# Roma Independent School District

# Ramiro Barrera Middle School (RBMS)

# 2023-2024 Improvement Plan

# Mission Statement

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

# Roma ISD Values

High Expectations for All

Unified in Our Pursuit of Excellence

Building Partnerships

Purposeful Innovations

# 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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- 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. 35
- 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. 56
- Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT Roma ISD will engage all stakeholders in developing positive, collaborative relationships and community partnerships. 68
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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 | | | |

| CAMPUS NEEDS ASSESSMENT | | | | | |
|---|---|---|---|---|---|
| | 5. Students are expected to meet recognized state standards of learning established jointly by special programs and regular teachers. | 4.7 | | | |
| | 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 | | | |

| CAMPUS NEEDS ASSESSMENT | | | | | |
|---|---|---|---|---|---|
| | 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 | | | |
| | 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 | | | |

| CAMPUS NEEDS ASSESSMENT | | | | | |
|---|---|---|---|---|---|
| | 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 $6^{th}$ – $8^{th}$. 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 preforming 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 effects a students 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 2019-20220to 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 the fingerprinting process required before going into the district due to residency status

**Root Cause:** Most of our families do not have transportation, some parents fear

# 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 | 6th Grade Reading | 52% | 53% | 46% | N/A | 47% |
| | Disadvantaged: | 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% |
| | | 8th Grade Social Studies | 48% | 52% | 65% | N/A | 28% |
| | Hispanic | 6th Grade Reading | 53% | 55% | 48% | N/A | 51% |
| | | 6th Grade Math | 73% | 71% | 77% | N/A | 48% |

| | Ramiro Barrera Middle School | | | | | | |
|---|---|---|---|---|---|---|---|
| | | 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 | 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 |
| | | | | | | | |
| | 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% |
| | | 8th Grade Social Studies | 34% | 35% | 52% | N/A | 32% |
| | Title I | 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% |
| | | 8th Grade Science | 57% | 59% | 72% | N/A | 55% |
| | | 8th Grade Social Studies | 50% | 54% | 68% | N/A | 38% |

| | **Ramiro Barrera Middle School** | | | | | | |
|---|---|---|---|---|---|---|---|
| | Migrant | 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% |
| | | 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 |
| | | | | | | | |
| | 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% |

| | Ramiro Barrera Middle School | | | | | | |
|---|---|---|---|---|---|---|---|
| | | 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 |
| | | 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
- Stop Finder

### 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 bellow 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 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 2**: Our special education students are not passing their state exams nor preforming at grade level.

**Root Cause 2**: Students are not reading at grade level

**Problem Statement 2 Areas**: Demographics

**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 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 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 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 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 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 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 12**: Student enrollment for the 2021-22 school year is bellow 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 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 other viruses to 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 | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **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.<br>**Strategy's Expected Result/Impact:** All personnel will have easy access to disinfecting supplies to frequently sanitize personal spaces.<br>**Staff Responsible for Monitoring:** Head custodian and Administration<br><br>**Title I:**<br>2.4, 2.5, 2.6 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **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 .<br>**Strategy's Expected Result/Impact:** Monitoring and maintaining zero percent school spread of COVID-19 and other viruses<br>**Staff Responsible for Monitoring:** Administration, Parents, Teachers, Nurse, Head Custodian | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **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.<br>**Strategy's Expected Result/Impact:** Increased wellness and decreased infection rate of COVID-19.<br>**Staff Responsible for Monitoring:** Administration, SCEI, Librarian, Counselors, Teachers | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **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.<br>**Strategy's Expected Result/Impact:** Safety, wellness, and decrease of infection rate for COVID-19.<br>**Staff Responsible for Monitoring:** PPE and Safety Equipment | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**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 23-24 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 | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 1:** We will will develop an EOP Plan for 23-24 and train all employees during the first month of school.<br>**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.<br>**Staff Responsible for Monitoring:** Administration<br><br>**Title I:**<br>4.1, 4.2 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **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.<br>**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.<br>**Staff Responsible for Monitoring:** Administration, Front Office Personnel, Campus Security | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 3:** RBMS will utilize magnetic key less entry door for all employees and provide a magnetic ID to all employees<br>**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.<br>**Staff Responsible for Monitoring:** Administrators, teachers, clerks and non-professional staff | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** During the 2023-2024 school year, all students and staff will have access to mental health services via the school counselors and Licensed Professional Counselor through direct services and professional development sessions. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Student will have a positive impact on self worth and worth of peers and those that surround them<br>**Staff Responsible for Monitoring:** Counselors, teachers, administration,<br><br>**Title I:**<br>2.5, 2.6 | Nov | Mar | June | June |
| | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **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. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Student safety<br>**Staff Responsible for Monitoring:** Librarian | Nov | Mar | June | June |
| | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 6:** Implementation of TxSSC in order to conduct building safety audits periodically | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Providing a safe learning environment for all students and staff and ensuring that all safety procedures are in place.<br>**Staff Responsible for Monitoring:** Safety management administrator, Principal, Police officers, security officers | Nov | Mar | June | June |
| | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 7:** A minimum of one police officer will be stationed at RBMS daily and will conduct and monitor safety procedures on campus and provide immediate feedback reports to ensure that all safety procedures are in place. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Student and Staff safety | Nov | Mar | June | June |
| | | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 8:** Periodically RBMS Staff will have access to a stress relieving/calming activity. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Increased social emotional wellness for all staff | Nov | Mar | June | June |
| | | | | |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 9:** All adults are expected to wear their I.D. badges on campus and school property at all times. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Any person who is an intruder on campus will be easily identified<br>**Staff Responsible for Monitoring:** Principal, associate principal, campus security and truancy officers | Nov | Mar | June | June |

| | | | | |
|---|---|---|---|---|
| | | | | |
| | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**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 2023-24 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 | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 1:** We will practice safety drills effectively and routinely<br>**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<br>**Staff Responsible for Monitoring:** Administration, safety staff<br><br>**Title I:**<br>2.4 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 2:** RBMS will continue to use the new Standard Response Protocol and practice drills using SRP terminology and associated procedures.<br>**Strategy's Expected Result/Impact:** RBMS will be proactive and prepared to address a variety of emergency situations. A common language will be developed for clarity of communication in an emergency situation.<br>**Staff Responsible for Monitoring:** Principal, associate principal, all staff | | | | |

0% No Progress  100% Accomplished  Continue/Modify  Discontinue

**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 23-24 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 | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 1:** Group counseling on a weekly basis will be provided to students in, In School Suspension.<br>**Strategy's Expected Result/Impact:** Student will have a positive impact on self worth and worth of peers and those that surround them<br>**Staff Responsible for Monitoring:** Counselors, teachers, administration,<br><br>**Title I:**<br>2.6 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 2:** We will implement a campus wide discipline management plan to include plans for decreasing bullying and harassment of students, thereby improving the learning environment for our students.<br>**Strategy's Expected Result/Impact:** Increased student success due to decreased removals due to discipline<br>**Staff Responsible for Monitoring:** Administration | | | | |

0% No Progress  100% Accomplished  Continue/Modify  Discontinue

**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 5:** By May 2024, RBMS will build mindsets, healthy habits, and skills that strengthen students' and staff social, emotional and academic competence by ensuring schoolwide behavior expectations, classrooms procedures and instruction, and student and staff awareness at 80% .

**Evaluation Data Sources:** Rubrics, Staff documentation logs, Counselor logs

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 1:** Utilize counselors to train students on the identification and reporting of bullying, harassment, dating violence, sexual abuse and self harm. Use videos, presentations and group discussion to spread awareness.<br>**Strategy's Expected Result/Impact:** Decrease in discipline leading to increased classroom time for all students.<br>**Staff Responsible for Monitoring:** Leadership Team and Administration<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 2:** Purchase general supplies for nursing office<br>**Strategy's Expected Result/Impact:** Increased health and well being of students<br>**Staff Responsible for Monitoring:** Principal and Office Secretary | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 3:** RBMS will implement the Second Step Curriculum (S.E.L.) which targets students everyday school stresses and social emotional needs.<br>**Strategy's Expected Result/Impact:** Student will have a positive impact on self worth and worth and dealing with everyday stressors.<br>**Staff Responsible for Monitoring:** All staff | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 4:** Recognize academic achievements of students and staff with campus celebrations<br>**Strategy's Expected Result/Impact:** Increase in positive attitudes that will translate into positive classroom and campus environments<br>**Staff Responsible for Monitoring:** Counselors, Principal and Associate Principals | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 5:** Provide targeted social emotional learning through growth opportunities such as counseling, calm room, restorative practices, mentoring program, guest speakers.<br>**Strategy's Expected Result/Impact:** Decrease in discipline referrals<br>**Staff Responsible for Monitoring:** Teachers, Counselors, Principal and Associate Principals | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**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 6:** RBMS will promote, educate, and raise awareness for all students and staff of the effects of substance abuse.

**Evaluation Data Sources:** Increased awareness amongst all students and staff

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy 1:** Educate students and staff through the use of posters, presentations, events, rallies, guest speakers<br>**Strategy's Expected Result/Impact:** spread awareness about the consequences of drug abuse and empower students to make informed decisions.<br>**Staff Responsible for Monitoring:** All staff | Nov | Mar | June | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy 2:** Encourage open dialogue and discussion among students, parents and staff.<br>**Strategy's Expected Result/Impact:** Increased social emotional well being<br>**Staff Responsible for Monitoring:** Counselors and Principal | Nov | Mar | June | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy 3:** Invite guest speakers to share their experiences with drug addiction, such as drug counselors, therapists, or recovering addicts, can have a powerful impact on students. Their firsthand accounts and advice can help students understand the real-life consequences of drug abuse and inspire them to make responsible choices.<br>**Strategy's Expected Result/Impact:** Their first hand accounts and advice can help students understand the real-life consequences of drug abuse and inspire them to make responsible choices.<br>**Staff Responsible for Monitoring:** All staff | Nov | Mar | June | June |
| | | | | |

0% No Progress  100% Accomplished  Continue/Modify  Discontinue

**Goal 2:** STUDENT LEARNING

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

**Performance Objective 1:** All students will expand their reading literacy and knowledge across multiple genres

**High Priority**

**Evaluation Data Sources:** Accelerated Reader logs
Student Book reports
Student Reading log
Student Book check out logs

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 1:** Provide teachers with needed Reading Materials to ensure student success. This includes reading books and magazines and online subscriptions.<br>**Strategy's Expected Result/Impact:** Increased student success in Reading.<br>**Staff Responsible for Monitoring:** Principal<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 2:** Students will participate in the Accelerated Reader program.<br>**Strategy's Expected Result/Impact:** Students will increase reading fluency and comprehension<br>Exposure to multiple genres<br>Students will be able make real world connections through multiple genres<br>Students will expand their knowledge<br>Students will build digital skills that are essential in toady's workforce<br>Students fortify their ethical moral<br>Students will develop a sense of ownership and accomplishment.<br>**Staff Responsible for Monitoring:** Teachers<br>Librarian<br>Principal<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 3:** Students will have the opportunity to participate in the "Battle of the Books" district and regional competition.<br>**Strategy's Expected Result/Impact:** Students will increase reading fluency and comprehension<br>Exposure to multiple genres<br>Students will be able make real world connections through multiple genres<br>Students will expand their knowledge<br>Students will build communication, public speaking and team working skills that are essential in toady's workforce<br>Students fortify their sportsmanship and ethical moral<br>Students develop leadership skills which will be essential in their future endeavors<br>Students will develop a sense of ownership and accomplishment.<br>**Staff Responsible for Monitoring:** Librarian<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 4:** 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.<br>**Strategy's Expected Result/Impact:** Student academic achievement<br>**Staff Responsible for Monitoring:** Librarian<br>Principal | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 5:** The library will provide student incentives and rewards every six weeks for those meeting reading academic goals set by campus personnel.<br>**Strategy's Expected Result/Impact:** Student academic achievement/ motivation in Reading and closing the gaps.<br>**Staff Responsible for Monitoring:** Librarian | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 6:** Provide reading materials and general supplies for the library<br>**Strategy's Expected Result/Impact:** increased access for students while visiting the library and student academic success<br>**Staff Responsible for Monitoring:** Librarian | | | | |



No Progress

Accomplished

Continue/Modify

Discontinue

**Goal 2:** STUDENT LEARNING
Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

**Performance Objective 2:** All students in special education will increase STAAR Reading and Math by 5% in Meets by May 2024.

**High Priority**

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 1:** Provide extended day tutoring and accelerated instruction intervention classes for all struggling students based on local and state assessment assessment data from the 2022-2023 school year data.<br>**Strategy's Expected Result/Impact:** Increased student success, increase in the number of students meeting expectations on STAAR<br>**Staff Responsible for Monitoring:** Teachers and administrators | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 2:** STUDENT LEARNING
Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

**Performance Objective 3:** May 2024, RBMS will implement a guaranteed and viable student-centered District curriculum that meets all established percentages for rigor, instructional model, and scope and sequence for reading language arts, math, science, and social studies instruction with 70% fidelity for all students

**High Priority**

**Evaluation Data Sources:** Student performance results via DMAC local assessments and student performance state data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Provide extended day tutoring, RTI and/or accelerated instruction intervention classes for all struggling students based on local and state assessment assessment data from the 2022-2023 school year data. | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy's Expected Result/Impact:** Increased student success, increase in the number of students meeting expectations on STAAR<br>**Staff Responsible for Monitoring:** Teachers and School Administration<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Utilize classroom walkthroughs to provide meaningful teacher feedback on instruction | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Improved classroom environments, increased academic success for students.<br>**Staff Responsible for Monitoring:** Administration | Nov | Mar | June | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Along with the Lead teachers, Teachers will deconstruct assessments and analyze and adjust curriculum in order to target the specific needs of all students. | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy's Expected Result/Impact:** Increased student success due to improved teacher preparedness.<br>**Staff Responsible for Monitoring:** Administration and teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Create targeted intervention plans and conduct a Reading Language Arts and Math symposium for all students to pinpoint the needs of students in the classroom. | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy's Expected Result/Impact:** Increased student success, increase in the number of students meeting expectations on state assessment student expectations and the writing process<br>**Staff Responsible for Monitoring:** All Reading Language Arts and Math teachers and Administration<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Create targeted intervention plans and conduct a Social Studies and Science symposium for all students to pinpoint the needs of students in the classroom | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy's Expected Result/Impact:** Increased student success, increase in the number of students meeting expectations on STAAR<br>**Staff Responsible for Monitoring:** All Social Studies and Science teachers and Administration | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 6:** Teachers will evaluate all student progress, including EB population, Special Education, Section 504 and GT, by administering grade level district assessments. This information will be used during PLC to drive curriculum and instruction planning. | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy's Expected Result/Impact:** Increased success in the classroom<br>**Staff Responsible for Monitoring:** ALL , School Administration | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 7:** Provide transportation for all students from extended day tutorials to their home | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** More students will attend tutorials leading to student academic success.<br>**Staff Responsible for Monitoring:** Administration, Clerks | Nov | Mar | June | June |
| | | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 8:** Extended day and Saturday tutorials will be used to ensure the success of all students | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Increased student success in the classroom<br>**Staff Responsible for Monitoring:** Teachers, Administration | Nov | Mar | June | June |
| | | | | |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 9:** Provide general supplies and testing materials to all students in order to ensure student success in the classroom and during state assessments. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Increased student success<br>**Staff Responsible for Monitoring:** Principal | Nov | Mar | June | June |
| | | | | |

| Strategy 10 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 10:** Provide general supplies used for student success in the classroom and testing material | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Increased success on state and local testing.<br>**Staff Responsible for Monitoring:** Testing Coordinator and Principal | Nov | Mar | June | June |
| | | | | |

| Strategy 11 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 11:** Purchase and pay for text books and online licenses for students and teachers | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Access to materials for all students and teachers<br>**Staff Responsible for Monitoring:** Administration | Nov | Mar | June | June |
| | | | | |

| Strategy 12 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 12:** Purchase office supplies for office staff and administrators | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Increased access for office staff/admin and student success<br>**Staff Responsible for Monitoring:** Principal and office secretary | Nov | Mar | June | June |
| | | | | |

| Strategy 13 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 13:** Purchase general supplies for counselors | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Increased student impact by counseling team<br>**Staff Responsible for Monitoring:** Principal | Nov | Mar | June | June |
| | | | | |

| Strategy 14 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 14:** Provide needed testing materials | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Increased success on state and local testing.<br>**Staff Responsible for Monitoring:** Testing coordinator<br>Principal | Nov | Mar | June | June |
| | | | | |

| Strategy 15 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 15:** RBMS will provide after school tutorials in order to provide the additional 15-30 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 .<br>**Strategy's Expected Result/Impact:** Students will close the gaps of learning loss during and perform at grade level<br>**Staff Responsible for Monitoring:** Counselors<br>Principal<br>Associate Principal<br>Teachers | | | | |

| Strategy 16 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 16:** 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<br>**Strategy's Expected Result/Impact:** Increased academic achievement<br>**Staff Responsible for Monitoring:** Principal<br>Associate Principal<br>Teachers | | | | |

| Strategy 17 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 17:** Student will be exposed to various digital resources and activities through the use of technology<br>Research<br>Email<br>Google Classroom<br>Kami<br>Google Forms<br>Digital Database<br>Testing<br>Data input (DMAC)<br>Software Licenses<br>**Strategy's Expected Result/Impact:** Students will become more technologically literate<br>**Staff Responsible for Monitoring:** Principal | | | | |



No Progress

Accomplished

Continue/Modify

Discontinue

**Goal 2:** STUDENT LEARNING
Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

**Performance Objective 4:** By May 2024, RBMS will ensure that all students are provided with a technology device in each classroom to utilize during the day so students are exposed to the most UpToDate technology and testing platforms that mimic all state assessments.

**High Priority**

**Evaluation Data Sources:** computer to student device logs, student sign in logs

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Purchase technology equipment for all students | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Increased accessibility to technology and student success<br>**Staff Responsible for Monitoring:** Librarian and Administration | Nov | Mar | June | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Purchase computer software for all student use | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Increased access to programs<br>**Staff Responsible for Monitoring:** Librarian and Administration | Nov | Mar | June | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Purchase technology and software for the library | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Increased access for students<br>**Staff Responsible for Monitoring:** Librarian | Nov | Mar | June | June |
| | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Purchase technology for administrators to include computers, desktops, laptops, etc. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Increased access to technology<br>**Staff Responsible for Monitoring:** Principal | Nov | Mar | June | June |
| | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Provide for Technology needs of Parental Engagement Liaison | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Increased Parental Involvement<br>**Staff Responsible for Monitoring:** Principal | Nov | Mar | June | June |
| | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 6:** Embed the thoughtful use of technology within the PLC process to promote and support improved students' usage of technology in order to communicate, collaborate, think critically, and create.<br>**Strategy's Expected Result/Impact:** Increased student success | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 2:** STUDENT LEARNING
Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

**Performance Objective 5:** 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 2024

**High Priority**

**Evaluation Data Sources:** State testing Data
Local assessments

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 1:** Accelerated classes in Reading and Math will be provided to students during the school day as a part of their schedule<br>**Strategy's Expected Result/Impact:** Students academic success on standards and overall performance will increase our campus academic rating.<br>**Staff Responsible for Monitoring:** Principal<br>Associate Principal<br>Teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 2:** Provide Supplemental SUMMER PROGRAMS to enhance and/or enrich the struggling child needing to advance.<br>**Strategy's Expected Result/Impact:** Students academic success on standards and overall performance will increase our campus academic rating.<br>**Staff Responsible for Monitoring:** All | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 3:** Provide academic support to assist the at-risk and special program groups.<br>**Strategy's Expected Result/Impact:** Students academic success on standards and overall performance will increase our campus academic rating.<br>**Staff Responsible for Monitoring:** All | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** STUDENT LEARNING
Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

**Performance Objective 6:** May 2024, RBMS will increase the average daily attendance for all students to 97%.

**Evaluation Data Sources:** Attendance records

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** RBMS will implement a Perfect Attendance Recognition program<br>**Strategy's Expected Result/Impact:** Increased student attendance rate and student success.<br>**Staff Responsible for Monitoring:** All | Formative | | | Summative |
| | Nov | Mar | June | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Create a program that rewards and recognizes students for consistent attendance throughout the school year.<br>**Strategy's Expected Result/Impact:** Promote student learning, a sense of accomplishment and self-worth.<br>**Staff Responsible for Monitoring:** Administration | Formative | | | Summative |
| | Nov | Mar | June | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Implement a Rewards System with incentives that align with promoting social-emotional well-being and self-worth. Examples may include certificates, public recognition, small prizes, or exclusive privileges, such as participation in special events or activities.<br>**Strategy's Expected Result/Impact:** Promote student learning, a sense of accomplishment and self-worth.<br>**Staff Responsible for Monitoring:** Administration, Counselors, Attendance Clerk | Formative | | | Summative |
| | Nov | Mar | June | June |
| | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Conduct regular meetings or provide informational handouts to inform students, parents, and staff about the importance of regular attendance and the benefits of the Perfect Attendance Recognition Program, emphasizing the positive impact on social-emotional development and self-worth.<br>**Strategy's Expected Result/Impact:** Increased student attendance rate and student success.<br>**Staff Responsible for Monitoring:** Administration, Counselors, Attendance Clerk | Formative | | | Summative |
| | Nov | Mar | June | June |
| | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 5:** Track attendance data and assess the effectiveness of the Perfect Attendance Recognition Program regularly.<br>**Strategy's Expected Result/Impact:** Identify areas for improvement and make adjustments as necessary.<br>**Staff Responsible for Monitoring:** Administration, Counselors, Attendance Clerk | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 6:** RBMS will work with truancy officer daily.<br>**Strategy's Expected Result/Impact:** Promote student learning, a sense of accomplishment and self-worth and prevent drop out rates from going up<br>**Staff Responsible for Monitoring:** Principal | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 2:** STUDENT LEARNING
Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

**Performance Objective 7:** Increase student motivation and pride in academic achievement by implementing an Honor Roll recognition program.

**Evaluation Data Sources:** Student performance data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 1:** Recognizing students who achieve Honor Roll status reinforces their academic achievements<br>**Strategy's Expected Result/Impact:** Boost student motivation, academic achievement and promote a positive school culture<br>**Staff Responsible for Monitoring:** Administration, Counselors, Attendance Clerk | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 2:** Organize events or ceremonies to acknowledge and celebrate the achievements of students on the Honor Roll. Examples may include incentives, certificates, recognition, small prizes, or exclusive privileges, such as participation in special events or activities.<br>**Strategy's Expected Result/Impact:** Boost motivation by promoting a positive school culture by publicly acknowledging their accomplishments, students are encouraged to continue to work hard, setting a positive example for their peers.<br>**Staff Responsible for Monitoring:** Administration, Counselors, Attendance Clerk | | | | |

0% No Progress  100% Accomplished  Continue/Modify  Discontinue

**Goal 2:** STUDENT LEARNING
Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

**Performance Objective 8:** RBMS will foster a positive transition and recognize student achievement for students transitioning from 8th grade to 9th grade.

**Evaluation Data Sources:** Accountability of students transitioning and attending the 9th grade.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 1:** Create a memorable and meaningful promotional ceremony to celebrate the successful transition of 8th-grade students to 9th grade.<br>**Strategy's Expected Result/Impact:** Inspire a sense of pride, excitement, and readiness for the next stage of students' academic journey and promoting a positive social emotional well being.<br>**Staff Responsible for Monitoring:** Administration, Counselors, Attendance Clerk | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 2:** Provide each 8th-grade student with a certificate or memento to commemorate their successful completion of middle school and entrance into high school.<br>**Strategy's Expected Result/Impact:** Inspire a sense of pride, excitement, and readiness for the next stage of students' academic journey and promoting a positive social emotional well being.<br>**Staff Responsible for Monitoring:** Administration, Counselors, Attendance Clerk | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 3:** Acknowledge the achievements of students during the ceremony. Provide incentives to students Examples may include plaques, certificates, medals, trophies for academic achievement, attendance or participation in special events or activities.<br>**Strategy's Expected Result/Impact:** Inspire a sense of pride, excitement, and readiness for the next stage of students' academic journey and promoting a positive social emotional well being.<br>**Staff Responsible for Monitoring:** Administration, Counselors, Attendance Clerk | | | | |



No Progress

Accomplished

Continue/Modify

Discontinue

**Goal 2:** STUDENT LEARNING
Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

**Performance Objective 9:** Provide all students with opportunities to engage in activities that foster high levels of thinking and self-directed learning along with leadership awareness.

**Evaluation Data Sources:** Student performance data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 1:** Implement differentiated instruction strategies to challenge and engage gifted and talented students in higher-level thinking tasks.<br>**Strategy's Expected Result/Impact:** Student achievement<br>**Staff Responsible for Monitoring:** All staff | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 2:** Offer enrichment opportunities that expand on the standard curriculum and encourage higher-level thinking. This can include participation in academic competitions, attending educational field trips, attending seminars.<br>**Strategy's Expected Result/Impact:** Promoting intellectual growth, and preparing students for academic success.<br>**Staff Responsible for Monitoring:** All staff | | | | |

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

**Goal 2:** STUDENT LEARNING
Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

**Performance Objective 10:** RBMS will provide teachers with professional development in order meet the needs of all students.

**Evaluation Data Sources:** Student academic achievement data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 1:** Provide professional development opportunities for teachers to enhance their understanding of gifted education pedagogy and strategies. This can include workshops, conferences, or online courses focused on differentiating instruction and nurturing higher-level thinking skills.<br>**Strategy's Expected Result/Impact:** Foster Higher Levels of Thinking for the Gifted and Talented Population<br>**Staff Responsible for Monitoring:** All staff | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 2:** Develop and implement strategies to differentiate the curriculum for gifted and talented students to provide opportunities for higher-level thinking. This can include compacting the curriculum, offering advanced content, providing independent research projects, or incorporating problem-solving tasks.<br>**Strategy's Expected Result/Impact:** Foster Higher Levels of Thinking for the Gifted and Talented Population<br>**Staff Responsible for Monitoring:** All staff | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 3:** Offer enrichment opportunities that expand on the standard curriculum and encourage higher-level thinking.<br>**Strategy's Expected Result/Impact:** Foster Higher Levels of Thinking for the Gifted and Talented Population<br>**Staff Responsible for Monitoring:** All staff | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 2:** STUDENT LEARNING
Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

**Performance Objective 11:** 100% Instructional academic support for persistently struggling students in Reading and Math through Response to Intervention (RtI).

**High Priority**

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

**Goal 2:** STUDENT LEARNING
Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

**Performance Objective 12:** 100% Instructional academic support will be provided to all our 504 students.

**High Priority**

**Evaluation Data Sources:** Expressway to Learning (ETR)Lab documentation, 504 committee and 504-SuccessEd documentation including student accommodations in the regular classroom, teacher/parent input, six weeks benchmarks and state assessment data.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 1:** Teachers and support staff will discuss and monitor student individual needs to address barriers affecting academic performance through grade-level meetings throughout the school year.<br>**Strategy's Expected Result/Impact:** Student academic success<br>**Staff Responsible for Monitoring:** Principal, associate principals and teachers | | | | |

No Progress | Accomplished | Continue/Modify | Discontinue

**Goal 2:** STUDENT LEARNING
Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

**Performance Objective 13:** By May 2024, Special Education student performance on state assessments will increase by 7% compared to the 2022-2023 performance

**High Priority**

**Evaluation Data Sources:** Student performance records

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 1:** The Special Education department will provide continuous targeted professional development, support, and guidance to campus administrators, special education teachers, classroom teachers, support staff and paraprofessionals.<br>**Strategy's Expected Result/Impact:** Student academic success<br>**Staff Responsible for Monitoring:** Principal | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 2:** Special Education campus teachers will provide updated information (BIPs, IEPs) on students being served during grade-level meetings<br>**Strategy's Expected Result/Impact:** Student academic success<br>**Staff Responsible for Monitoring:** Principal and associate principals | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 3:** Teachers and support staff will discuss and monitor student individual needs to address barriers affecting academic performance through grade-level meetings throughout the school year.<br>**Strategy's Expected Result/Impact:** Student academic success<br>**Staff Responsible for Monitoring:** Special Education Campus Teachers, principal and associate principals | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 4:** Special education students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs<br>**Strategy's Expected Result/Impact:** Student success<br>**Staff Responsible for Monitoring:** Special Education Campus Teachers, principal and associate principals<br>**Problem Statements:** Demographics 1 | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 5:** Provide effective MTSS for students in need<br>**Strategy's Expected Result/Impact:** Increased student performance and growth<br>**Staff Responsible for Monitoring:** Dyslexia lab teacher, principal and associate principals | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Performance Objective 13 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: Our special education students are not passing their state exams nor preforming at grade level. **Root Cause**: Students are not reading at grade level |

**Goal 2:** STUDENT LEARNING
Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

**Performance Objective 14:** RBMS will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

**Evaluation Data Sources:** Student performance data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 1:** Students will be provided the opportunity to participate in the following enrichment programs, courses, clubs, and/or activities in order to provide all students with a well-rounded education.<br>**Strategy's Expected Result/Impact:** Meet or exceed the targets, Well rounded and confident students.<br>**Staff Responsible for Monitoring:** All | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 2:** Work with teachers on effective instructional strategies for working with diverse populations including establishing relationships and connections with students. All students will achieve growth on math and reading assessments<br>**Strategy's Expected Result/Impact:** All students will achieve growth on assessments<br>**Staff Responsible for Monitoring:** Principal, Associate Principals and Teachers | | | | |

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

**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 2023-2024 school year 100% of RBMS teachers will utilize Professional Learning Communities (PLCs) in a collaborative effort to increase
overall student achievement by 20%.

**Evaluation Data Sources:** Content department agendas/minutes PLC

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 1:** PLC Thursday's- teachers will meet weekly at the campus levels among departments to discuss all student data and collaborate on lessons, share ideas and lessons that increase student academic achievement.<br>**Strategy's Expected Result/Impact:** Increased student academic achievement<br>**Staff Responsible for Monitoring:** All staff<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>- **TEA Priorities:**<br>Build a foundation of reading and math | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **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.<br>**Strategy's Expected Result/Impact:** Increased overall student achievement<br>**Staff Responsible for Monitoring:** RBMS Leadership Team<br><br>**Title I:**<br>2.4, 2.5, 2.6 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 3:** RBMS will provide professional development training sessions for all professional staff following the SBEC Clearinghouse training recommendations for all campus teachers and administrators.<br>**Strategy's Expected Result/Impact:** Staff will be provided with best practices and industry recommendations on professional development directly related to:<br>1. Suicide prevention, intervention, and prevention<br>2. Building skills related to managing emotions, establishing, and maintaining positive relationships, and responsible decision-making (conflict resolution).<br>3. Positive Youth Development and Bullying and Cyberbully<br>4. UIL Safety training<br>5. Human trafficking<br>6. Grief Informed and Trauma Informed Training and<br>7. Epinephrine Auto-Injector Training<br>**Staff Responsible for Monitoring:** Campus principal and associate principals<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 4:** RBMS professional staff will be trained on research based strategies to enhance parent and family engagement at RBMS.<br>**Strategy's Expected Result/Impact:** Increased parental and family participation. Strengthened communication between parent/family and school.<br>**Staff Responsible for Monitoring:** RBMS professional staff<br><br>**Title I:**<br>2.6, 4.1, 4.2 | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 5:** Teachers will attend professional development professional development based on research based material and share newly learned practices in PLC's in order to ensure student success in the classroom<br>**Strategy's Expected Result/Impact:** Increased student success of all student populations in the classroom<br>**Staff Responsible for Monitoring:** Principal<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 6:** Provide substitutes for teachers attending staff development | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Increased student success of all student populations in the classroom<br>**Staff Responsible for Monitoring:** Principal | Nov | Mar | June | June |
| | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 7:** Provide for out of town travel, lodging and meals for teachers. This will include registration and entrance fees. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Improved instruction in the classroom.<br>**Staff Responsible for Monitoring:** Principal | Nov | Mar | June | June |
| | | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 8:** Administrators will attend professional development based on research based material and share newly learned practices in PLC's in order to ensure student success in the classroom | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Improved leadership<br>**Staff Responsible for Monitoring:** Principal | Nov | Mar | June | June |
| | | | | |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 9:** Provide for out of town travel, lodging and meals for administrators. This will include registration and entrance fees. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Improved leadership<br>**Staff Responsible for Monitoring:** Principal | Nov | Mar | June | June |
| | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**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 | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 1:** A variety of opportunities such as Department meetings will be established as opportunities for professionals to address common issues.<br>**Strategy's Expected Result/Impact:** Significant progress made toward meeting Objective<br>**Staff Responsible for Monitoring:** Teachers and Administrators<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>- **TEA Priorities:**<br>Recruit, support, retain teachers and principals | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **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.<br>**Strategy's Expected Result/Impact:** Improved student performance<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals<br><br>**Title I:**<br>2.4, 2.6<br>- **TEA Priorities:**<br>Recruit, support, retain teachers and principals | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **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.<br>**Strategy's Expected Result/Impact:** Improved student performance, Teacher Empowerment<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Librarian<br>Counselors<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Improve low-performing schools | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 4:** Provide teachers and processional staff opportunities to align Professional Learning Community practices to ensure consistency across campuses to improve collaboration and increase levels of teacher support.<br>**Strategy's Expected Result/Impact:** Building a better foundation as a district to achieve student success across all subjects | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 5:** Provide targeted professional learning to increase fidelity of implementation of best instructional practices, high quality assessments, guaranteed viable curriculum, and student learning environment to have maximum impact of student learning.<br>**Strategy's Expected Result/Impact:** student success | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 3:** EMPOWERING TEACHERS AND ADMINISTRATORS
Roma ISD will equip and empower campus leadership, faculty, and staff to consistently incorporate research-based best practices in curricula, resulting in future-ready students.

**Performance Objective 3:** RBMS will attract and retain highly qualified educators.

**Evaluation Data Sources:** Teacher Employment reports

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 1:** Hire and retain personnel that will increase and maintain relationships with community stakeholders and students.<br>**Strategy's Expected Result/Impact:** Increased community engagement and student welfare/success<br>**Staff Responsible for Monitoring:** Principal | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 2:** RBMS will hire/retain teachers in core subjects, in order to reduce class sizes and increase student success.<br>**Strategy's Expected Result/Impact:** Reduced class sizes, increasing the ability for smaller group instruction and student success.<br>**Staff Responsible for Monitoring:** Principal | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 3:** Provide for Teacher Stipends<br>**Strategy's Expected Result/Impact:** Increased teacher fidelity | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 4:** Acknowledge and reward staff members each month to promote staff attendance and decrease absenteeism.<br>**Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase<br>**Staff Responsible for Monitoring:** Principal | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 3:** EMPOWERING TEACHERS AND ADMINISTRATORS
Roma ISD will equip and empower campus leadership, faculty, and staff to consistently incorporate research-based best practices in curricula, resulting in future-ready students.

**Performance Objective 4:** RBMS will ensure that all testing planning and procedures are in place to ensure fidelity of testing process and success in the classroom.

**Evaluation Data Sources:** State testing for RBMS irregularities reports

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 1:** Staff will be trained on the most up to date testing information and software.<br>**Strategy's Expected Result/Impact:** Accuracy in state testing and result reporting. Student success in the classroom<br>**Staff Responsible for Monitoring:** Principal | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 2:** The district Instructional Coaches will plan, model and assist teachers as needed in implementing student learning for all students.<br>**Strategy's Expected Result/Impact:** Student success<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal and Instructional Coaches | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**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 5:** May 2024, RBMS will implement a guaranteed and viable student-centered District curriculum that meet all established percentages for rigor, instructional model, and scope and sequence for reading language arts, math, science, and social studies instruction with 70% fidelity for all students

**High Priority**

**Evaluation Data Sources:** Student performance results via DMAC local assessments and student performance state data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Provide extended day tutoring, RTI and/or accelerated instruction intervention classes for all struggling students based on assessment data. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Increased student success, increase in the number of students meeting expectations on STAAR<br>**Staff Responsible for Monitoring:** Teachers and School Administration<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | Nov | Mar | June | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Utilize walk classroom walkthrough to provide meaningful teacher feedback on instruction | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Improved classroom environments, increased academic success for students.<br>**Staff Responsible for Monitoring:** Administration | Nov | Mar | June | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Along with the Lead teachers, Teachers will deconstruct assessments and analyze curriculum in order to plan reteaching and review initiatives for all students. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Increased student success due to improved teacher preparedness.<br>**Staff Responsible for Monitoring:** Administration and teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | Nov | Mar | June | June |
| | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 4:** Create targeted intervention plans and conduct a Reading Language Arts symposium for all students to pinpoint the needs of students in the classroom and before STAAR<br>**Strategy's Expected Result/Impact:** Increased student success, increase in the number of students meeting expectations on STAAR<br>**Staff Responsible for Monitoring:** All Reading Language Arts teachers and Administration<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 5:** Create targeted intervention plans and conduct a Math symposium for all students to pinpoint the needs of students in the classroom and before STAAR<br>**Strategy's Expected Result/Impact:** Increased student success, increase in the number of students meeting expectations on STAAR<br>**Staff Responsible for Monitoring:** All math teachers and Administration | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 6:** Teachers will evaluate all student progress, including EB population, Special Education, Section 504 and GT, by administering grade level district assessments. This information will be used during PLC to drive curriculum and instruction planning.<br>**Strategy's Expected Result/Impact:** Increased success in the classroom<br>**Staff Responsible for Monitoring:** ALL , School Administration | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 7:** Provide for contracted services and licenses for classes and consulting services for teachers<br>**Strategy's Expected Result/Impact:** Increased skills for teachers, improved environment for students<br>**Staff Responsible for Monitoring:** Administration, Clerks | | | | |



No Progress

Accomplished

Continue/Modify

Discontinue

**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 6:** By May 2024, RBMS will empower employees with education skills to enable them to achieve their best possible health (physical, emotional & mental). Positively affect employee morale and job satisfaction. This will be measured using campus culture survey data. Participation in staff surveys will increase by 20%

**Evaluation Data Sources:** Increased well being of staff

**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 7:** RBMS will provide teachers with professional development in order meet the needs of all students.

**Evaluation Data Sources:** Student academic achievement data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 1:** Provide professional development opportunities for teachers to enhance their understanding of gifted education pedagogy and strategies. This can include workshops, conferences, or online courses focused on differentiating instruction and nurturing higher-level thinking skills.<br>**Strategy's Expected Result/Impact:** Foster Higher Levels of Thinking for the Gifted and Talented Population<br>**Staff Responsible for Monitoring:** All staff | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 2:** Provide 30 hours of professional development for all new teachers to enhance their understanding of gifted education pedagogy and strategies. This can include workshops, conferences, or online courses focused on differentiating instruction and nurturing higher-level thinking skills.<br>**Strategy's Expected Result/Impact:** Foster Higher Levels of Thinking for the Gifted and Talented Population<br>**Staff Responsible for Monitoring:** Principal | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 3:** Provide a yearly update of 6 hours of professional development for all teachers to enhance their understanding of gifted education pedagogy and strategies. This can include workshops, conferences, or online courses focused on differentiating instruction and nurturing higher-level thinking skills.<br>**Strategy's Expected Result/Impact:** Foster Higher Levels of Thinking for the Gifted and Talented Population<br>**Staff Responsible for Monitoring:** Principal | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 4:** Increase staff knowledge and skills in understanding the A-F accountability system through professional development.<br>**Strategy's Expected Result/Impact:** Increased student achievement<br>**Staff Responsible for Monitoring:** Principal | | | | |

0% No Progress  100% Accomplished  Continue/Modify  Discontinue

**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 8:** Support all employees in order to achieve at least 95% retention rate by the end of the school year.

**Evaluation Data Sources:** Employee retention records

**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 | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 1:** Hold parent meetings throughout the school year that address various topics, including student academic achievement and how to monitor student progress.<br>**Strategy's Expected Result/Impact:** Increased knowledge of how to monitor student progress in a variety of ways.<br>**Staff Responsible for Monitoring:** Principal, Associate Principals, leadership team | | | | |

 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 | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 1:** RBMS will host events such as campus open house events, meet the teacher events, student performances, parent meetings, awareness events<br>**Strategy's Expected Result/Impact:** Increased communication; better relationships between parents, school, and community<br>**Staff Responsible for Monitoring:** Principal, Associate Principals and Leadership team | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **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<br>**Strategy's Expected Result/Impact:** Increased parental participation/input in IEP meetings<br>**Staff Responsible for Monitoring:** Campus ARD-C members | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 3:** RBMS will provide PFE (parent and family engagement) activities for parents of EL students.<br>**Strategy's Expected Result/Impact:** Improved English language skills; increased ability for parents and families to help their children | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 4:** RBMS will implement and continuously update a campus web page, parent square, campus Facebook page where parents will have easy access to all Campus and District information, policy and events.<br>**Strategy's Expected Result/Impact:** Improved school and family relationships and open communication. Increased parental involvement.<br>**Staff Responsible for Monitoring:** Campus leaders<br><br>**Title I:**<br>2.6, 4.1, 4.2 | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 5:** RBMS professional staff will be trained on research based strategies to enhance parent and family engagement at RBMS.<br>**Strategy's Expected Result/Impact:** Increased parental and family participation. Strengthened communication between parent/family and school.<br>**Staff Responsible for Monitoring:** RBMS professional staff<br><br>**Title I:**<br>2.6, 4.1, 4.2 | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 6:** By May 2024, RBMS will cultivate a mindset and commitment to customer service that promotes respect, transparency, and trust. Survey results will be utilized to determine progress in the commitment to customer service. Customer satisfaction will increase by 20% from August 2023 to June 2024.<br>**Strategy's Expected Result/Impact:** Increased customer (parents) service satisfaction<br>**Staff Responsible for Monitoring:** Administration<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 7:** RBMS will encourage open dialogue and involvement from parents and the local community. This can be done through workshops, seminars, or support groups that address the issue of drug abuse.<br>**Strategy's Expected Result/Impact:** This will help parents understand how they can support their children | | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 8:** RBMS will provide opportunities for parent engagement at least 1 time per month such as; Title I meetings, Title 3/ESL meetings, student performances, awards programs, enrichment activities, learning events, parent-teacher social events, incoming student events, parent orientation and others.<br>**Strategy's Expected Result/Impact:** Increase parental involvement<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, All | | | | |

 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 3:** By June 2024, RBMS will stabilize enrollment by increasing the number of new students enrolling or transferring back to RBMS by 5%

**High Priority**

**Evaluation Data Sources:** Student enrollment reports

**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 | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **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<br>**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.<br>**Staff Responsible for Monitoring:** Principal<br>Associate Principal<br>Counselors<br>Teacher<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**- TEA Priorities:**<br>Build a foundation of reading and math | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 2:** We will provide all necessary supplies and materials to ensure student success.<br>**Strategy's Expected Result/Impact:** Students will show an increase in mastery of the TEKs objectives.<br>**Staff Responsible for Monitoring:** School Leadership<br>Counselors<br>Teachers<br><br>**Title I:**<br>2.4, 2.5, 2.6 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** College Readiness week will be conducted where students will participate in various activities through out the week | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy's Expected Result/Impact:** Student exposure to college readiness<br>**Staff Responsible for Monitoring:** Principal<br>Associate Principal<br>Teachers | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **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. | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy's Expected Result/Impact:** Student knowledge gearing towards college initiative and readiness<br>**Staff Responsible for Monitoring:** Principal<br>Associate Principal<br>Teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** GT projects will be assigned to GT students geared towards career exploration and college readiness | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Student exposure to school and career exploration | Nov | Mar | June | June |
| **Staff Responsible for Monitoring:** Counselors<br>Teachers<br><br>**Title I:**<br>2.4, 2.5<br>- **TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 6:** Provide various programs for students that are geared towards college readiness<br>Robotics<br>PATHS<br>Tex Prep<br>**Strategy's Expected Result/Impact:** Students will have the opportunity to attend foundations to careers they may be geared towards in their college career<br>**Staff Responsible for Monitoring:** Principal<br>Associate principal<br>Teachers<br>Counselors<br><br>**Title I:**<br>2.4, 2.5, 2.6 | Formative | | | Summative |
| | Nov | Mar | June | June |
| | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 7:** Students in the 8h grade will be provided with the opportunity to create their own Personal Graduation Plan (PGP).<br>**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.<br>**Staff Responsible for Monitoring:** Counselors | Formative | | | Summative |
| | Nov | Mar | June | June |
| | | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 8:** Student will be exposed to various digital resources and activities through the use of technology<br>Research<br>Email<br>Google Classroom<br>Kami<br>Google Forms<br>Digital Database<br>Testing<br>Data input (DMAC)<br>Software Licenses<br>**Strategy's Expected Result/Impact:** Students will become more technologically literate<br>**Staff Responsible for Monitoring:** Principal<br>Associate Principal<br>Teachers<br>Librarian<br>Counselors<br><br>**Title I:**<br>2.4, 2.5, 2.6 | | | | |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **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.<br>**Strategy's Expected Result/Impact:** Student academic achievement.<br>**Staff Responsible for Monitoring:** Principal<br>Associate Principal<br>Teachers<br>Librarian<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>- **TEA Priorities:**<br>Connect high school to career and college | | | | |

| Strategy 10 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **Strategy 10:** The Library will provide an inviting environment conducive to learning through literacy displays and appealing yet functional furnishing and decor.<br>**Strategy's Expected Result/Impact:** Student academic achievement, Teacher empowerment<br>**Staff Responsible for Monitoring:** Principal<br>Associate Principal<br>Teachers<br>Librarian<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Improve low-performing schools | | | | |

| Strategy 11 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Mar | June | June |
| **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.<br>**Strategy's Expected Result/Impact:** Student academic achievement and closing the gap<br>**Staff Responsible for Monitoring:** Principal<br>Associate Principal<br>Teachers<br>Librarian<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 5:** EFFECTIVE USE OF DISTRICT RESOURCES
Roma ISD will effectively and efficiently manage district resources and operations to maximize opportunities for all students and staff.

**Performance Objective 2:** By May 2024, RBMS will increase student participation in UIL, extra-curricular, co-curricular activities at all levels by 20%

**High Priority**

**Evaluation Data Sources:** Student rosters, Student performance documentation

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Provide for field trips, admissions and awards for students | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Improved success in the classroom, increased participation in school activities.<br>**Staff Responsible for Monitoring:** ALL, Counselors, Sponsors, Coaches, Administrators | Nov | Mar | June | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Provide for student travel for competition and field trips | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Improved success in the classroom, increased participation in school activities.<br>**Staff Responsible for Monitoring:** Administration | Nov | Mar | June | June |
| | | | | |

 No Progress Accomplished Continue/Modify Discontinue

# 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)

| Name | Position | FTE |
|---|---|---|
| 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 |