

Roma Independent School District
Emma Vera Elementary
2024-2025 Campus 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

Vision Statement

Our vision at Emma Vera Elementary is to prepare our students to achieve academic excellence by acquiring the necessary cognitive, sociological, and psychological skills needed in order to lay the best foundation for success now, here in school, and later in society.

Mission Statement

Emma Vera Elementary teachers, administrators, parents, and community members believe that all students can learn given the opportunity; therefore, our purpose is to provide an instructional program with an environment that is conducive to learning and that addresses all the students' needs. Students shall be guided to explore the full range of their potential to become self-directed, lifelong learners, and productive citizens in our society.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Emma Vera Elementary is a Title I campus which houses Pk-5th grade students. Roma is a historic community on the banks of the US side of the Rio Grande River, and our campus, Emma Vera Elementary, extends just 1.6 miles north of this natural boundary between Texas and Mexico. Our area is not immune to barriers; most of our students are English language learners and come from low socioeconomic status. Our mobility rate is high due to seasonal migrant families in our community and due to family ties extending across the border into neighboring Mexico. While these barriers are present, we do not use them as a possible excuse to foster low expectations for our students.

Our current enrollment is 421 of which 95% are English language learners, 69% Economically Disadvantaged, 100% Hispanic, 95% At-Risk, 1% Gifted and Talented and 1% Special Education. Data has indicated a constant growth on student achievement. This is due to a significant number of approaches carried across grade levels.

The staff is highly qualified and promote an inviting learning environment for all. In Emma Vera Elementary administration, teachers and support staff are the single greatest force impacting our students meaningful learning experience.

Accomplishments: 2019 National Blue Ribbon School

Demographics Strengths

High participation rate in state assessments despite of COVID 19 challenges.

Accomplishments: 2019 National Blue Ribbon School

"A" Rating School

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Looking at last years scores, we can anticipate there could be gaps in Math. **Root Cause:** Virtual Learning

Problem Statement 2 (Prioritized): Although it is high, fluency and comprehension is not at the level we would like it to be. **Root Cause:** Isolation of virtual instruction limited the collaboration and interaction between teacher and student.

Problem Statement 3 (Prioritized): Math STAAR assessment indicates areas of needs is certain skills. **Root Cause:** The redesigned STAAR test exhibits formats that students are still learning to adapt to.

Problem Statement 4 (Prioritized): Reading STAAR assessment indicates areas of needs in certain skills. **Root Cause:** The redesigned STAAR test exhibits formats that students are still adapting to.

Problem Statement 5 (Prioritized): Science STAAR assessment indicates areas of needs in certain skills. **Root Cause:** The redesigned STAAR test exhibits formats that students

are still adapting to.

Problem Statement 6 (Prioritized): Reading performance on the TPRI Assessment (Comprehension and Fluency) indicates that 88% of the students are Developed, underperforming our campus goal. **Root Cause:** Limited exposure to the school setting and language barriers are the main reasons this gap exists.

Problem Statement 7 (Prioritized): The Reading and Math CLI -Circle for PK students demonstrate areas of need falling below the goal set by Emma Vera Elementary. **Root Cause:** Limited exposure to a school setting along with language barriers.

Priority Problem Statements

Problem Statement 1: Identifying individual student academic needs as they transition from one grade to another.

Root Cause 1: limited teacher and student interaction

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is limited parental communication between teachers and parents

Root Cause 2: Limited interaction between teachers and parents.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Reading performance on the TPRI Assessment (Comprehension and Fluency) indicates that 88% of the students are Developed, underperforming our campus goal.

Root Cause 3: Limited exposure to the school setting and language barriers are the main reasons this gap exists.

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

Problem Statement 4: Science STAAR assessment indicates areas of needs in certain skills.

Root Cause 4: The redesigned STAAR test exhibits formats that students are still adapting to.

Problem Statement 4 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 5: Reading STAAR assessment indicates areas of needs in certain skills.

Root Cause 5: The redesigned STAAR test exhibits formats that students are still adapting to.

Problem Statement 5 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 6: Math STAAR assessment indicates areas of needs in certain skills.

Root Cause 6: The redesigned STAAR test exhibits formats that students are still learning to adapt to.

Problem Statement 6 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 7: Emma Vera Elementary has an obligation to students, staff, and the community to provide a safe learning environment and be proactive in taking all preventative measures in doing so.

Root Cause 7: From weather events, safety hazards, or acts of violence Emma Vera will continue to implement a safety plan of action at all times.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: The social-emotional well being of staff, students, and families has had a long term negative effect as a result of unforeseeable circumstances .

Root Cause 8: Extended school closure impacting long periods of social distancing

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: The Reading and Math CLI -Circle for PK students demonstrate areas of need falling below the goal set by Emma Vera Elementary.

Root Cause 9: Limited exposure to a school setting along with language barriers.

Problem Statement 9 Areas: Demographics

Problem Statement 10: The district needs to implement a compensation plan to promote teacher effectiveness and student equity.

Root Cause 10: Teachers being recognized based on student growth is limited.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Teachers need additional support to implement evidence based practices to deliver math and science instruction to positively impact student literacy achievement.

Root Cause 11: Literacy plays a very important role in math and science instruction.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Looking at last years scores, we can anticipate there could be gaps in Math.

Root Cause 12: Virtual Learning

Problem Statement 12 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 13: Although it is high, fluency and comprehension is not at the level we would like it to be.

Root Cause 13: Isolation of virtual instruction limited the collaboration and interaction between teacher and student.

Problem Statement 13 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 14: We are anticipating that students will take some time to adapt again to the structured classroom setting after being virtual for a year and a half.

Root Cause 14: Remote learning

Problem Statement 14 Areas: School Processes & Programs - Perceptions

Problem Statement 15: Student/teacher interactions were restricted during the year and a half of virtual learning instruction.

Root Cause 15: Remote learning

Problem Statement 15 Areas: School Processes & Programs

Problem Statement 16: Resource labs used to service 504, dyslexia, and special education students were not available.

Root Cause 16: COVID 19 challenges

Problem Statement 16 Areas: School Processes & Programs

Problem Statement 17: The safety of all students and staff have a significant impact on performance.

Root Cause 17: Safety insecurities due to unforeseeable situations

Problem Statement 17 Areas: School Processes & Programs

Problem Statement 18: The necessary resources, materials, and supplies will be allocated in order to increase parental involvement.

Root Cause 18: Limited parental participation in meetings and committees.

Problem Statement 18 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

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
- 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
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Study of best practices

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: Intervention programs and support systems will promote equity and ensure student success.





High Priority

- Evaluation Data Sources:** Walkthroughs
PLC meetings
Meeting agendas and sign in sheets
Teacher feedback
Crisis Management Booklet
Raptor System Records, Raptor Alert Application
RtI
MTSS
Reading Academies
IXL
Summit K-12
CLEVER

Strategy 1 Details	Reviews			
Strategy 1: Safety measures will be implemented in the classroom and throughout the school to ensure students' academic success. Strategy's Expected Result/Impact: Positive school climate will improve students' learning. Staff Responsible for Monitoring: Teacher Counselor Title I: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 10, 12	Formative			Summative
	Nov	Mar	June	June

Strategy 2 Details	Reviews			
Strategy 2: Fire Safety Presentation, Bus Safety Presentation, Red Ribbon Week Presentation/ Activities Strategy's Expected Result/Impact: All students, PK-5th grade, will acquire awareness and knowledge of safety habits and wellness Staff Responsible for Monitoring: Counselor Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 10	Formative			Summative
	Nov	Mar	June	June
Strategy 3 Details	Reviews			
Strategy 3: All necessary resources, materials, and supplies will be provided to all students to ensure they benefit from the wellness presentations, thus promoting positive messages. Strategy's Expected Result/Impact: All students, PK-5th grade, will acquire awareness and knowledge of safety habits and wellness Staff Responsible for Monitoring: Counselor Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 11	Formative			Summative
	Nov	Mar	June	June
Strategy 4 Details	Reviews			
Strategy 4: Enforce the district policy to address any threats or indication of bullying and address mental health issues. Strategy's Expected Result/Impact: Students will feel safe in school. Both parents and students will feel safe about reporting concerns to campus administration. Further investigations will take place according to district guidelines. Staff Responsible for Monitoring: Principal, assistant principal, counselor Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 10	Formative			Summative
	Nov	Mar	June	June

Strategy 5 Details	Reviews			
Strategy 5: Provide support and training to teachers and staff in implementing behavioral intervention plans. Strategy's Expected Result/Impact: All students needing behavior support will have an active tiered plan to accommodate their need (MTSS). Evidence will include teacher observation, discipline notes, on-going progress monitoring. Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher Title I: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 10	Formative			Summative
	Nov	Mar	June	June
Strategy 6 Details	Reviews			
Strategy 6: Provide Active Shooter Training to teachers and staff. Strategy's Expected Result/Impact: Everyone will be trained on what best actions to take in case of an emergency and make them feel safe when being in the building. Staff Responsible for Monitoring: Principal, Assistant Principal ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 12	Formative			Summative
	Nov	Mar	June	June
Strategy 7 Details	Reviews			
Strategy 7: Enforce local ID policy for staff/visitors, raptor mobile application and the Standard Response Protocol action drills (fire drills, lockdown, secure, hold, evacuate, and shelter) . Strategy's Expected Result/Impact: The strategy will provide training to everyone in the campus including students. The drills will provide practice that will allow students and teachers to be proactive in case of a real emergency. The ID policy using the raptor system allows screening of everyone entering a building. Staff Responsible for Monitoring: Principal, Assistant Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 12	Formative			Summative
	Nov	Mar	June	June

Strategy 8 Details	Reviews			
Strategy 8: Explore Social-Emotional Learning strategies designed to strengthen relationships with students. Strategy's Expected Result/Impact: Decrease achievement gap. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Title I: 2.4, 2.5, 2.6 Problem Statements: School Processes & Programs 11	Formative			Summative
	Nov	Mar	June	June
Strategy 9 Details	Reviews			
Strategy 9: Conduct campus safety and security audits at least once a year. Strategy's Expected Result/Impact: Safety committee will identify and address any concerns related to the safety of our campus. Texas School Safety Center Campus Survey Reduce the number of access points to campus. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Problem Statements: School Processes & Programs 12	Formative			Summative
	Nov	Mar	June	June
Strategy 10 Details	Reviews			
Strategy 10: Utilization of the Raptor System to screen all campus visitors and require local ID. Strategy's Expected Result/Impact: All visitors will be visibly identified on campus with a visitor sticker. Staff Responsible for Monitoring: Principal, Assistant Principal, clerk Problem Statements: School Processes & Programs 12	Formative			Summative
	Nov	Mar	June	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 10: Emma Vera Elementary has an obligation to students, staff, and the community to provide a safe learning environment and be proactive in taking all preventative measures in doing so. Root Cause: From weather events, safety hazards, or acts of violence Emma Vera will continue to implement a safety plan of action at all times.
Problem Statement 11: The social-emotional well being of staff, students, and families has had a long term negative effect as a result of unforeseeable circumstances . Root Cause: Extended school closure impacting long periods of social distancing
Problem Statement 12: The safety of all students and staff have a significant impact on performance. Root Cause: Safety insecurities due to unforeseeable situations

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: The percent of PreK students that score on grade level or above in math on the CLI-Circle Assessment Wave 3 will increase from 85% to 90% by May 2025.

High Priority

Evaluation Data Sources: CLI data

Benchmark Exams

Pre K Grant expenditure reports

Strategy 1 Details	Reviews			
Strategy 1: RtI plan, MTSS, tutorial, differentiated instruction, small group instruction Strategy's Expected Result/Impact: Students needs will be addressed and be able to master grade level math. Staff Responsible for Monitoring: Teacher Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 7 - School Processes & Programs 9 - Perceptions 8	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
Strategy 2: Analyze students' assessment data (CIRCLE, KEA, TPRI, and all Local Assesment Data) to help plan accordingly, establish goals and objectives. The data will help measure campus strength and weaknesses. Strategy's Expected Result/Impact: 5% + gain student achievement Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 7 - Student Learning 1	Formative			Summative
	Nov	Mar	June	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Although it is high, fluency and comprehension is not at the level we would like it to be. **Root Cause:** Isolation of virtual instruction limited the collaboration and interaction between teacher and student.

Problem Statement 7: The Reading and Math CLI -Circle for PK students demonstrate areas of need falling below the goal set by Emma Vera Elementary. **Root Cause:** Limited exposure to a school setting along with language barriers.

Student Learning

Problem Statement 1: Identifying individual student academic needs as they transition from one grade to another. **Root Cause:** limited teacher and student interaction

Problem Statement 7: Although it is high, fluency and comprehension is not at the level we would like it to be. **Root Cause:** Isolation of virtual instruction limited the collaboration and interaction between teacher and student.

School Processes & Programs

Problem Statement 9: Although it is high, fluency and comprehension is not at the level we would like it to be. **Root Cause:** Isolation of virtual instruction limited the collaboration and interaction between teacher and student.

Perceptions

Problem Statement 8: Although it is high, fluency and comprehension is not at the level we would like it to be. **Root Cause:** Isolation of virtual instruction limited the collaboration and interaction between teacher and student.

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: The percent of Pre-K students that score on grade level or above in Reading CLI-Circle Wave 3 , will increase from 85% to 90% by May 2025.

- High Priority
- Evaluation Data Sources: CLI-Circle
- Benchmark Exams
- Check Lists
- PreK Grant expenditure reports

Strategy 1 Details	Reviews			
Strategy 1: Analyze student assessment and data (Circle, RTI Plan, MTSS, Differentiated Instruction, tutorials, Reading Academies) to help establish goals and objectives. Identify areas of need and therefore plan accordingly. Strategy's Expected Result/Impact: Students needs will be measured and in return reflect projected growth. Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher and Facilitator Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 2, 6, 7 - Student Learning 2, 7 - School Processes & Programs 4, 9 - Perceptions 3, 8	Formative			Summative
	Nov	Mar	June	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Although it is high, fluency and comprehension is not at the level we would like it to be. Root Cause: Isolation of virtual instruction limited the collaboration and interaction between teacher and student.

Demographics

Problem Statement 6: Reading performance on the TPRI Assessment (Comprehension and Fluency) indicates that 88% of the students are Developed, underperforming our campus goal. **Root Cause:** Limited exposure to the school setting and language barriers are the main reasons this gap exists.

Problem Statement 7: The Reading and Math CLI -Circle for PK students demonstrate areas of need falling below the goal set by Emma Vera Elementary. **Root Cause:** Limited exposure to a school setting along with language barriers.

Student Learning

Problem Statement 2: Reading performance on the TPRI Assessment (Comprehension and Fluency) indicates that 88% of the students are Developed, underperforming our campus goal. **Root Cause:** Limited exposure to the school setting and language barriers are the main reasons this gap exists.

Problem Statement 7: Although it is high, fluency and comprehension is not at the level we would like it to be. **Root Cause:** Isolation of virtual instruction limited the collaboration and interaction between teacher and student.

School Processes & Programs

Problem Statement 4: Reading performance on the TPRI Assessment (Comprehension and Fluency) indicates that 88% of the students are Developed, underperforming our campus goal. **Root Cause:** Limited exposure to the school setting and language barriers are the main reasons this gap exists.

Problem Statement 9: Although it is high, fluency and comprehension is not at the level we would like it to be. **Root Cause:** Isolation of virtual instruction limited the collaboration and interaction between teacher and student.

Perceptions

Problem Statement 3: Reading performance on the TPRI Assessment (Comprehension and Fluency) indicates that 88% of the students are Developed, underperforming our campus goal. **Root Cause:** Limited exposure to the school setting and language barriers are the main reasons this gap exists.

Problem Statement 8: Although it is high, fluency and comprehension is not at the level we would like it to be. **Root Cause:** Isolation of virtual instruction limited the collaboration and interaction between teacher and student.





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: The percent of Kindergarten students that score on grade level or above in Reading KEA Wave 3, will increase from 85% to 95% by May 2025.

- High Priority
- HB3 Goal
- Evaluation Data Sources: KEA
- Benchmark Exams
- Check Lists
- PreK Grant expenditure reports

Strategy 1 Details	Reviews			
Strategy 1: MTSS RtI Differentiated Instruction Plan Delivery of Instruction PLCs Strategy's Expected Result/Impact: Students' needs will be addressed and in return reflect projected growth. Staff Responsible for Monitoring: Kindergarten Teachers Facilitator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 2, 6 - Student Learning 2, 7 - School Processes & Programs 4, 9 - Perceptions 3, 8	Formative			Summative
	Nov	Mar	June	June

Strategy 2 Details	Reviews			
Strategy 2: Incentives/Motivational rewards will be provided to stimulate and compensate student achievement. All necessary resources, materials, and supplies will be provided to ensure that student achievement is recognized. Strategy's Expected Result/Impact: All students will be encouraged to publish, illustrate, create, and display their work thus creating an atmosphere conducive to learning. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Facilitator, Librarian, Teachers Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Mar	June	June
Strategy 3 Details	Reviews			
Strategy 3: Analyze students' assessment data (CIRCLE, KEA, TPRI, and all Local Assesment Data) to help plan accordingly, establish goals and objectives. The data will help measure campus strength and weaknesses. Strategy's Expected Result/Impact: 10% + gain student achievement Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Mar	June	June
Strategy 4 Details	Reviews			
Strategy 4: Through the PLC process, grade level teachers will meet to address the needs of all students and discuss the non-negotiables. Strategy's Expected Result/Impact: 10%+ gain student achievement Staff Responsible for Monitoring: Principal Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Mar	June	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Although it is high, fluency and comprehension is not at the level we would like it to be. Root Cause: Isolation of virtual instruction limited the collaboration and interaction between teacher and student.
Problem Statement 6: Reading performance on the TPRI Assessment (Comprehension and Fluency) indicates that 88% of the students are Developed, underperforming our campus goal. Root Cause: Limited exposure to the school setting and language barriers are the main reasons this gap exists.
Student Learning
Problem Statement 2: Reading performance on the TPRI Assessment (Comprehension and Fluency) indicates that 88% of the students are Developed, underperforming our campus goal. Root Cause: Limited exposure to the school setting and language barriers are the main reasons this gap exists.
Problem Statement 7: Although it is high, fluency and comprehension is not at the level we would like it to be. Root Cause: Isolation of virtual instruction limited the collaboration and interaction between teacher and student.
School Processes & Programs
Problem Statement 4: Reading performance on the TPRI Assessment (Comprehension and Fluency) indicates that 88% of the students are Developed, underperforming our campus goal. Root Cause: Limited exposure to the school setting and language barriers are the main reasons this gap exists.
Problem Statement 9: Although it is high, fluency and comprehension is not at the level we would like it to be. Root Cause: Isolation of virtual instruction limited the collaboration and interaction between teacher and student.
Perceptions
Problem Statement 3: Reading performance on the TPRI Assessment (Comprehension and Fluency) indicates that 88% of the students are Developed, underperforming our campus goal. Root Cause: Limited exposure to the school setting and language barriers are the main reasons this gap exists.
Problem Statement 8: Although it is high, fluency and comprehension is not at the level we would like it to be. Root Cause: Isolation of virtual instruction limited the collaboration and interaction between teacher and student.

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: 90% of First and Second grade students will achieve a develop status in all areas of the TPRI exam, by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: TPRI Assessment
Benchmark Exams
Reading Academies
Summit K-12
IXL
CLEVER
Pre k to 3rd Grade Grant expenditure reports

Strategy 1 Details		Reviews			
Strategy 1: RTI Plan, MTSS Differentiated instruction Small group instruction Tutorials Strategy's Expected Result/Impact: Students needs will be addressed and in return reflect projected growth Staff Responsible for Monitoring: Teachers Facilitator Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 6 - Student Learning 2 - School Processes & Programs 4 - Perceptions 3		Formative			Summative
		Nov	Mar	June	June

Strategy 2 Details		Reviews			
Strategy 2: Incentives/Motivational rewards will be provided to stimulate and compensate student achievement. All necessary resources, materials, and supplies will be provided to ensure that student achievement is recognized. Strategy's Expected Result/Impact: All students will be encouraged to publish, illustrate, create, and display their work thus creating an atmosphere conducive to learning. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Facilitator, Librarian, Teachers Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Mar	June	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 6: Reading performance on the TPRI Assessment (Comprehension and Fluency) indicates that 88% of the students are Developed, underperforming our campus goal. Root Cause: Limited exposure to the school setting and language barriers are the main reasons this gap exists.
Student Learning
Problem Statement 2: Reading performance on the TPRI Assessment (Comprehension and Fluency) indicates that 88% of the students are Developed, underperforming our campus goal. Root Cause: Limited exposure to the school setting and language barriers are the main reasons this gap exists.
School Processes & Programs
Problem Statement 4: Reading performance on the TPRI Assessment (Comprehension and Fluency) indicates that 88% of the students are Developed, underperforming our campus goal. Root Cause: Limited exposure to the school setting and language barriers are the main reasons this gap exists.
Perceptions
Problem Statement 3: Reading performance on the TPRI Assessment (Comprehension and Fluency) indicates that 88% of the students are Developed, underperforming our campus goal. Root Cause: Limited exposure to the school setting and language barriers are the main reasons this gap exists.

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: The percent of kindergarten students that score on grade level or above in math on the Kinder Entry Assessment (KEA) will increase from 85% to 90% by May 2025.

- High Priority
- HB3 Goal
- Evaluation Data Sources: KEA Data Results
Benchmark Exams
- Pre K Grant expenditure reports

Strategy 1 Details	Reviews			
Strategy 1: Rti Plan MTSS Differentiated Instruction Small Group Instruction Hands -on Activities Tutorial Strategy's Expected Result/Impact: Students needs will be addressed and in return reflected projected growth in math. Staff Responsible for Monitoring: Teacher Facilitator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 7	Formative			Summative
	Nov	Mar	June	June

Strategy 2 Details	Reviews			
Strategy 2: Incentives/Motivational rewards will be provided to stimulate and compensate student achievement. All necessary resources, materials, and supplies will be provided to ensure that student achievement is recognized. Strategy's Expected Result/Impact: All students will be encouraged to publish, illustrate, create, and display their work thus creating an atmosphere conducive to learning. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Facilitator, Librarian, Teachers Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Mar	June	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 7: The Reading and Math CLI -Circle for PK students demonstrate areas of need falling below the goal set by Emma Vera Elementary. Root Cause: Limited exposure to a school setting along with language barriers.

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: Increased number of students achieving a Meets Level or above on the STAAR Math Exam will increase by 5%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Data
DMAC Analysis Report
Benchmark Exams
Success Maker
HB 1416

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	June
<p>Strategy 1: Provide students with research based intervention programs, strategies, and resources that will help ensure student success. This will help students acquire proficient and advanced levels of academic achievement in STAAR. (Meets and Masters Level)</p> <p>*Tutorial *MTSS Plan *RTI Plan *Accelerated Instruction *Differentiated Instruction *Reading/Math Camps *Hands-on Activities</p> <p>Strategy's Expected Result/Impact: Students needs will be addressed and in return perform at Meets Level or above in the math STAAR exam.</p> <p>Staff Responsible for Monitoring: Teacher Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 5 - School Processes & Programs 7 - Perceptions 6</p>				

Strategy 2 Details	Reviews			
Strategy 2: Incentives/Motivational rewards will be provided to stimulate and compensate student achievement. All necessary resources, materials, and supplies will be provided to ensure that student achievement is recognized. Strategy's Expected Result/Impact: All students will be encouraged to publish, illustrate, create, and display their work thus creating an atmosphere conducive to learning. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Facilitator, Librarian, Teachers Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Mar	June	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 3: Math STAAR assessment indicates areas of needs is certain skills. Root Cause: The redesigned STAAR test exhibits formats that students are still learning to adapt to.
Student Learning
Problem Statement 5: Math STAAR assessment indicates areas of needs is certain skills. Root Cause: The redesigned STAAR test exhibits formats that students are still learning to adapt to.
School Processes & Programs
Problem Statement 7: Math STAAR assessment indicates areas of needs is certain skills. Root Cause: The redesigned STAAR test exhibits formats that students are still learning to adapt to.
Perceptions
Problem Statement 6: Math STAAR assessment indicates areas of needs is certain skills. Root Cause: The redesigned STAAR test exhibits formats that students are still learning to adapt to.

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: Increased number of students achieving a Meets Level or above on the STAAR Reading Exam will increase by 5%.

- High Priority
- HB3 Goal
- Evaluation Data Sources: STAAR Exam
- Benchmark Exams
- DMAC Item Analysis
- Success Maker
- Reading Academies
- Summit K-12
- HB 1416
- CLEVER
- IXL

Strategy 1 Details	Reviews			
Strategy 1: Weekly PLC meetings where teachers will meet to address needs of all student populations. Topics covered during the PLC meetings will include: * Campus Data History * Identify Low Performing Areas *Share/Discuss Strategies *Monitor Student Progress *Plan Delivery of Instruction Staff Responsible for Monitoring: Teacher, administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 2, 4 - Student Learning 4, 7 - School Processes & Programs 6, 9 - Perceptions 5, 8	Formative			Summative
	Nov	Mar	June	June

Strategy 2 Details		Reviews			
Strategy 2: Provide students with research based intervention programs, strategies, and resources that will help ensure student success. This will help students acquire proficient and advanced levels of academic achievement in STAAR. (Meets and Masters Level) *Tutorial *HB 1416 *MTSS Plan *RtI Plan *504/Dyslexia *Special Education Services *Differentiated Instruction *Reading Academies *Summit K-12 *Reading/Math Camps *Hands-on Activities Strategy's Expected Result/Impact: Students needs will be addressed and in return perform at Meets Level or above in the math STAAR exam. Staff Responsible for Monitoring: Teacher Principal Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments		Formative			Summative
		Nov	Mar	June	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 2: Although it is high, fluency and comprehension is not at the level we would like it to be. Root Cause: Isolation of virtual instruction limited the collaboration and interaction between teacher and student.
Problem Statement 4: Reading STAAR assessment indicates areas of needs in certain skills. Root Cause: The redesigned STAAR test exhibits formats that students are still adapting to.

Student Learning

Problem Statement 4: Reading STAAR assessment indicates areas of needs in certain skills. **Root Cause:** The redesigned STAAR test exhibits formats that students are still adapting to.

Problem Statement 7: Although it is high, fluency and comprehension is not at the level we would like it to be. **Root Cause:** Isolation of virtual instruction limited the collaboration and interaction between teacher and student.

School Processes & Programs

Problem Statement 6: Reading STAAR assessment indicates areas of needs in certain skills. **Root Cause:** The redesigned STAAR test exhibits formats that students are still adapting to.

Problem Statement 9: Although it is high, fluency and comprehension is not at the level we would like it to be. **Root Cause:** Isolation of virtual instruction limited the collaboration and interaction between teacher and student.

Perceptions

Problem Statement 5: Reading STAAR assessment indicates areas of needs in certain skills. **Root Cause:** The redesigned STAAR test exhibits formats that students are still adapting to.

Problem Statement 8: Although it is high, fluency and comprehension is not at the level we would like it to be. **Root Cause:** Isolation of virtual instruction limited the collaboration and interaction between teacher and student.

Goal 2: STUDENT LEARNING

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

Performance Objective 8: All students will demonstrate a 10% fluency and comprehension level increase by May 2025.

HB3 Goal

Evaluation Data Sources: TPRI

CIRCLE

KEA

STAAR

Weekly Trackers

District Assessments

Summit K-12

IXL

CLEVER





Strategy 1 Details	Reviews			
Strategy 1: Provide students with research based programs and hands-on activities on an on-going basis. *Brain Pop *Section 504/Dyslexia Services *MTSS Plan *RtI Plan *Special Education Services *Daily Oral Language *Million Word Reader *Author Visit-Library *Reading Incentives *Starfall *Teacher Pay Teacher *Scholastic Book Fair *Sight Words *Nursery Rhymes, Chants *Read Alouds Strategy's Expected Result/Impact: 10% + fluency gain will reflect by May 2023 Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 7 - School Processes & Programs 9 - Perceptions 8	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
Strategy 2: Provide small group instruction, and tutorial services which targets phonemic awareness, alphabetic principle, decoding, fluency, vocabulary development, and reading comprehension. (before, during or after school) Strategy's Expected Result/Impact: Students will have a fluency level of grade level or above. This will provide an intensive targeted intervention in reading and math. Staff Responsible for Monitoring: Principal, Assistant Principa, Teacher Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Mar	June	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will participate in Battle of the Books and Accelerated Reading Program by reading from the books provided by district librarians.</p> <p>Strategy's Expected Result/Impact: All students will gain knowledge and an enjoyment for reading which will increase their level of comprehension and fluency.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Librarian</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 4 Details	Reviews			
Strategy 4: Provide students with research based programs and hands-on activities on an on-going basis. *Brain Pop *Section 504/Dyslexia Services *MTSS Plan *RtI Plan *Special Education Services *Daily Oral Language *Million Word Reader *Author Visit-Library *Reading Incentives *Starfall *Teacher Pay Teacher *Scholastic Book Fair *Sight Words *Preparation Materials for Completion of Assignments, Projects, Assessments and all Activities. (Card Stock, Copy Paper, Poster Boards, etc.) *Nursery Rhymes, Chants *Read Alouds Strategy's Expected Result/Impact: 10% + fluency gain will reflect by May 2023 Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Mar	June	June

Strategy 5 Details	Reviews			
Strategy 5: Provide small group instruction, and tutorial services which targets phonemic awareness, alphabetic principle, decoding, fluency, vocabulary development, and reading comprehension. (before, during or after school) Strategy's Expected Result/Impact: Students will have a fluency level of grade level or above. This will provide an intensive targeted intervention in reading and math. Staff Responsible for Monitoring: Principal, Assistant Principa, Teacher Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Mar	June	June
Strategy 6 Details	Reviews			
Strategy 6: Provide students with research based programs and hands-on activities on an on-going basis. *Brain Pop *Section 504/Dyslexia Services *MTSS Plan *RtI Plan *Special Education Services *Daily Oral Language *Million Word Reader *Author Visit-Library *Reading Incentives *Starfall *Teacher Pay Teacher *Scholastic Book Fair *Sight Words *Nursery Rhymes, Chants *Read Alouds Strategy's Expected Result/Impact: 10% + fluency gain will reflect by May 2023 Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Mar	June	June

Strategy 7 Details		Reviews			
Strategy 7: Provide small group instruction, and tutorial services which targets phonemic awareness, alphabetic principle, decoding, fluency, vocabulary development, and reading comprehension. (before, during or after school) Strategy's Expected Result/Impact: Students will have a fluency level of grade level or above. This will provide an intensive targeted intervention in reading and math. Staff Responsible for Monitoring: Principal, Assistant Principa, Teacher Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Nov	Mar	June	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 2: Although it is high, fluency and comprehension is not at the level we would like it to be. Root Cause: Isolation of virtual instruction limited the collaboration and interaction between teacher and student.
Student Learning
Problem Statement 7: Although it is high, fluency and comprehension is not at the level we would like it to be. Root Cause: Isolation of virtual instruction limited the collaboration and interaction between teacher and student.
School Processes & Programs
Problem Statement 9: Although it is high, fluency and comprehension is not at the level we would like it to be. Root Cause: Isolation of virtual instruction limited the collaboration and interaction between teacher and student.
Perceptions
Problem Statement 8: Although it is high, fluency and comprehension is not at the level we would like it to be. Root Cause: Isolation of virtual instruction limited the collaboration and interaction between teacher and student.





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: Activities will be implemented to improve student engagement in science, technology, G.T., engineering, and mathematics, including computer science (STEM)-ROBOTICS. Purchase of necessary materials to fulfill the needs of the activities.

- HB3 Goal**
- Evaluation Data Sources:** Robotics
Science Projects / Science Fair
Math U.I.L.
Science U.I.L.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	June	June
Strategy 1: Students will have the opportunity to participate in a variety of activities to increase student awareness of STEM related topics. *Robotics *Science Fair *Math U.I.L. *Science U.I.L. *G.T. *Art U.I.L. *College 1st Strategy's Expected Result/Impact: Increased student engagement Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Conduct annual nomination and testing for students nominated for GT identification. Strategy's Expected Result/Impact: The results will impact student learning and performance. Staff Responsible for Monitoring: Teachers, Counselor Title I: 2.5	Formative			Summative
	Nov	Mar	June	June
Strategy 3 Details	Reviews			
Strategy 3: Identified GT students will complete a Texas Performance Standards Project (TPSP) that will best meet their interests, abilities, and backgrounds. Strategy's Expected Result/Impact: The students will create a project that will provide them with opportunities for inquiry across multiple content areas. Staff Responsible for Monitoring: Counselor Title I: 2.4, 2.5	Formative			Summative
	Nov	Mar	June	June
Strategy 4 Details	Reviews			
Strategy 4: GT students will have the opportunity to attend a field trip that exposes them to a variety of valuable learning experiences. Strategy's Expected Result/Impact: The field trip will provide students with unique and valuable lessons that enhance their learning. Staff Responsible for Monitoring: Counselor Title I: 2.5	Formative			Summative
	Nov	Mar	June	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 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: After school tutorial classes will be offered for both enrichment and remediation. Fourth and fifth grade students will receive 15 hours of supplemental instruction if they meet requirements as per HB1416.

- High Priority**
- Evaluation Data Sources:** STAAR Data
Teacher Observations
Weekly Trackers
Progress Reports
District Assessments
Materials and Supplies

Strategy 1 Details	Reviews			
Strategy 1: After school instruction, small teacher/student ratio targeting areas of need. Strategy's Expected Result/Impact: Student mastery and targeted instruction will help close the learning gaps. Staff Responsible for Monitoring: Teacher Principal Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 3, 4 - Student Learning 4, 5 - School Processes & Programs 6, 7 - Perceptions 5, 6	Formative			Summative
	Nov	Mar	June	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 10 Problem Statements:

Demographics
Problem Statement 3: Math STAAR assessment indicates areas of needs is certain skills. Root Cause: The redesigned STAAR test exhibits formats that students are still learning to adapt to.

Demographics
Problem Statement 4: Reading STAAR assessment indicates areas of needs in certain skills. Root Cause: The redesigned STAAR test exhibits formats that students are still adapting to.
Student Learning
Problem Statement 4: Reading STAAR assessment indicates areas of needs in certain skills. Root Cause: The redesigned STAAR test exhibits formats that students are still adapting to.
Problem Statement 5: Math STAAR assessment indicates areas of needs is certain skills. Root Cause: The redesigned STAAR test exhibits formats that students are still learning to adapt to.
School Processes & Programs
Problem Statement 6: Reading STAAR assessment indicates areas of needs in certain skills. Root Cause: The redesigned STAAR test exhibits formats that students are still adapting to.
Problem Statement 7: Math STAAR assessment indicates areas of needs is certain skills. Root Cause: The redesigned STAAR test exhibits formats that students are still learning to adapt to.
Perceptions
Problem Statement 5: Reading STAAR assessment indicates areas of needs in certain skills. Root Cause: The redesigned STAAR test exhibits formats that students are still adapting to.
Problem Statement 6: Math STAAR assessment indicates areas of needs is certain skills. Root Cause: The redesigned STAAR test exhibits formats that students are still learning to adapt to.

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: Increased number of students achieving a Meets Level or above on the 5th Grade STAAR Science Exam will increase 5% by May 2025.

High Priority

Evaluation Data Sources: (Data) STAAR Exam

(Data) Benchmark Exams

DMAC Item Analysis

Success Maker

Strategy 1 Details		Reviews			
Strategy 1: Provide students with research based intervention programs, strategies, and resources that will help ensure student success. This will help students acquire proficient and advanced levels of academic achievement in STAAR. (Meets and Masters Level) *Tutorial *504/Dyslexia Services *Special Education Services *MTSS Plan *RtI Plan *Differentiated Instruction *Science Camps *Hands-on Activities Strategy's Expected Result/Impact: Students needs will be addressed and in return perform at Meets Level or above in the 5th Grade Science STAAR exam. Staff Responsible for Monitoring: Teacher Principal Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 5 - Student Learning 3 - School Processes & Programs 5 - Perceptions 4		Formative			Summative
		Nov	Mar	June	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Performance Objective 11 Problem Statements:

Demographics
Problem Statement 5: Science STAAR assessment indicates areas of needs in certain skills. Root Cause: The redesigned STAAR test exhibits formats that students are still adapting to.
Student Learning
Problem Statement 3: Science STAAR assessment indicates areas of needs in certain skills. Root Cause: The redesigned STAAR test exhibits formats that students are still adapting to.

School Processes & Programs
Problem Statement 5: Science STAAR assessment indicates areas of needs in certain skills. Root Cause: The redesigned STAAR test exhibits formats that students are still adapting to.
Perceptions
Problem Statement 4: Science STAAR assessment indicates areas of needs in certain skills. Root Cause: The redesigned STAAR test exhibits formats that students are still adapting to.

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: Implement a program that encourages and motivates students to attend school and actively participate in lessons. Purchase necessary materials as needed.

Evaluation Data Sources: ADA reports, parent rosters, class observations

Strategy 1 Details	Reviews			
Strategy 1: Teachers will monitor attendance and implement highly engaging lessons. **Class Charts **Counsel parents on the impact of education and regular attendance **Conduct home visits as needed **Reward students for attendance and participation in class **Physical Education Lift Off Program, Juanita Cantu Relays **Parent Meetings Strategy's Expected Result/Impact: Increase attendance rate and class engagement which will positively impact student academic success. Staff Responsible for Monitoring: Principal, Assistant Principa, Counselor, Teacher Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Perceptions 2	Formative			Summative
	Nov	Mar	June	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Performance Objective 12 Problem Statements:

Perceptions
Problem Statement 2: There is limited parental communication between teachers and parents Root Cause: Limited interaction between teachers and parents.

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: 100% Instructional academic support for persistently struggling students in Reading and Math through Response to Intervention (RtI) or MTSS plans.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will create an individual plan for struggling students which will provide interventions geared towards students' academic needs. *Tutorial *Counseling *Differentiated Instruction *Small Group Instruction *Hands-on Activities *In Class Support Strategy's Expected Result/Impact: Students will reach grade level reading and math proficiency levels. Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Counselor Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 3, 4, 6 - Student Learning 2, 4, 5 - School Processes & Programs 4, 6, 7 - Perceptions 3, 5, 6	Formative			Summative
	Nov	Mar	June	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Performance Objective 13 Problem Statements:

Demographics
<p>Problem Statement 3: Math STAAR assessment indicates areas of needs is certain skills. Root Cause: The redesigned STAAR test exhibits formats that students are still learning to adapt to.</p> <p>Problem Statement 4: Reading STAAR assessment indicates areas of needs in certain skills. Root Cause: The redesigned STAAR test exhibits formats that students are still adapting to.</p> <p>Problem Statement 6: Reading performance on the TPRI Assessment (Comprehension and Fluency) indicates that 88% of the students are Developed, underperforming our campus goal. Root Cause: Limited exposure to the school setting and language barriers are the main reasons this gap exists.</p>
Student Learning
<p>Problem Statement 2: Reading performance on the TPRI Assessment (Comprehension and Fluency) indicates that 88% of the students are Developed, underperforming our campus goal. Root Cause: Limited exposure to the school setting and language barriers are the main reasons this gap exists.</p> <p>Problem Statement 4: Reading STAAR assessment indicates areas of needs in certain skills. Root Cause: The redesigned STAAR test exhibits formats that students are still adapting to.</p> <p>Problem Statement 5: Math STAAR assessment indicates areas of needs is certain skills. Root Cause: The redesigned STAAR test exhibits formats that students are still learning to adapt to.</p>
School Processes & Programs
<p>Problem Statement 4: Reading performance on the TPRI Assessment (Comprehension and Fluency) indicates that 88% of the students are Developed, underperforming our campus goal. Root Cause: Limited exposure to the school setting and language barriers are the main reasons this gap exists.</p> <p>Problem Statement 6: Reading STAAR assessment indicates areas of needs in certain skills. Root Cause: The redesigned STAAR test exhibits formats that students are still adapting to.</p> <p>Problem Statement 7: Math STAAR assessment indicates areas of needs is certain skills. Root Cause: The redesigned STAAR test exhibits formats that students are still learning to adapt to.</p>
Perceptions
<p>Problem Statement 3: Reading performance on the TPRI Assessment (Comprehension and Fluency) indicates that 88% of the students are Developed, underperforming our campus goal. Root Cause: Limited exposure to the school setting and language barriers are the main reasons this gap exists.</p> <p>Problem Statement 5: Reading STAAR assessment indicates areas of needs in certain skills. Root Cause: The redesigned STAAR test exhibits formats that students are still adapting to.</p> <p>Problem Statement 6: Math STAAR assessment indicates areas of needs is certain skills. Root Cause: The redesigned STAAR test exhibits formats that students are still learning to adapt to.</p>

Goal 2: STUDENT LEARNING

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

Performance Objective 14: 100% Instructional academic support will be provided to all students in the Section 504 program.

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.

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: Develop and implement a professional development plan to support increased student achievement and teacher growth.

High Priority

Evaluation Data Sources: T-TESS results

Benchmarks and Professional Development Plan Sign-in Sheets

Remote Check-In

Weekly Trackers

Strategy 1 Details	Reviews			
Strategy 1: Implement Data Driven Instruction processes, including professional development and a data-meeting calendar based on assessments, feedback, and observations. Strategy's Expected Result/Impact: Congruence between student growth and teacher performance Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
Strategy 2: All teachers and campus administrators will complete the Reading Academies by May 2025. Strategy's Expected Result/Impact: Increased knowledge and skills in the science of reading instruction. Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Mar	June	June

Strategy 3 Details	Reviews			
Strategy 3: Implement the (TIA) Teacher Incentive Allotment plan to support the effective implementation of T-TESS. Strategy's Expected Result/Impact: Congruence between student growth and teacher performance. Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Mar	June	June
Strategy 4 Details	Reviews			
Strategy 4: Provide research based staff development sessions to focus on building teacher capacity. * Child Abuse *Suicide Prevention *TEKS Awareness Updates *GT Training (30-hour new teacher GT professional development and 6-hour yearly GT professional development) *Assessment Updates (TPRI, CIRCLE, KEA, TELPAS, STAAR, PLD's) *Unpacking Benchmarks *T-TESS Training *TFAR *NWEA *LPAC (BOY, MOY, EOY) *MTSS Plan *RtI Plan *Section 504, Dyslexia *Sharon Wells *Special Education *Sheltered Instruction *Sexual Harassment *Standard Response Protocol Strategy's Expected Result/Impact: Build teacher capacity and effectiveness Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Mar	June	June



No Progress



Accomplished



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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: Implement a supplemental accelerated instructional program to provide developmental support in reading and math to all K-5th grade students.

Evaluation Data Sources: Student data trackers, classroom observations

Strategy 1 Details	Reviews			
Strategy 1: This program will provide students with intensive targeted interventions in areas such as: phonemic awareness, alphabetic principle, decoding, fluency, vocabulary development, reading comprehension, number sense, problem solving, and math operations. Strategy's Expected Result/Impact: Students will be able to master grade level or beyond reading/math skills. Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Nov	Mar	June	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT

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

Performance Objective 1: Increase parental involvement in monthly meetings by improving communication with parents.

High Priority

Evaluation Data Sources: Parental participation noted in sign-in logs

Strategy 1 Details	Reviews			
Strategy 1: Communication with parents will increase by 50% through different means such as but not limited to: ParentSquare, paper invitations, emails, phone calls, text messages, and social media. Strategy's Expected Result/Impact: Parent participation will increase thus impacting student achievement. Staff Responsible for Monitoring: School Counselor Title I: 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
Strategy 2: All necessary resources, materials, and supplies will be provided to ensure that parental involvement increases. Strategy's Expected Result/Impact: Parents will play an active role in the students' learning process. Staff Responsible for Monitoring: School Counselor Title I: 2.6, 4.1, 4.2 Problem Statements: Perceptions 11	Formative			Summative
	Nov	Mar	June	June

Strategy 3 Details	Reviews			
Strategy 3: Provide virtual and face to face parental involvement activities that that will result in students' higher attendance and academic performance. Activities/sessions include the following: Title I Parent and Family Engagement Policy and Parent School Compact committee review, State Academic Standards, State and Local Assessments, how to monitor a child's progress, how to work with educators to improve the achievement of children, and how to help parents work with their children to improve their achievement. Purchase supplies for invitations to parent meetings, student achievement celebrations, monthly school fliers/newsletters, and for refreshments for attending parents to such events. Strategy's Expected Result/Impact: Increase and encourage parental participation and collaboration at school events. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Title I: 4.1, 4.2 Problem Statements: Perceptions 11	Formative			Summative
	Nov	Mar	June	June
Strategy 4 Details	Reviews			
Strategy 4: Encourage community members to participate in Career Day activities to provide students with information about a variety of career options available to them, thus promoting self-awareness from an early age. Strategy's Expected Result/Impact: Career Day provides students with an opportunity to explore different career paths and connects their learning to real world experiences. Staff Responsible for Monitoring: School Counselor Title I: 2.5, 4.1, 4.2 Problem Statements: Perceptions 11	Formative			Summative
	Nov	Mar	June	June
Strategy 5 Details	Reviews			
Strategy 5: Inform and train parents on the ParentSquare application to improve and increase parent and school/teacher communication. Strategy's Expected Result/Impact: Increase parental involvement Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers Title I: 4.2 Problem Statements: Perceptions 2	Formative			Summative
	Nov	Mar	June	June

Strategy 6 Details	Reviews			
Strategy 6: Inform and train parents on the Parent Portal to improve parent/school relationships. Strategy's Expected Result/Impact: Using Parent Portal will enhance parent participation in vital aspects of their children's education such as student registration, progress check, and access to state assessment data. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Title I: 4.1, 4.2 Problem Statements: Perceptions 11	Formative			Summative
	Nov	Mar	June	June

0% No Progress

100% Accomplished

→ Continue/Modify

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Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: There is limited parental communication between teachers and parents Root Cause: Limited interaction between teachers and parents. Problem Statement 11: The necessary resources, materials, and supplies will be allocated in order to increase parental involvement. Root Cause: Limited parental participation in meetings and committees.





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: Emma Vera Elementary teachers will deliver high quality instruction using up to date technology devices, computer based strategies, and instructional strategies.

Evaluation Data Sources: progress monitoring reports
observations

Strategy 1 Details	Reviews			
Strategy 1: Emma Vera Elementary staff and students will be provided with technology updates, up to date technology devices and online applications. Students and staff will use these devices to apply most current computer based-strategies, accelerated instruction, and after school tutorials. *Interactive Flat Panel *Success Maker *Summitt *TFAR *Google Classroom Strategy's Expected Result/Impact: Student Success Increased Student Performance Increased TPRI Scores Increased STAAR Scores TELPAS Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Mar	June	June

Strategy 2 Details	Reviews			
Strategy 2: Emma Vera Elementary will make sure that campus needs are met, and school equipped with necessary resources to maximize opportunities for all students and staff members. Strategy's Expected Result/Impact: School Success Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Mar	June	June
Strategy 3 Details	Reviews			
Strategy 3: Students and staff members will be encouraged to participate in extracurricular activities to build and maximize learning opportunities. *Accelerated Reader Program *Robotics *U.I.L. *Battle of the Books Strategy's Expected Result/Impact: Positive school environment Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Librarian Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Mar	June	June
Strategy 4 Details	Reviews			
Strategy 4: Emma Vera Elementary will provide teachers and staff with preparation materials for completion of all assignments, projects, assessments and activities. (Card Stock, Copy Paper, Poster Boards, etc.) Strategy's Expected Result/Impact: Ensure that all students participate and effectively complete assigned tasks. Staff Responsible for Monitoring: Teachers, Administration Title I: 2.4 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Perceptions 10, 11	Formative			Summative
	Nov	Mar	June	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 10: Teachers need additional support to implement evidence based practices to deliver math and science instruction to positively impact student literacy achievement. Root Cause: Literacy plays a very important role in math and science instruction.</p> <p>Problem Statement 11: The necessary resources, materials, and supplies will be allocated in order to increase parental involvement. Root Cause: Limited parental participation in meetings and committees.</p>

State Compensatory

Budget for Emma Vera Elementary

Total SCE Funds: \$8,521.00

Total FTEs Funded by SCE: 2

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 Emma Vera Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alejandra Garcia	Teacher	1
Heather G Gonzalez	Teacher	1

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment section must include the description of the CNA process, dates that it was developed/reviewed/revised, list of stakeholders and list of areas examined.

The CIP was revised by the committee and completed by the first week of September 2024. The final CIP was turned in on September 16, 2024 and distributed to the designated directors for final approval. Once finalized, it will be presented for board approval and if so, the plan will be formalized and provided to campus committee. The following are tentative dates of CIP Committee meetings for any updates or revisions needing to be made.

September 10, 2024 @ Emma Vera Elementary Library

October 16, 2024 @ Emma Vera Elementary Library

February 5, 2025 @ Emma Vera Elementary Library

May 16, 2025 @ Emma Vera Elementary Library

2.1: Campus Improvement Plan developed with appropriate stakeholders

Stakeholders responsible for the creation of the CIP includes parents, community members, teachers, principal, and other school personnel.

Aleida Alaniz	CIP Chair
Yvonne Guerrero	Administrator
Gladys Rodriguez	Counselor
Isabel Treviño	Facilitator
Carla Oyervides	Librarian
Claudia Coronado	Parent
Armandina Barrera	Teacher
Arlen Jasso	Teacher

Jessica Ramirez	Teacher
Laura Nall	Nurse
Cristina Canales	Life Skills Unit Teacher
Glenora Garza	Special Education Resource Teacher
Adriana Doria	P.E. Coach
Elsa Sanchez	Section 504 Resource Teacher
Ludivina Ybarra	Community Representative

2.2: Regular monitoring and revision

Ongoing monitoring and revisions will be made based on student/campus needs. Meetings dates and sign in rosters, along with their roles, will be made available.

The CIP was revised by the committee and completed by the first week of September 2024. The final CIP was turned in on September 16, 2024 and distributed to the designated directors for final approval. Once finalized, it will be presented for board approval and if so, the plan will be formalized and provided to campus committee. The following are tentative dates of CIP Committee meetings for any updates or revisions needing to be made.

September 10, 2024 @ Emma Vera Elementary Library

October 16, 2024 @ Emma Vera Elementary Library

February 5, 2025 @ Emma Vera Elementary Library

May 16, 2025 @ Emma Vera Elementary Library

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

Upon board approval, the CIP will be made available on the school's website www.eve.romaisd.com. Both an English and Spanish version will be uploaded. Parents may request a hardcopy at any given time.

2.4: Opportunities for all children to meet State standards

The campus will provide opportunities for all students to meet the state academic standards.

Goal 2 STUDENT LEARNING

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

Performance Objective 8

All students will demonstrate a 10% fluency and comprehension level increase by May 2025.

Evaluation Sources:

- **TPRI**
- **CIRCLE**
- **KEA**
- **STAAR**
- **Week Trackers**
- **Progress Reports**
- **District Assessments**
- **Summit K12**
- **CLEVER**
- **IXL**

2.5: Increased learning time and well-rounded education

Instructional strategies, methods and research based resources will be used by the campus in order to provide high quality instruction, enhance academic programs, secure learning time, and support the district adopted curriculum. This will secure a well-rounded education for all by providing support to both students and teachers.

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

Develop and implement a professional development plan to support increased student achievement and teacher growth.

Evaluation Data Sources:

T-TESS Results

Benchmarks

Professional Development

Weekly Trackers

Strategy 4

Provide research based staff development sessions to focus on building teacher capacity.

*** Child Abuse**

***Suicide Prevention**

***TEKS Awareness Updates**

***GT Training (30-hour new teacher GT professional development and 6-hour yearly GT professional development)**

***Assessment Updates (TPRI, CIRCLE, KEA, TELPAS, STAAR, PLD's)**

***Unpacking Benchmarks**

***T-TESS Training**

***TFAR**

***NWEA**

***LPAC (BOY, MOY, EOY)**

***MTSS Plan**

***RtI Plan**

***Section 504, Dyslexia**

***Sharon Wells**

***Special Education**

***Sheltered Instruction**

***Sexual Harassment**

***Standard Response Protocol**

Performance Objective 2

Implement a supplemental accelerated instructional program to provide developmental support in reading and math to all K-5th grade students.

Strategy 4

This program will provide students with intensive targeted interventions in areas such as: phonemic awareness, alphabetic principle, decoding, fluency, vocabulary development, reading comprehension, number sense, problem solving, and math operations.

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

The campus will address the needs of students, primarily those at-risk students facing difficulties when meeting the state academic standards.

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

100% Instructional academic support for persistently struggling students in Reading and Math through Response to Intervention (RtI) or MTSS plans.

Strategy 1

Teachers will create an individual plan for struggling students which will provide interventions geared towards students' academic needs.

***Tutorial**

***Counseling**

***Differentiated Instruction**

***Small Group Instruction**

***Hands-on Activities**

***In Class Support**

3.1: Annually evaluate the schoolwide plan

The school will use all available platforms of data to determine if the schoolwide program has been effective in addressing major problem areas. The campus will meet periodically to review and analyze data in order to identify the areas of greatest needs. This will be especially beneficial in identifying the learning gaps of the lowest-achieving students.

4.1: Develop and distribute Parent and Family Engagement Policy

The school will jointly develop with parents and family members of participating children a written parent and family engagement policy agreed on by such parents, that shall describe the means for carrying out the following requirements:

1. Provide a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy
2. If requested by parents, provide opportunities for regular meetings
3. If the school-wide program is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA.

The policy must be updated periodically to meet the changing needs of parents and the school.

4.2: Offer flexible number of parent involvement meetings

The campus will ensure that there are strategies in place to build parent capacity for supporting student learning at home, including the following:

- *providing parents with information and/or activities to help students at home
- *providing parents with training on literacy and using technology, as appropriate. to foster parent involvement
- *educating teachers, pupil services personnel, principals, and other staff in the value and unity of parents as equal partners in the children's academic success.
- *building consistent and effective communication between the home and the school
- *providing other reasonable support for parental involvement activities parents may request

Ms. Gladys Rodriguez, school counselor, through parental meetings, will inform the parents of the standards in use at the school as well as the academic standards as determined by the LEA. This shall be accomplished through monthly in-person or Zoom meetings.

5.1: Determine which students will be served by following local policy

The campus will provide opportunities for all students to meet the state academic standards.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Isabel Treviño	Facilitator	30	1
Judy Muñiz	Teacher	30	1

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Counselor	Gladys Rodriguez	Counselor
Nurse	Laura Nall	Nurse
Community Representative	Ludivina Ybarra	Community Representative
Classroom Teacher	Adriana Doria	P.E. Coach
Parent	Briseida Barrera	Parent
Parent	Claudia Coronado	Parent
Non-classroom Professional	Carla Oyervides	Librarian
Classroom Teacher	Elsa Sanchez	Teacher
Classroom Teacher	Glenora Garza	Teacher
Classroom Teacher	Jessica Ramirez	Teacher
Classroom Teacher	Arlen Jasso	Teacher
Administrator	Yvonne Guerrero	Principal
Facilitator	Isabel Trevino	Facilitator
Administrator	Aleida Alaniz	Assistant Principal

Technology

Committee Role	Name	Position
Classroom Teacher	Carmen Guerra	2nd Grade Teacher
Classroom Teacher	Joel Cantu	Classroom Teacher
Classroom Teacher	Jessica Ramirez	Resource Teacher
Non-classroom Professional	Carla Oyervides	Librarian
Classroom Teacher	Juan Cantu	3rd Grade Teacher

Special Education

Committee Role	Name	Position
Classroom Teacher	Glenora Garza	Special Education Resource Teacher
Classroom Teacher	Joel Cantu	Special Education Teacher
Counselor	Gladys Rodriguez	Counselor
Administrator	Aleida Alaniz	Assistant Principal
Classroom Teacher	Cristina Canales	Special Education Teacher

Parental Engagement

Committee Role	Name	Position
Classroom Teacher	Jessica Ramirez	5th Grade Teacher
Classroom Teacher	Karla Murillo	1st Grade Teacher
Classroom Teacher	Jennifer Polanco	4th Grade Teacher
Classroom Teacher	Enrique Rodriguez	5th Grade Teacher
Counselor	Gladys Rodriguez	Counselor

P.E. / U.I.L. / Library

Committee Role	Name	Position
Classroom Teacher	Veronica Escamilla	Kindergarten Teacher
Classroom Teacher	Oscar Pompa	Physical Education Teacher
Classroom Teacher	Adriana Doria	Physical Education Teacher
Non-classroom Professional	Carla Oyervides	Librarian

Migrant

Committee Role	Name	Position
Classroom Teacher	Ilse Pena	Resource Teacher
Classroom Teacher	Heather Gonzalez	5th Grade Teacher
Classroom Teacher	Jimena Garcia	PK3 Teacher
Classroom Teacher	Arlen Jasso	5th Grade Teacher
Counselor	Gladys Rodriguez	Counselor

Guidance and Counseling

Committee Role	Name	Position
Classroom Teacher	Enrique Rodriguez	5th Grade Teacher
Classroom Teacher	Hilda Moreno	PK 3 Teacher
Classroom Teacher	Juan Cantu	3rd Grade Teacher
Classroom Teacher	Elsa Sanchez	Section 504 / Dyslexia
Counselor	Gladys Rodriguez	Counselor

Gifted and Talented Committee

Committee Role	Name	Position
Classroom Teacher	Jocelynn Garza	PK 4 Teacher
Classroom Teacher	Valeria Gordillo	4th Grade Teacher
Non-classroom Professional	Isabel Treviño	School Facilitator
Classroom Teacher	Veronica Escamilla	Kindergarten Teacher
Counselor	Gladys Rodriguez	Counselor

Crisis Management

Committee Role	Name	Position
Counselor	Gladys Rodriguez	Counselor
Classroom Teacher	Oscar Pompa	Physical Education Teacher
Classroom Teacher	Cristina Canales	Special Education Teacher
Classroom Teacher	Adriana Doria	Physical Education Teacher
Administrator	Aleida Alaniz	Assistant Principal

Campus Administrator

Committee Role	Name	Position
Administrator	Aleida Alaniz	Assistant Principal
Administrator	Yvonne Guerrero	Principal

Bilingual Committee

Committee Role	Name	Position
Administrator	Aleida Alaniz	Assistant Principal
Classroom Teacher	Carolyn Moreno	Kindergarten Teacher
Classroom Teacher	Michell Ramon	Bilingual Teacher
Classroom Teacher	Rubisela Ramos	Pre-K Bilingual Teacher
Classroom Teacher	Glenora Garza	Bilingual Teacher

At Risk

Committee Role	Name	Position
Classroom Teacher	Rubisela Ramos	Kindergarten Teacher
Classroom Teacher	Yomara Bazan	4th Grade Teacher
Classroom Teacher	Elsa Sanchez	Section 504 / Dyslexia
Classroom Teacher	Judy Muñiz	Resource Teacher

All Students / Economically Disadvantaged

Committee Role	Name	Position
Classroom Teacher	Anajetsy Rico	PK4 Teacher
Classroom Teacher	Elsa Sanchez	Section 504 / Dyslexia
Classroom Teacher	Armandina Barrera	2nd Grade Teacher
Classroom Teacher	Elizabeth Gonzalez	1st Grade Teacher

Site-Based Decision Making Committee

Committee Role	Name	Position
Community Representative	Ludivina Ybarra	Business Owner
Paraprofessional	Violeta Sandoval	Non-Professional
Nurse	Laura Nall	Nurse
Classroom Teacher	Adriana Doria	Teacher
Classroom Teacher	Ivette Rodriguez	Teacher
Classroom Teacher	Yomara Bazan	Teacher
Classroom Teacher	Michell Ramon	Teacher
Non-classroom Professional	Isabel Treviño	Facilitator
Classroom Teacher	Elizabeth Gonzalez	Teacher
Classroom Teacher	Judy Muñoz	Teacher
Classroom Teacher	Cristina Canales	Special Education Teacher
Classroom Teacher	Arlen Jasso	Teacher
Counselor	Gladys Rodriguez	Counselor
Administrator	Aleida Alaniz	Assistant Principal
Administrator	Yvonne Guerrero	Principal

Campus Needs Assessment Committee

Committee Role	Name	Position
Community Representative	Ludivina Barrera	Community Representative
Classroom Teacher	Judy Muñiz	Teacher
Parent	Joaquin Montes	Parent
Paraprofessional	Veronica Vela	Librarian Aide
Nurse	Laura Nall	Nurse
Counselor	Gladys Rodriguez	Counselor
Classroom Teacher	Cristina Canales	Special Education Teacher
Classroom Teacher	Heather Gonzalez	Teacher
Classroom Teacher	Jessica Ramirez	Teacher
Administrator	Yvonne Guerrero	Principal
Administrator	Aleida Alaniz	Assistant Principal