best instructional

plans for individual student growth and achievement. Components such as student schedules, discipline, curriculum, and interventions are strategically planned to meet the needs of all students. If some instructional programs, schedules, or interventions are not working, the team at RBMS monitors and adjusts to meet the needs of the staff, the students, and the community. A Chrome Book is issued to each student and five computer labs are available for student use. Students have access to several computer programs such as: Success Maker, Flocabulary, Summit K12, Action Scholastic.

RBMS has safe practices and processes that contribute to student success. We execute the following safety and security measures within our school community and building:

*Breakfast on wheels in which students arrive on school transportation (buses) in a 5-10 minute arrival process, enter the building while being monitored to enter their grade level hallways and to their breakfast line. Students are expected to grab a light, free breakfast, and report immediately to their designated first period class. All teachers arrive to school with the expectation teachers are expected to be present and visible at their doors to receive students. The minutes prior to the instructional day are carried out in the classrooms while students are able to eat breakfast quickly, and dispose of food just before preparing for their instructional day. Campus leaders as well as teachers that are not scheduled for a first period class are expected to monitor hallways and ensure overall safety of the building during breakfast on wheels.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our newcomers (recent immigrants) are enrolled in only one section of ESL instruction. **Root Cause:** We do not have a research-based curriculum to follow.

Problem Statement 2 (Prioritized): Based on previous STAAR data, our special education students are not meeting state performance passing standards in reading and math. **Root Cause:** Our students lack grade level instruction.

Problem Statement 3 (Prioritized): Student enrollment for the 2021-22 school year is below the enrollment from 2019-20 and 2020-21. **Root Cause:** Parents are not secure with the plan for safety that was put in place. The increase in notices of covid-19 exposure within the county, state and country.

Perceptions

Perceptions Summary

Ramiro Barrera Middle School works to ensure our school is a family friendly environment. Family involvement is a key component of student success and it is imperative to us that we support parents by creating a climate that is responsive and communicative in nature allowing the school and family to work as partners in the educational process. Various opportunities for family engagement are offered each year. A campus website is regularly updated with important information and serves as a repository for school based schedules, forms, parent portal, contact links, achievements, etc. RBMS promotes continuous support to end bullying and provide an environment conducive to teaching and learning. Based on our TEA 2019 Accountability Summary, we had a 96% attendance rate. Our attendance goal is to maintain at least 97%+ attendance. We plan to work towards this goal by continuing to promote student engagement and implement attendance incentives.

Perceptions Strengths

- Family events which focus on the importance of a positive relationship between home and school - Parents' Night, 6th grade Orientation Meeting, Grandparents Day, Meet the Teacher, Open House, Fine Arts Concerts, Art Exhibits, Awards Assemblies, 8th Grade Promotional Ceremony, etc.
- Variety of communication methods used to contact parents and keep them informed (website, social media, mail, email, Blackboard Notification System)
- Use of Raptor and magnetic door entry to ensure the safety of our staff and students
- Use of Project Wisdom to emphasize character education.
- Counseling program that includes guidance lessons on bullying, self esteem, dating violence, hygiene, character education, etc.
- Regular surveys to monitor students, parents and staff feedback and meet the needs of our community.
- We provide all staff members the opportunity to improve our culture through the creation and implementation of campus committees, clubs, and other organizations such as Book Club, Weight Loss Challenges, etc.
- There are numerous organizations available for student participation (Student Council, Cheer, Fishing Club, Robotics Club, Book Club, Leadership Class, etc.)
- Celebrations are held throughout the year to promote a positive school culture and environment. (Red Ribbon Week, Pep Rallies, College and Career Fair, STAAR Rallies, etc.)
- A well maintained facility and numerous options to support growth and development (via before and after school tutoring) are additional strengths offered by RBMS.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We would like to see an increase in our parent and family engagement program. **Root Cause:** The majority of our students live with their grandparents or other legal guardians.

Problem Statement 2 (Prioritized): We do not have a parent center to promote more parental involvement on campus. **Root Cause:** Lack of parent volunteers.

Priority Problem Statements

Problem Statement 2: Our special education students are not passing their state exams nor performing at grade level.

Root Cause 2: Students are not reading at grade level

Problem Statement 2 Areas: Demographics

Problem Statement 1: There is a learning gap based on our state assessment data, weekly and bi-weekly test data, and our benchmark data.

Root Cause 1: Due to COVID-19, lack of internet access, students staying in their home country (Mexico), and students were not participating in virtual learning.

Problem Statement 1 Areas: Student Learning

Problem Statement 8: Our newcomers (recent immigrants) are enrolled in only one section of ESL instruction.

Root Cause 8: We do not have a research-based curriculum to follow.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: We would like to see an increase in our parent and family engagement program.

Root Cause 9: The majority of our students live with their grandparents or other legal guardians.

Problem Statement 9 Areas: Perceptions

Problem Statement 3: 86.4% of students are at risk

Root Cause 3: Most students are at-risk because of the programs they are served by. Special Population students are not achieving at the level of all students.

Problem Statement 3 Areas: Demographics

Problem Statement 7: Based on previous STAAR data, all our EB population scores have decreased in both reading and math. We see there is a 20% to 30% difference between our projected scores and the actual passing scores in 6th - 8th grade in reading and math.

Root Cause 7: Our EB students lack comprehension and reading fluency. They also lack basic math computation skills.

Problem Statement 7 Areas: Student Learning

Problem Statement 11: Based on previous STAAR data, our special education students are not meeting state performance passing standards in reading and math.

Root Cause 11: Our students lack grade level instruction.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 10: We do not have a parent center to promote more parental involvement on campus.

Root Cause 10: Lack of parent volunteers.

Problem Statement 10 Areas: Perceptions

Problem Statement 12: Student enrollment for the 2021-22 school year is below the enrollment from 2019-20 and 2020-21.

Root Cause 12: Parents are not secure with the plan for safety that was put in place. The increase in notices of covid-19 exposure within the county, state and country.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 5: Students have a lack of social skills in interacting with peers

Root Cause 5: Due to COVID-19, our students missed out on guidance and counseling sessions.

Problem Statement 5 Areas: Demographics

Problem Statement 6: We had an increase in the percentage of at-risk students from 80.8% to 82.8 within the last school 2019-20220to 2020-2022).

Root Cause 6: Due to the COVID-19 pandemic, students suffered learning loss.

Problem Statement 6 Areas: Demographics

Problem Statement 4: Our Emergent Bilingual population is not performing at grade level in Reading Language Arts

Root Cause 4: Students are not fluent in the English language and lacking those foundational skills, Due to COVID-19 our students have widened the gap more.

Problem Statement 4 Areas: Demographics

Problem Statement 13: Parent involvement is not at the level we would like it to be

Root Cause 13: Most of our families do not have transportation, some parents fear the fingerprinting process required before going into the district due to residency status

Problem Statement 13 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

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: RBMS will implement additional safety protocols to prevent the spread of COVID-19 and promote health and wellness.

High Priority

Evaluation Data Sources: Attendance Reports, COVID-19 Documentation, Training Sign-ins, Daily Sanitation Logs, Staff Development Sign-ins, Lesson Plans and Materials, Walk-through Data

Strategy 1 Details	Reviews			
<p>Strategy 1: We will purchase sanitizing supplies for every room at RBMS. Our head custodian will manage keeping these rooms fully stocked with sanitizing supplies.</p> <p>Strategy's Expected Result/Impact: All personnel will have easy access to disinfecting supplies to frequently sanitize personal spaces.</p> <p>Staff Responsible for Monitoring: Head custodian and Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: RBMS will require all staff members and students to practice fidelity in disinfecting highly-touched areas and practicing frequent hand washing and sanitizing .</p> <p>Strategy's Expected Result/Impact: Monitoring and maintaining zero percent school spread of COVID-19</p> <p>Staff Responsible for Monitoring: Administration, Parents, Teachers, Nurse, Head Custodian</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 3 Details	Reviews			
<p>Strategy 3: We will provide training on wellness protocols to all personnel during staff development week, and continue these Professional Development to reinforce important COVID-19 prevention techniques throughout the school year.</p> <p>Strategy's Expected Result/Impact: Increased wellness and decreased infection rate of COVID-19.</p> <p>Staff Responsible for Monitoring: Administration, SCEI, Librarian, Counselors, Teachers</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 4 Details	Reviews			
<p>Strategy 4: We will purchase additional PPE and safety equipment to ensure all personnel and students are safe at all times. This includes but is not limited to additional face masks, sanitation stations, and hand-washing stations.</p> <p>Strategy's Expected Result/Impact: Safety, wellness, and decrease of infection rate for COVID-19.</p> <p>Staff Responsible for Monitoring: PPE and Safety Equipment</p>	Formative			Summative
	Nov	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





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: For the 22-23 school year, RBMS will implement a plan of action to ensure that campus stakeholders feel safe at school and school events.

Evaluation Data Sources: Disciplinary Referrals, Safety Audit Report, Sign-ins

Strategy 1 Details	Reviews			
<p>Strategy 1: We will will develop an EOP Plan for 22-23 and train all employees during the first month of school. Strategy's Expected Result/Impact: Staff members will be educated regarding procedures for all drills and emergency situations. Training's, sign-ins and drill documentation will be monitored and serve as evidence. Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Office staff will utilize a the raptor security system in which visitors must present identification and state their school business before being buzzed into the building. Once entering, visitors will continue using the raptor system which screens ID's. Strategy's Expected Result/Impact: This will increase the safety and screening protocols for visitors entering our building. It will also further instill a sense of safety amongst students and staff. Staff Responsible for Monitoring: Administration, Front Office Personnel, Campus Security</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 3 Details	Reviews			
<p>Strategy 3: RBMS will utilize magnetic key less entry door for all employees and provide a magnetic ID to all employees Strategy's Expected Result/Impact: Staff and student safety within the campus and limiting the people from the public entry from any other entrance other than the front entrance. Staff Responsible for Monitoring: Administrators, teachers, clerks and non-professional staff</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 4 Details	Reviews			
<p>Strategy 4: During the 2022-2023 school year, all students and staff will have access to mental health services via the school counselors and LPC's through direct services and professional development sessions.</p> <p>Strategy's Expected Result/Impact: Student will have a positive impact on self worth and worth of peers and those that surround them</p> <p>Staff Responsible for Monitoring: Counselors, teachers, administration,</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Demographics 2, 4, 5</p>	Formative			Summative
	Nov	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:





Demographics
<p>Problem Statement 2: 86.4% of students are at risk Root Cause: Most students are at-risk because of the programs they are served by. Special Population students are not achieving at the level of all students.</p> <p>Problem Statement 4: Students have a lack of social skills in interacting with peers Root Cause: Due to COVID-19, our students missed out on guidance and counseling sessions.</p> <p>Problem Statement 5: We had an increase in the percentage of at-risk students from 80.8% to 82.8 within the last school (2019-2020 to 2020-2022). Root Cause: Due to the COVID-19 pandemic, students suffered learning loss.</p>

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: For the 2022-23 school year, RBMS will have fulfilled 100% of all the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Sources: Training Documentation, Drill checklists





Strategy 1 Details	Reviews			
<p>Strategy 1: We will practice safety drills effectively and routinely</p> <p>Strategy's Expected Result/Impact: Our school community will know the difference between all drills and will be able to follow the protocol for each one. Completion of drills/Accuracy of the drills Pass all intruder drill</p> <p>Staff Responsible for Monitoring: Administration, safety staff</p> <p>Title I: 2.4</p>	Formative			Summative
	Nov	Mar	June	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 4: For the 22-23 school year, the number of bullying-related incidents reported at RBMS will remain at a 0% tolerance.

Evaluation Data Sources: Disciplinary Referral Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Group counseling on a weekly basis will be provided to students in, In School Suspension.</p> <p>Strategy's Expected Result/Impact: Student will have a positive impact on self worth and worth of peers and those that surround them</p> <p>Staff Responsible for Monitoring: Counselors, teachers, administration,</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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: RBMS will dedicate 100% of our instructional activities and resources to increase all student performance in all tested subject areas by 5% in Meets and 3% in Masters to help close achievement gaps as measured by STAAR by May 26, 2023

High Priority





Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: We leveraged our daily schedule to blocked class periods for RLA classes (90 minutes) in 6th 7th and 8th grade. We have added ACC Math in the 7th grade and blocked Math in the 6th grade. In addition, Success Maker Lab will be a part of students daily schedule and Purchase new software and curriculum to implement as supplemental aids for instruction.</p> <p>Strategy's Expected Result/Impact: By the middle of the year, all students will have a 10% increase in their HMH reading diagnostic test.Students will show an increase in mastery of the TEKs objectives.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal RLA Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 2 Details	Reviews			
<p>Strategy 2: RBMS will provide students and teachers with materials, supplies, and resources needed to achieve this performance objective.</p> <p>Strategy's Expected Result/Impact: Students will show an increase in mastery of the TEKs objectives, local assessments and state exams.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal RLA Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide tutorials and enrichment opportunities for all students</p> <p>Strategy's Expected Result/Impact: Students will show an increase in mastery of the TEKs objectives, local assessments and state exams.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Accelerated classes will be provided to students during the school day as a part of their schedule</p> <p>Strategy's Expected Result/Impact: Students will show an increase in mastery of the TEKs objectives, local assessments and state exams.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 5 Details	Reviews			
<p>Strategy 5: RBMS will provide routine implementation of additional curriculum resources as a part of the students daily schedule and assignments</p> <p>Strategy's Expected Result/Impact: Student academic achievement and closing the gaps</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 6 Details	Reviews			
<p>Strategy 6: RBMS will provide transportation for all students from tutorials to their home</p> <p>Strategy's Expected Result/Impact: More students will attend tutorials leading to student academic success.</p> <p>Staff Responsible for Monitoring: Principal Associate principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 7 Details	Reviews			
<p>Strategy 7: RBMS will provide after school tutorials in order to provide the additional 30 hours of Supplemental accelerated instruction through the implementation of learning acceleration on grade-level, rigorous, TEKS-aligned instruction that strategically address gaps in prerequisite skills needed for students to master grade-level content in order to comply with HB 4545 .</p> <p>Strategy's Expected Result/Impact: Students will close the gaps of learning loss during and perform at grade level</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 8 Details	Reviews			
<p>Strategy 8: The librarian will provide digital citizenship research based curriculum to ensure students are using technology safely and responsibly and provide college readiness skills.</p> <p>Strategy's Expected Result/Impact: Student academic achievement.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 9 Details	Reviews			
<p>Strategy 9: The librarian will schedule author visits to inspire creativity and expression in reluctant readers. Additionally, presentations will assist in reinforcing key concepts students are learning in the classroom as well as motivate students to read.</p> <p>Strategy's Expected Result/Impact: Student academic achievement and closing the gaps.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 10 Details	Reviews			
<p>Strategy 10: Roma ISD will provide an extended academic year, including summer academic and enrichment programs for all students.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 11 Details	Reviews			
<p>Strategy 11: 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</p> <p>Strategy's Expected Result/Impact: Increased academic achievement</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 2: All students will increase STAAR Math by 10% in Meets and 5% in Masters by May 2023.

Evaluation Data Sources: STAAR scores

Strategy 1 Details	Reviews			
<p>Strategy 1: We leveraged our daily schedule to blocked class periods for RLA classes (90 minutes) in 6th 7th and 8th grade. We have added ACC Math in the 7th grade and blocked Math in the 6th grade. In addition, Success Maker Lab will be a part of students daily schedule and Purchase new software and curriculum to implement as supplemental aids for instruction.</p> <p>Strategy's Expected Result/Impact: By the middle of the year, all students will have a 10% increase in their HMH reading diagnostic test.Students will show an increase in mastery of the TEKs objectives.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal RLA Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: RBMS will provide students and teachers with materials, supplies, and resources needed to achieve this performance objective.</p> <p>Strategy's Expected Result/Impact: Students will show an increase in mastery of the TEKs objectives, local assessments and state exams.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal RLA Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide tutorials and enrichment opportunities for all students</p> <p>Strategy's Expected Result/Impact: Students will show an increase in mastery of the TEKs objectives, local assessments and state exams.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Accelerated classes will be provided to students during the school day as a part of their schedule</p> <p>Strategy's Expected Result/Impact: Students will show an increase in mastery of the TEKs objectives, local assessments and state exams.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 5 Details	Reviews			
<p>Strategy 5: RBMS will provide routine implementation of additional curriculum resources as a part of the students daily schedule and assignments</p> <p>Strategy's Expected Result/Impact: Student academic achievement and closing the gaps</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 6 Details	Reviews			
<p>Strategy 6: RBMS will provide transportation for all students from tutorials to their home</p> <p>Strategy's Expected Result/Impact: More students will attend tutorials leading to student academic success.</p> <p>Staff Responsible for Monitoring: Principal Associate principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 7 Details	Reviews			
<p>Strategy 7: RBMS will provide after school tutorials in order to provide the additional 30 hours of Supplemental accelerated instruction through the implementation of learning acceleration on grade-level, rigorous, TEKS-aligned instruction that strategically address gaps in prerequisite skills needed for students to master grade-level content in order to comply with HB 4545 .</p> <p>Strategy's Expected Result/Impact: Students will close the gaps of learning loss during and perform at grade level</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 8 Details	Reviews			
<p>Strategy 8: The librarian will provide digital citizenship research based curriculum to ensure students are using technology safely and responsibly and provide college readiness skills.</p> <p>Strategy's Expected Result/Impact: Student academic achievement.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 9 Details	Reviews			
<p>Strategy 9: The librarian will schedule author visits to inspire creativity and expression in reluctant readers. Additionally, presentations will assist in reinforcing key concepts students are learning in the classroom as well as motivate students to read.</p> <p>Strategy's Expected Result/Impact: Student academic achievement and closing the gaps.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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: All students in special education will increase STAAR Reading and Math by 5% in Meets by May 2023.





High Priority

Evaluation Data Sources: STAAR scores

Strategy 1 Details	Reviews			
<p>Strategy 1: We leveraged our daily schedule to blocked class periods for RLA classes (90 minutes) in 6th 7th and 8th grade. We have added ACC Math in the 7th grade and blocked Math in the 6th grade. In addition, Success Maker Lab will be a part of students daily schedule and Purchase new software and curriculum to implement as supplemental aids for instruction.</p> <p>Strategy's Expected Result/Impact: By the middle of the year, all students will have a 10% increase in their HMH reading diagnostic test.Students will show an increase in mastery of the TEKs objectives.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal RLA Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: RBMS will provide students and teachers with materials, supplies, and resources needed to achieve this performance objective.</p> <p>Strategy's Expected Result/Impact: Students will show an increase in mastery of the TEKs objectives, local assessments and state exams.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal RLA Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide tutorials and enrichment opportunities for all students</p> <p>Strategy's Expected Result/Impact: Students will show an increase in mastery of the TEKs objectives, local assessments and state exams.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Accelerated classes will be provided to students during the school day as a part of their schedule</p> <p>Strategy's Expected Result/Impact: Students will show an increase in mastery of the TEKs objectives, local assessments and state exams.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 5 Details	Reviews			
<p>Strategy 5: RBMS will provide routine implementation of additional curriculum resources as a part of the students daily schedule and assignments</p> <p>Strategy's Expected Result/Impact: Student academic achievement and closing the gaps</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 6 Details	Reviews			
<p>Strategy 6: RBMS will provide transportation for all students from tutorials to their home</p> <p>Strategy's Expected Result/Impact: More students will attend tutorials leading to student academic success.</p> <p>Staff Responsible for Monitoring: Principal Associate principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 7 Details	Reviews			
<p>Strategy 7: RBMS will provide after school tutorials in order to provide the additional 30 hours of Supplemental accelerated instruction through the implementation of learning acceleration on grade-level, rigorous, TEKS-aligned instruction that strategically address gaps in prerequisite skills needed for students to master grade-level content in order to comply with HB 4545 .</p> <p>Strategy's Expected Result/Impact: Students will close the gaps of learning loss during and perform at grade level</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 8 Details	Reviews			
<p>Strategy 8: The librarian will provide digital citizenship research based curriculum to ensure students are using technology safely and responsibly and provide college readiness skills.</p> <p>Strategy's Expected Result/Impact: Student academic achievement.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 9 Details	Reviews			
<p>Strategy 9: The librarian will schedule author visits to inspire creativity and expression in reluctant readers. Additionally, presentations will assist in reinforcing key concepts students are learning in the classroom as well as motivate students to read.</p> <p>Strategy's Expected Result/Impact: Student academic achievement and closing the gaps.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 4: All Emergent Bilingual students (EB) will increase STAAR Reading and Math by 10% in Meets and 5% in Masters by May 2023.

Evaluation Data Sources: STAAR scores

Strategy 1 Details	Reviews			
<p>Strategy 1: We leveraged our daily schedule to blocked class periods for RLA classes (90 minutes) in 6th 7th and 8th grade. We have added ACC Math in the 7th grade and blocked Math in the 6th grade. In addition, Success Maker Lab will be a part of students daily schedule and Purchase new software and curriculum to implement as supplemental aids for instruction.</p> <p>Strategy's Expected Result/Impact: By the middle of the year, all students will have a 10% increase in their HMH reading diagnostic test.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal RLA Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will provide all necessary supplies and materials to ensure student success.</p> <p>Strategy's Expected Result/Impact: student success</p> <p>Staff Responsible for Monitoring: Principal Associate Principal RLA Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide tutorials for all students</p> <p>Strategy's Expected Result/Impact: Students overall performance will increase our campus academic rating.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Accelerated classes will be provided to students during the school day as a part of their schedule</p> <p>Strategy's Expected Result/Impact: Students academic success on standards and overall performance will increase our campus academic rating.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 5 Details	Reviews			
<p>Strategy 5: We leveraged our daily schedule to blocked class periods for RLA classes (90 minutes) in 6th 7th and 8th grade. We have added ACC Math in the 7th grade and blocked Math in the 6th grade. In addition, Success Maker Lab will be a part of students daily schedule and Purchase new software and curriculum to implement as supplemental aids for instruction.</p> <p>Strategy's Expected Result/Impact: Student academic achievement and closing the gaps</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 6 Details	Reviews			
<p>Strategy 6: RBMS will provide transportation for all students from tutorials to their home</p> <p>Strategy's Expected Result/Impact: More students will attend tutorials leading to student academic success.</p> <p>Staff Responsible for Monitoring: Principal Associate principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 7 Details	Reviews			
<p>Strategy 7: RBMS will provide after school tutorials in order to provide the additional 30 hours of Supplemental accelerated instruction through the implementation of learning acceleration on grade-level, rigorous, TEKS-aligned instruction that strategically address gaps in prerequisite skills needed for students to master grade-level content in order to comply with HB 4545 .</p> <p>Strategy's Expected Result/Impact: Students will close the gaps of learning loss during and perform at grade level</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 8 Details	Reviews			
<p>Strategy 8: The librarian will provide digital citizenship research based curriculum to ensure students are using technology safely and responsibly and provide college readiness skills.</p> <p>Strategy's Expected Result/Impact: Student academic achievement.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 9 Details	Reviews			
<p>Strategy 9: The librarian will schedule author visits to inspire creativity and expression in reluctant readers. Additionally, presentations will assist in reinforcing key concepts students are learning in the classroom as well as motivate students to read.</p> <p>Strategy's Expected Result/Impact: Student academic achievement and closing the gaps.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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: All students will increase STAAR Science by 10% in Approaches 6% in Meets and 4 % in Masters by May 2023.

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: We leveraged our daily schedule to blocked class periods for RLA classes (90 minutes) in 6th 7th and 8th grade. We have added ACC Math in the 7th grade and blocked Math in the 6th grade. In addition, Success Maker Lab will be a part of students daily schedule and Purchase new software and curriculum to implement as supplemental aids for instruction.</p> <p>Strategy's Expected Result/Impact: By the middle of the year, all students will have a 10% increase in their HMH reading diagnostic test.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal RLA Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will provide all necessary supplies and materials to ensure student success.</p> <p>Strategy's Expected Result/Impact: student success</p> <p>Staff Responsible for Monitoring: Principal Associate Principal RLA Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide tutorials for all students</p> <p>Strategy's Expected Result/Impact: Students overall performance will increase our campus academic rating.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Accelerated classes will be provided to students during the school day as a part of their schedule</p> <p>Strategy's Expected Result/Impact: Students academic success on standards and overall performance will increase our campus academic rating.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 5 Details	Reviews			
<p>Strategy 5: We leveraged our daily schedule to blocked class periods for RLA classes (90 minutes) in 6th 7th and 8th grade. We have added ACC Math in the 7th grade and blocked Math in the 6th grade. In addition, Success Maker Lab will be a part of students daily schedule and Purchase new software and curriculum to implement as supplemental aids for instruction.</p> <p>Strategy's Expected Result/Impact: Student academic achievement and closing the gaps</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 6 Details	Reviews			
<p>Strategy 6: RBMS will provide transportation for all students from tutorials to their home</p> <p>Strategy's Expected Result/Impact: More students will attend tutorials leading to student academic success.</p> <p>Staff Responsible for Monitoring: Principal Associate principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 7 Details	Reviews			
<p>Strategy 7: RBMS will provide after school tutorials in order to provide the additional 30 hours of Supplemental accelerated instruction through the implementation of learning acceleration on grade-level, rigorous, TEKS-aligned instruction that strategically address gaps in prerequisite skills needed for students to master grade-level content in order to comply with HB 4545 .</p> <p>Strategy's Expected Result/Impact: Students will close the gaps of learning loss during and perform at grade level</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 8 Details	Reviews			
<p>Strategy 8: The librarian will provide digital citizenship research based curriculum to ensure students are using technology safely and responsibly and provide college readiness skills.</p> <p>Strategy's Expected Result/Impact: Student academic achievement.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 9 Details	Reviews			
<p>Strategy 9: The librarian will schedule author visits to inspire creativity and expression in reluctant readers. Additionally, presentations will assist in reinforcing key concepts students are learning in the classroom as well as motivate students to read.</p> <p>Strategy's Expected Result/Impact: Student academic achievement and closing the gaps.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 6: All students will increase STAAR Social Studies by 10% in Approaches 6% in Meets and 4 % in Masters by May 2023.

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: We leveraged our daily schedule to blocked class periods for RLA classes (90 minutes) in 6th 7th and 8th grade. We have added ACC Math in the 7th grade and blocked Math in the 6th grade. In addition, Success Maker Lab will be a part of students daily schedule and Purchase new software and curriculum to implement as supplemental aids for instruction.</p> <p>Strategy's Expected Result/Impact: By the middle of the year, all students will have a 10% increase in their HMH reading diagnostic test.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal RLA Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will provide all necessary supplies and materials to ensure student success.</p> <p>Strategy's Expected Result/Impact: student success</p> <p>Staff Responsible for Monitoring: Principal Associate Principal RLA Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide tutorials for all students</p> <p>Strategy's Expected Result/Impact: Students overall performance will increase our campus academic rating.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Accelerated classes will be provided to students during the school day as a part of their schedule</p> <p>Strategy's Expected Result/Impact: Students academic success on standards and overall performance will increase our campus academic rating.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 5 Details	Reviews			
<p>Strategy 5: We leveraged our daily schedule to blocked class periods for RLA classes (90 minutes) in 6th 7th and 8th grade. We have added ACC Math in the 7th grade and blocked Math in the 6th grade. In addition, Success Maker Lab will be a part of students daily schedule and Purchase new software and curriculum to implement as supplemental aids for instruction.</p> <p>Strategy's Expected Result/Impact: Student academic achievement and closing the gaps</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 6 Details	Reviews			
<p>Strategy 6: RBMS will provide transportation for all students from tutorials to their home</p> <p>Strategy's Expected Result/Impact: More students will attend tutorials leading to student academic success.</p> <p>Staff Responsible for Monitoring: Principal Associate principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 7 Details	Reviews			
<p>Strategy 7: RBMS will provide after school tutorials in order to provide the additional 30 hours of Supplemental accelerated instruction through the implementation of learning acceleration on grade-level, rigorous, TEKS-aligned instruction that strategically address gaps in prerequisite skills needed for students to master grade-level content in order to comply with HB 4545 .</p> <p>Strategy's Expected Result/Impact: Students will close the gaps of learning loss during and perform at grade level</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 8 Details	Reviews			
<p>Strategy 8: The librarian will provide digital citizenship research based curriculum to ensure students are using technology safely and responsibly and provide college readiness skills.</p> <p>Strategy's Expected Result/Impact: Student academic achievement.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 9 Details	Reviews			
<p>Strategy 9: The librarian will schedule author visits to inspire creativity and expression in reluctant readers. Additionally, presentations will assist in reinforcing key concepts students are learning in the classroom as well as motivate students to read.</p> <p>Strategy's Expected Result/Impact: Student academic achievement and closing the gaps.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 7: All students in special education will increase STAAR Social Studies by 5% in Meets by May 2023.

Evaluation Data Sources: STAAR scores

Strategy 1 Details	Reviews			
<p>Strategy 1: We leveraged our daily schedule to blocked class periods for RLA classes (90 minutes) in 6th 7th and 8th grade. We have added ACC Math in the 7th grade and blocked Math in the 6th grade. In addition, Success Maker Lab will be a part of students daily schedule and Purchase new software and curriculum to implement as supplemental aids for instruction.</p> <p>Strategy's Expected Result/Impact: By the middle of the year, all students will have a 10% increase in their HMH reading diagnostic test.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal RLA Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will provide all necessary supplies and materials to ensure student success.</p> <p>Strategy's Expected Result/Impact: student success</p> <p>Staff Responsible for Monitoring: Principal Associate Principal RLA Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide tutorials for all students</p> <p>Strategy's Expected Result/Impact: Students overall performance will increase our campus academic rating.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Accelerated classes will be provided to students during the school day as a part of their schedule</p> <p>Strategy's Expected Result/Impact: Students academic success on standards and overall performance will increase our campus academic rating.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 5 Details	Reviews			
<p>Strategy 5: We leveraged our daily schedule to blocked class periods for RLA classes (90 minutes) in 6th 7th and 8th grade. We have added ACC Math in the 7th grade and blocked Math in the 6th grade. In addition, Success Maker Lab will be a part of students daily schedule and Purchase new software and curriculum to implement as supplemental aids for instruction.</p> <p>Strategy's Expected Result/Impact: Student academic achievement and closing the gaps</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 6 Details	Reviews			
<p>Strategy 6: RBMS will provide transportation for all students from tutorials to their home</p> <p>Strategy's Expected Result/Impact: More students will attend tutorials leading to student academic success.</p> <p>Staff Responsible for Monitoring: Principal Associate principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 7 Details	Reviews			
<p>Strategy 7: RBMS will provide after school tutorials in order to provide the additional 30 hours of Supplemental accelerated instruction through the implementation of learning acceleration on grade-level, rigorous, TEKS-aligned instruction that strategically address gaps in prerequisite skills needed for students to master grade-level content in order to comply with HB 4545 .</p> <p>Strategy's Expected Result/Impact: Students will close the gaps of learning loss during and perform at grade level</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 8 Details	Reviews			
<p>Strategy 8: The librarian will provide digital citizenship research based curriculum to ensure students are using technology safely and responsibly and provide college readiness skills.</p> <p>Strategy's Expected Result/Impact: Student academic achievement.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 9 Details	Reviews			
<p>Strategy 9: The librarian will schedule author visits to inspire creativity and expression in reluctant readers. Additionally, presentations will assist in reinforcing key concepts students are learning in the classroom as well as motivate students to read.</p> <p>Strategy's Expected Result/Impact: Student academic achievement and closing the gaps.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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: All students in special education will increase STAAR Science by 5% in Meets by May 2023.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: We leveraged our daily schedule to blocked class periods for RLA classes (90 minutes) in 6th 7th and 8th grade. We have added ACC Math in the 7th grade and blocked Math in the 6th grade. In addition, Success Maker Lab will be a part of students daily schedule and Purchase new software and curriculum to implement as supplemental aids for instruction.</p> <p>Strategy's Expected Result/Impact: By the middle of the year, all students will have a 10% increase in their HMH reading diagnostic test.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal RLA Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will provide all necessary supplies and materials to ensure student success.</p> <p>Strategy's Expected Result/Impact: student success</p> <p>Staff Responsible for Monitoring: Principal Associate Principal RLA Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide tutorials for all students</p> <p>Strategy's Expected Result/Impact: Students overall performance will increase our campus academic rating.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Accelerated classes will be provided to students during the school day as a part of their schedule</p> <p>Strategy's Expected Result/Impact: Students academic success on standards and overall performance will increase our campus academic rating.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 5 Details	Reviews			
<p>Strategy 5: We leveraged our daily schedule to blocked class periods for RLA classes (90 minutes) in 6th 7th and 8th grade. We have added ACC Math in the 7th grade and blocked Math in the 6th grade. In addition, Success Maker Lab will be a part of students daily schedule and Purchase new software and curriculum to implement as supplemental aids for instruction.</p> <p>Strategy's Expected Result/Impact: Student academic achievement and closing the gaps</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 6 Details	Reviews			
<p>Strategy 6: RBMS will provide transportation for all students from tutorials to their home</p> <p>Strategy's Expected Result/Impact: More students will attend tutorials leading to student academic success.</p> <p>Staff Responsible for Monitoring: Principal Associate principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 7 Details	Reviews			
<p>Strategy 7: RBMS will provide after school tutorials in order to provide the additional 30 hours of Supplemental accelerated instruction through the implementation of learning acceleration on grade-level, rigorous, TEKS-aligned instruction that strategically address gaps in prerequisite skills needed for students to master grade-level content in order to comply with HB 4545 .</p> <p>Strategy's Expected Result/Impact: Students will close the gaps of learning loss during and perform at grade level</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 8 Details	Reviews			
<p>Strategy 8: The librarian will provide digital citizenship research based curriculum to ensure students are using technology safely and responsibly and provide college readiness skills.</p> <p>Strategy's Expected Result/Impact: Student academic achievement.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 9 Details	Reviews			
<p>Strategy 9: The librarian will schedule author visits to inspire creativity and expression in reluctant readers. Additionally, presentations will assist in reinforcing key concepts students are learning in the classroom as well as motivate students to read.</p> <p>Strategy's Expected Result/Impact: Student academic achievement and closing the gaps.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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: All Emergent Bilingual students (EB) will increase STAAR Science by 10% in Meets and 5% in Masters by May 2023.

Evaluation Data Sources: STAAR scores

Strategy 1 Details	Reviews			
<p>Strategy 1: We leveraged our daily schedule to blocked class periods for RLA classes (90 minutes) in 6th 7th and 8th grade. We have added ACC Math in the 7th grade and blocked Math in the 6th grade. In addition, Success Maker Lab will be a part of students daily schedule and Purchase new software and curriculum to implement as supplemental aids for instruction.</p> <p>Strategy's Expected Result/Impact: By the middle of the year, all students will have a 10% increase in their HMH reading diagnostic test.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal RLA Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will provide all necessary supplies and materials to ensure student success.</p> <p>Strategy's Expected Result/Impact: student success</p> <p>Staff Responsible for Monitoring: Principal Associate Principal RLA Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide tutorials for all students</p> <p>Strategy's Expected Result/Impact: Students overall performance will increase our campus academic rating.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Accelerated classes will be provided to students during the school day as a part of their schedule</p> <p>Strategy's Expected Result/Impact: Students academic success on standards and overall performance will increase our campus academic rating.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 5 Details	Reviews			
<p>Strategy 5: We leveraged our daily schedule to blocked class periods for RLA classes (90 minutes) in 6th 7th and 8th grade. We have added ACC Math in the 7th grade and blocked Math in the 6th grade. In addition, Success Maker Lab will be a part of students daily schedule and Purchase new software and curriculum to implement as supplemental aids for instruction.</p> <p>Strategy's Expected Result/Impact: Student academic achievement and closing the gaps</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 6 Details	Reviews			
<p>Strategy 6: RBMS will provide transportation for all students from tutorials to their home</p> <p>Strategy's Expected Result/Impact: More students will attend tutorials leading to student academic success.</p> <p>Staff Responsible for Monitoring: Principal Associate principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 7 Details	Reviews			
<p>Strategy 7: RBMS will provide after school tutorials in order to provide the additional 30 hours of Supplemental accelerated instruction through the implementation of learning acceleration on grade-level, rigorous, TEKS-aligned instruction that strategically address gaps in prerequisite skills needed for students to master grade-level content in order to comply with HB 4545 .</p> <p>Strategy's Expected Result/Impact: Students will close the gaps of learning loss during and perform at grade level</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 8 Details	Reviews			
<p>Strategy 8: The librarian will provide digital citizenship research based curriculum to ensure students are using technology safely and responsibly and provide college readiness skills.</p> <p>Strategy's Expected Result/Impact: Student academic achievement.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 9 Details	Reviews			
<p>Strategy 9: The librarian will schedule author visits to inspire creativity and expression in reluctant readers. Additionally, presentations will assist in reinforcing key concepts students are learning in the classroom as well as motivate students to read.</p> <p>Strategy's Expected Result/Impact: Student academic achievement and closing the gaps.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 10: All Emergent Bilingual (EB) will increase STAAR Social Studies by 10% in Meets and 5% in Masters by May 2023.

Strategy 1 Details	Reviews			
<p>Strategy 1: We leveraged our daily schedule to blocked class periods for RLA classes (90 minutes) in 6th 7th and 8th grade. We have added ACC Math in the 7th grade and blocked Math in the 6th grade. In addition, Success Maker Lab will be a part of students daily schedule and Purchase new software and curriculum to implement as supplemental aids for instruction.</p> <p>Strategy's Expected Result/Impact: By the middle of the year, all students will have a 10% increase in their HMH reading diagnostic test.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal RLA Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will provide all necessary supplies and materials to ensure student success.</p> <p>Strategy's Expected Result/Impact: student success</p> <p>Staff Responsible for Monitoring: Principal Associate Principal RLA Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide tutorials for all students</p> <p>Strategy's Expected Result/Impact: Students overall performance will increase our campus academic rating.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Accelerated classes will be provided to students during the school day as a part of their schedule</p> <p>Strategy's Expected Result/Impact: Students academic success on standards and overall performance will increase our campus academic rating.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 5 Details	Reviews			
<p>Strategy 5: We leveraged our daily schedule to blocked class periods for RLA classes (90 minutes) in 6th 7th and 8th grade. We have added ACC Math in the 7th grade and blocked Math in the 6th grade. In addition, Success Maker Lab will be a part of students daily schedule and Purchase new software and curriculum to implement as supplemental aids for instruction.</p> <p>Strategy's Expected Result/Impact: Student academic achievement and closing the gaps</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 6 Details	Reviews			
<p>Strategy 6: RBMS will provide transportation for all students from tutorials to their home</p> <p>Strategy's Expected Result/Impact: More students will attend tutorials leading to student academic success.</p> <p>Staff Responsible for Monitoring: Principal Associate principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 7 Details	Reviews			
<p>Strategy 7: RBMS will provide after school tutorials in order to provide the additional 30 hours of Supplemental accelerated instruction through the implementation of learning acceleration on grade-level, rigorous, TEKS-aligned instruction that strategically address gaps in prerequisite skills needed for students to master grade-level content in order to comply with HB 4545 .</p> <p>Strategy's Expected Result/Impact: Students will close the gaps of learning loss during and perform at grade level</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 8 Details	Reviews			
<p>Strategy 8: The librarian will provide digital citizenship research based curriculum to ensure students are using technology safely and responsibly and provide college readiness skills.</p> <p>Strategy's Expected Result/Impact: Student academic achievement.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 9 Details	Reviews			
<p>Strategy 9: The librarian will schedule author visits to inspire creativity and expression in reluctant readers. Additionally, presentations will assist in reinforcing key concepts students are learning in the classroom as well as motivate students to read.</p> <p>Strategy's Expected Result/Impact: Student academic achievement and closing the gaps.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 11: All students will expand their reading literacy and knowledge across multiple genres by reading 10 books or more.

Evaluation Data Sources: Accelerated reading quizzes
 Student book reports
 Student reading logs
 Student check out report

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will assign three book reports per reporting period and will count as assignment grades.</p> <p>Strategy's Expected Result/Impact: Students will increase reading fluency and comprehension Exposure to multiple genres Students will be able make real world connections through multiple genres</p> <p>Staff Responsible for Monitoring: Teachers Librarian</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in the Accelerated Reader program.</p> <p>Strategy's Expected Result/Impact: Students will increase reading fluency and comprehension Exposure to multiple genres Students will be able make real world connections through multiple genres Students will expand their knowledge Students will build digital skills that are essential in todays workforce Students fortify their ethical moral Students will develop a sense of ownership and accomplishment.</p> <p>Staff Responsible for Monitoring: Teachers Librarian</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Mar	June	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Students will access digital resources through the use of technology to increase literacy.</p> <ul style="list-style-type: none"> *Region one databases *Destiny Follett *Lightbox *Comics Plus *Learning.com *Flipster (digital magazines) <p>Strategy's Expected Result/Impact: Students will increase reading fluency and comprehension Exposure to multiple genres Students will be able make real world connections through multiple genres</p> <p>Staff Responsible for Monitoring: Teachers Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students will have the opportunity to participate in the "Battle of the Books" district and regional competition.</p> <p>Strategy's Expected Result/Impact: Students will increase reading fluency and comprehension Exposure to multiple genres Students will be able make real world connections through multiple genres Students will expand their knowledge Students will build communication, public speaking and team working skills that are essential in todays workforce Students fortify their sportsmanship and ethical moral Students develop leadership skills which will be essential in their future endeavors Students will develop a sense of ownership and accomplishment.</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 5 Details	Reviews			
<p>Strategy 5: The librarian will provide digital citizenship research based curriculum to ensure students are using technology safely and responsibly and provide college readiness skills.</p> <p>Strategy's Expected Result/Impact: Student academic achievement.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 6 Details	Reviews			
<p>Strategy 6: The librarian will schedule author visits to inspire creativity and expression in reluctant readers. Additionally, presentations will assist in reinforcing key concepts students are learning in the classroom as well as motivate students to read.</p> <p>Strategy's Expected Result/Impact: Student academic achievement and closing the gaps.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 7 Details	Reviews			
<p>Strategy 7: The library will provide student incentives and rewards every six weeks for those meeting reading academic goals set by campus personnel.</p> <p>Strategy's Expected Result/Impact: Student academic achievement/ motivation in Reading and closing the gaps.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 8 Details	Reviews			
<p>Strategy 8: We leveraged our daily schedule to blocked class periods for RLA classes (90 minutes) in 6th 7th and 8th grade. We have added ACC Math in the 7th grade and blocked Math in the 6th grade. In addition, Success Maker Lab will be a part of students daily schedule and Purchase new software and curriculum to implement as supplemental aids for instruction.</p> <p>Strategy's Expected Result/Impact: By the middle of the year, all students will have a 10% increase in their HMH reading diagnostic test.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal RLA Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 9 Details	Reviews			
<p>Strategy 9: We will provide all necessary supplies and materials to ensure student success.</p> <p>Strategy's Expected Result/Impact: student success</p> <p>Staff Responsible for Monitoring: Principal Associate Principal RLA Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Provide tutorials for all students</p> <p>Strategy's Expected Result/Impact: Students overall performance will increase our campus academic rating.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Accelerated classes will be provided to students during the school day as a part of their schedule</p> <p>Strategy's Expected Result/Impact: Students academic success on standards and overall performance will increase our campus academic rating.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 12 Details	Reviews			
<p>Strategy 12: We leveraged our daily schedule to blocked class periods for RLA classes (90 minutes) in 6th 7th and 8th grade. We have added ACC Math in the 7th grade and blocked Math in the 6th grade. In addition, Success Maker Lab will be a part of students daily schedule and Purchase new software and curriculum to implement as supplemental aids for instruction.</p> <p>Strategy's Expected Result/Impact: Student academic achievement and closing the gaps</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 13 Details	Reviews			
<p>Strategy 13: RBMS will provide transportation for all students from tutorials to their home</p> <p>Strategy's Expected Result/Impact: More students will attend tutorials leading to student academic success.</p> <p>Staff Responsible for Monitoring: Principal Associate principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 14 Details	Reviews			
<p>Strategy 14: RBMS will provide after school tutorials in order to provide the additional 30 hours of Supplemental accelerated instruction through the implementation of learning acceleration on grade-level, rigorous, TEKS-aligned instruction that strategically address gaps in prerequisite skills needed for students to master grade-level content in order to comply with HB 4545 .</p> <p>Strategy's Expected Result/Impact: Students will close the gaps of learning loss during and perform at grade level</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 15 Details	Reviews			
<p>Strategy 15: The librarian will provide digital citizenship research based curriculum to ensure students are using technology safely and responsibly and provide college readiness skills.</p> <p>Strategy's Expected Result/Impact: Student academic achievement.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 16 Details	Reviews			
<p>Strategy 16: The librarian will schedule author visits to inspire creativity and expression in reluctant readers. Additionally, presentations will assist in reinforcing key concepts students are learning in the classroom as well as motivate students to read.</p> <p>Strategy's Expected Result/Impact: Student academic achievement and closing the gaps.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 1: For the 2022-2023 school year 100% of RBMS teachers will utilize Professional Learning Communities (PLCs) in a collaborative effort to increase overall student achievement by 5%.

Evaluation Data Sources: Content department agendas/minutes PLC

Strategy 1 Details	Reviews			
<p>Strategy 1: PLC Thursday's- teachers will meet weekly at the campus levels among departments to discuss data and collaborate on lessons and students.</p> <p>Strategy's Expected Result/Impact: Increased overall student achievement</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: PLC Tuesday's- RBMS Leadership Team will meet weekly at the campus levels a to discuss data and collaborate on curriculum alignment and student performance.</p> <p>Strategy's Expected Result/Impact: Increased overall student achievement</p> <p>Staff Responsible for Monitoring: RBMS Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 3 Details	Reviews			
<p>Strategy 3: RBMS will provide professional development training sessions for all teachers and administrators members following the SBEC Clearinghouse training recommendations for all campus teachers and administrators.</p> <p>Strategy's Expected Result/Impact: Staff will be provided with best practices and industry recommendations on professional development directly related to:</p> <ol style="list-style-type: none"> 1. Suicide prevention, intervention, and prevention 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 Cyberbully 4. UIL Safety training 5. Human trafficking 6. Grief Informed and Trauma Informed Training and 7. Epinephrine Auto-Injector Training <p>Staff Responsible for Monitoring: Campus principal and associate principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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: Department and district teachers will collaborate regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students

High Priority

Evaluation Data Sources: Content department agendas/minutes from meetings

Strategy 1 Details	Reviews			
<p>Strategy 1: A variety of opportunities such as Department meetings will be established as opportunities for professionals to address common issues.</p> <p>Strategy's Expected Result/Impact: Significant progress made toward meeting Objective</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Development of teacher instructional strategies, by consistently offering a variety of professional development opportunities via in person or virtual for all teachers and administrators that will increase their ability to support their instruction through research-based best practices.</p> <p>Strategy's Expected Result/Impact: Improved student performance</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Mar	June	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Provide equitable and open access to the library and integrate library skills that support the school curriculum through collaborative lessons, teacher training, and motivational reading programs.</p> <p>Strategy's Expected Result/Impact: Improved student performance, Teacher Empowerment</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Librarian Counselors</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT

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

Performance Objective 1: RBMS 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.

Evaluation Data Sources: Parent Perception Surveys





Strategy 1 Details	Reviews			
<p>Strategy 1: Hold parent meetings throughout the school year that address various topics, including student academic achievement and how to monitor student progress.</p> <p>Strategy's Expected Result/Impact: Increased knowledge of how to monitor student progress in a variety of ways.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals, leadership team</p>	Formative			Summative
	Nov	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT

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

Performance Objective 2: RBMS 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			
<p>Strategy 1: RBMS will host events such as campus open house events, meet the teacher events, student performances, parent meetings</p> <p>Strategy's Expected Result/Impact: Increased communication; better relationships between parents, school, and community</p> <p>Staff Responsible for Monitoring: Principal, Associate Principals and Leadership team</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: RBMS will encourage parental participation in student IEP meetings by allowing a variety of participation options including, but not limited to, in-person meetings, conference calls, and video conferencing</p> <p>Strategy's Expected Result/Impact: Increased parental participation/input in IEP meetings</p> <p>Staff Responsible for Monitoring: Campus ARD-C members</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 3 Details	Reviews			
<p>Strategy 3: RBMS will provide PFE (parent and family engagement) activities for parents of EL students.</p> <p>Strategy's Expected Result/Impact: Improved English language skills; increased ability for parents and families to help their children</p>	Formative			Summative
	Nov	Mar	June	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: Promote Student Performance Success Initiative





Evaluation Data Sources: Student weekly performance, weekly exams, informal observations

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer as part of a students required courses in the 8th grade a Career Investigation course where the student will have an opportunity investigate different careers, colleges and university's, take a interest survey (KUDER) to further their knowledge on college and career information</p> <p>Strategy's Expected Result/Impact: By the end of the school year, all 8th grade students will be able identify with a minimum of two career options and college of their choice.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Counselors Teacher</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will provide all necessary supplies and materials to ensure student success.</p> <p>Strategy's Expected Result/Impact: Students will show an increase in mastery of the TEKs objectives.</p> <p>Staff Responsible for Monitoring: School Leadership Counselors Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 3 Details	Reviews			
<p>Strategy 3: College Readiness week will be conducted where students will participate in various activities through out the week</p> <p>Strategy's Expected Result/Impact: Student exposure to college readiness</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Career Day will be conducted as a full day event. Different people from the community will attend RBMS and present a small presentation on their job and what it entails.</p> <p>Strategy's Expected Result/Impact: Student knowledge gearing towards college initiative and readiness</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 5 Details	Reviews			
<p>Strategy 5: GT projects will be assigned to GT students geared towards career exploration and college readiness</p> <p>Strategy's Expected Result/Impact: Student exposure to school and career exploration</p> <p>Staff Responsible for Monitoring: Counselors Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide various programs for students that are geared towards college readiness Robotics PATHS Tex Prep</p> <p>Strategy's Expected Result/Impact: Students will have the opportunity to attend foundations to careers they may be geared towards in their college career</p> <p>Staff Responsible for Monitoring: Principal Associate principal Teachers Counselors</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Students in the 8h grade will be provided with the opportunity to create their own Personal Graduation Plan (PGP).</p> <p>Strategy's Expected Result/Impact: Students will start making decisions that are geared towards their future education and taking courses that will help them in their future career.</p> <p>Staff Responsible for Monitoring: Counselors</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Student will be exposed to various digital resources and activities through the use of technology</p> <p>Research Email Google Classroom Kami Google Forms Digital Database Testing Data input (DMAC) Software Licenses</p> <p>Strategy's Expected Result/Impact: Students will become more technologically literate</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers Librarian Counselors</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 9 Details	Reviews			
<p>Strategy 9: The librarian will provide digital citizenship research based curriculum to ensure students are using technology safely and responsibly and provide college readiness skills.</p> <p>Strategy's Expected Result/Impact: Student academic achievement.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 10 Details	Reviews			
<p>Strategy 10: The Library will provide an inviting environment conducive to learning through literacy displays and appealing yet functional furnishing and decor.</p> <p>Strategy's Expected Result/Impact: Student academic achievement, Teacher empowerment</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Expand and update library resources at the campus level to support the curriculum through diverse literacy such as books, magazines, and journals, both print and digital form; and incorporate the latest technology to improve reading and academic skills.</p> <p>Strategy's Expected Result/Impact: Student academic achievement and closing the gap</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teachers Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Nov	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Ramiro Barrera Middle School (RBMS)

Total SCE Funds: \$9,805.00

Total FTEs Funded by SCE: 9

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 Ramiro Barrera Middle School (RBMS)

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Anel Alanis	Teacher	1
Anna L Hinojosa	Teacher	1
Carol Torres Moreno	Teacher	1
Christopher B Salinas	Teacher	1
Elia I Pena-Guerra	Teacher's Aide	1
Esmeralda Jones	Teacher	1
Jesus Jaime Garza	Teacher	1
Marina Marily Moreno	Teacher	1
Selene Villarreal	Teacher	1

Campus Needs Assessment Team

Committee Role	Name	Position
Community Representative	Ivan Escobar	Member
Business Representative	Erika Benitez	Member
Parent	Magali Hinojosa	Member
Parent	Magda Anguiano	Member
Administrator	Annette Garza	Member
Administrator	Maricela Garza	Member
Pupil Services Personnel	Elsa Cruz	Member
Paraprofessional	Irma Pena	Member
Special Education Staff	Jorge Luis Guerra	Member
Classroom Teacher	Anel Alanis	Member
Classroom Teacher	Yolanda Rosa	Member
Classroom Teacher	Maria Rodriguez	Member

Site-Based Decision Making Committee

Committee Role	Name	Position
Community Representative	Ivan Escobar	Member
Parent	Magali Hinojosa	Member
Parent	Magda Anguiano	Member
Business Representative	Erika Benitez	Member
District-level Professional	Luis Garza	Member
Administrator	Clotilde Benitez	Member
Classroom Teacher	Haidee Villarreal	Member
Classroom Teacher	Luis Urbano	Member
Classroom Teacher	Marina Moreno	Member
Classroom Teacher	Selene Villarreal Alanis	Member
Classroom Teacher	Alberto Castillo	Member
Classroom Teacher	Victor Gutierrez Sr.	Member
Classroom Teacher	Victor Gutierrez Jr.	Member
Classroom Teacher	Amanda Hinojosa	Member
Classroom Teacher	Jorge L Guerra	Member