

**Roma Independent School District**  
**Ramiro Barrera Middle School (RBMS)**  
**2024-2025 Campus Improvement Plan**



**Board Approval Date:** October 9, 2024

# 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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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

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# Demographics

## Demographics Summary

### Campus Profile

Ramiro Barrera Middle School is located on the Texas-Mexico border in the heart of Starr County. Ramiro Barrera Middle School is one of the two middle school campuses inside Roma Independent School District. RBMS opened its doors in the year 2007, and serves a population of about 558 students in grades 6 through 8 and about 65 staff members. The staff and student ethnicity is 100% Hispanic. RBMS serves a very diverse population of students with specific supports for emergent bilinguals, gifted & talented, special education, and economically disadvantaged students. All students are provided with a wide variety of services and extracurricular activities to meet their diverse needs. The community of Garceno which surrounds our campus is predominately low income and lower middle class families.

### Demographics Strengths

RBMS staff is 100% highly qualified. The attendance rate in comparison to the district and the state is slightly higher. Students at RBMS have demonstrated a slight but steady student performance increase across all state exams as well. RBMS staff is determined to provide the best educational opportunities for our students by providing the best resources available for students in order to achieve student academic success. At RBMS student excellence is our main priority. Data is constantly analyzed in our weekly PLCs. Transparency within staff and administration is key.

### Problem Statements Identifying Demographics Needs

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

**Problem Statement 2 (Prioritized):** The percentage of at-risk students has been increasing slightly for the past several years. **Root Cause:** Immigrants enrolling in our district coming from Mexico are considered at-risk due to their language barrier.

**Problem Statement 3 (Prioritized):** Our Emergent Bilingual population is not performing at grade level in Reading Language Arts and Math. **Root Cause:** Students lack basic English language and lack the foundational skills to gain academic vocabulary.



# Student Learning

## Student Learning Summary

The information provided below encompasses STAAR data from the 2023-2024 school year.

Ramiro Barrera Middle School							
Cumulative Comparative Table		20-21 Report	21-22 Report	22-23 Report	23-24 Report		
STAAR	6th Grade Reading						
All Students:	6th Grade Math						
	7th Grade Reading						
	7th Grade Math						
	7th Grade Writing						
	8th Grade Reading						
	8th Grade Math						
	8th Grade Science						
	8th Grade Social Studies						
Economic	6th Grade Reading						
Disadvantaged:	6th Grade Math						
	7th Grade Reading						
	7th Grade Math						
	7th Grade Writing						
	8th Grade Reading						
	8th Grade Math						
	8th Grade Science						
	8th Grade Social Studies						
Hispanic	6th Grade Reading						
	6th Grade Math						

Ramiro Barrera Middle School							
		7th Grade Reading					
		7th Grade Math					
		7th Grade Writing					
		8th Grade Reading					
		8th Grade Math					
		8th Grade Science					
		8th Grade Social Studies					
	Cumulative Comparative Table		16-17 Report	17-18 Report	18-19 Report	19-20 Report	20-21 Report
	LEP	6th Grade Reading					
		6th Grade Math					
		7th Grade Reading					
		7th Grade Math					
		7th Grade Writing					
		8th Grade Reading					
		8th Grade Math					
		8th Grade Science					
		8th Grade Social Studies					
	Title I	6th Grade Reading					
		6th Grade Math					
		7th Grade Reading					
		7th Grade Math					
		7th Grade Writing					
		8th Grade Reading					
		8th Grade Math					
		8th Grade Science					
		8th Grade Social Studies					

Ramiro Barrera Middle School							
Migrant	6th Grade Reading						
	6th Grade Math						
	7th Grade Reading						
	7th Grade Math						
	7th Grade Writing						
	8th Grade Reading						
	8th Grade Math						
	8th Grade Science						
	8th Grade Social Studies						
Cumulative Comparative Table		16-17 Report	17-18 Report	18-19 Report	19-20 Report	20-21 Report	
G/T	6th Grade Reading						
	6th Grade Math						
	7th Grade Reading						
	7th Grade Math						
	7th Grade Writing						
	8th Grade Reading						
	8th Grade Math						
	8th Grade Science						
	8th Grade Social Studies						
At Risk	6th Grade Reading						
	6th Grade Math						
	7th Grade Reading						
	7th Grade Math						
	7th Grade Writing						
	8th Grade Reading						
	8th Grade Math						

Ramiro Barrera Middle School							
		8th Grade Science					
		8th Grade Social Studies					
	Monitored 1&2	6th Grade Reading					
		6th Grade Math					
		7th Grade Reading					
		7th Grade Math					
		7th Grade Writing					
		8th Grade Reading					
		8th Grade Math					
		8th Grade Science					
		8th Grade Social Studies					

### 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 6th graders advanced mathematics to students who performed at masters level on their 5th grade math STAAR . 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 emergent bilinguals, at risk and special education.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** There is a performance gap based on our state assessment data, weekly and bi-weekly test data, and our six weeks data. **Root Cause:** Many students performing well on weekly and bi-weekly cannot pass six weeks and state assessment due to the rigor of such tests.

**Problem Statement 2 (Prioritized):** Based on previous STAAR data, our EB population scores have decreased in both 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

### Curriculum and Instruction

Ramiro Barrera Middle School collaborates with district curriculum leaders during the summer to revise and update grade level timelines, scope and sequence and six weeks tests in order to prepare for the upcoming year. Then during the school year, both middle schools collaborate to make any changes needed to their grade level curriculum. Any changes or adjustments are made in consensus. Professional learning communities are also used throughout the year to improve and build teacher capacity.

### Special Education

Students at RBMS are provided with special education services that provide instruction, accommodations, and related services to eligible students.

### Bilingual Education

Emergent bilingual students are provided with accommodations through LPAC and monitored until they meet the criteria to exit. Then, students continue to be monitored for two more years to ensure their success.

### Athletic

Ramiro Barrera Middle School provides students opportunities to participate in athletics. Students in grades 7th and 8th can take advantage of having a sports period to prepare and competitions are after school. Sports teams available are volleyball, football, soccer, softball, baseball, tennis, cheer, and track and field.

### Gifted and talented

### 504/Dyslexia

### Personnel

## 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 provided language support through ESL. **Root Cause:** The learning of a new language takes about 6 years to develop.

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

# 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. Monthly parent meetings are scheduled with opportunities for parent trainings and information sessions to educate the parents to have a better foundation of parental skills. A campus website is regularly updated with important information and serves as a repository for school based schedules, forms, parent portal, contact links, achievements. Parents are trained and encouraged to have communication through the use of Parent Square also. RBMS promotes continuous support to end bullying and provide an environment conducive to teaching and learning. 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, Parent Square)
- Use of Raptor and magnetic door entry to ensure the safety of our staff and students
- 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
- 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):** There is a need to support the mental well being of students and staff. **Root Cause:** Mental and other health related issues have been on the rise especially after COVID-19.

**Problem Statement 2 (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 3 (Prioritized):** We do not have a parent center to promote more parental involvement on campus. **Root Cause:** We have slowly come back to in person meetings and activities after the pandemic where virtual meeting was widely used.

**Problem Statement 4:** There is a need to implement safety measures to ensure that all students and staff members are in the safest environment. **Root Cause:** With the recent occurrences of violence such as Uvalde school shootings and others people are afraid that schools are not safe.

# Priority Problem Statements

**Problem Statement 1:** There is a performance gap based on our state assessment data, weekly and bi-weekly test data, and our six weeks data.

**Root Cause 1:** Many students performing well on weekly and bi-weekly cannot pass six weeks and state assessment due to the rigor of such tests.

**Problem Statement 1 Areas:** Student Learning

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

**Root Cause 2:** Students are not reading at grade level and lack comprehension.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** The percentage of at-risk students has been increasing slightly for the past several years.

**Root Cause 3:** Immigrants enrolling in our district coming from Mexico are considered at-risk due to their language barrier.

**Problem Statement 3 Areas:** Demographics

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

**Root Cause 4:** Students lack basic English language and lack the foundational skills to gain academic vocabulary.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** Based on previous STAAR data, our EB population scores have decreased in both reading and math.

**Root Cause 5:** Our EB students lack comprehension and reading fluency. They also lack basic math computation skills.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Our newcomers (recent immigrants) are provided language support through ESL.

**Root Cause 6:** The learning of a new language takes about 6 years to develop.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** We would like to see an increase in our parent and family engagement program.

**Root Cause 7:** The majority of our students live with their grandparents or other legal guardians.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** We do not have a parent center to promote more parental involvement on campus.

**Root Cause 8:** We have slowly come back to in person meetings and activities after the pandemic where virtual meeting was widely used.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** Based on previous STAAR data, our special education students are not meeting the state performance standards in reading and math.

**Root Cause 9:** Our students are working at below grade level.

**Problem Statement 9 Areas:** School Processes & Programs

**Problem Statement 10:** There is a need to support the mental well being of students and staff.

**Root Cause 10:** Mental and other health related issues have been on the rise especially after COVID-19.

**Problem Statement 10 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- T-TESS data

**Parent/Community Data**

- Parent surveys and/or other feedback

# Goals

Revised/Approved: October 9, 2024


## 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:** For the 2024-2025 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, Raptor Drill checklists

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> RBMS will continue to use Raptor to practice drills effectively and routinely and prepare everyone for real emergencies.</p> <p><b>Strategy's Expected Result/Impact:</b> Our school staff will be trained on the use of standard response protocols and using Raptor to know the difference between all drills and will be able to follow protocol . Our school will complete all drills and pass all intruder drill audits. RBMS will be proactive and prepared to address a variety of emergency situations.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, all staff,School Safety Director</p> <p><b>Title I:</b> 2.4</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Mar	June	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

## Performance Objective 1 Problem Statements:





Perceptions
<p><b>Problem Statement 1:</b> There is a need to support the mental well being of students and staff. <b>Root Cause:</b> Mental and other health related issues have been on the rise especially after COVID-19.</p>

**Goal 1: SAFETY & WELLNESS**

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

**Performance Objective 2:** For the 2024-2025 school year, provide all students and staff with access to mental health services through school counselors and LPC services.

**Evaluation Data Sources:** Counseling referrals

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Group counseling will be provided to students in, In School Suspension on a weekly basis.  <b>Strategy's Expected Result/Impact:</b> Students will have a positive attitude on self worth and the worth of peers as well as those that surround them.  <b>Staff Responsible for Monitoring:</b> Counselors, teachers, administration,   <b>Title I:</b>                      2.6  <b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> RBMS will provide staff with mental health services through PLCs and staff development opportunities.  <b>Strategy's Expected Result/Impact:</b> Provide mental health awareness and support to staff members and prevent burn outs.  <b>Staff Responsible for Monitoring:</b> Counselors,LPC,Administration   <b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 2 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 1:</b> There is a need to support the mental well being of students and staff. <b>Root Cause:</b> Mental and other health related issues have been on the rise especially after COVID-19.</p>

**Goal 1: SAFETY & WELLNESS**

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

**Performance Objective 3:** RBMS will establish guidelines and procedures to ensure a safe learning environment and working environment for all students and staff.

**High Priority**

**Evaluation Data Sources:** Raptor system will be used for to screen all persons entering the campus.  
Raptor technologies will be used to practice drills effectively to prepare for real emergencies.



**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 have the opportunity to expand their reading literacy and knowledge across texts.

**High Priority**

**Evaluation Data Sources:** Accelerated Reader Logs





Student book reports

Student reading logs

Student library book check out logs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will participate in the Accelerated Reader program.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase reading fluency and comprehension</p> <p>Exposure to multiple genres</p> <p>Students will be able make real world connections through multiple genres</p> <p>Students will expand their knowledge</p> <p>Students will build digital skills that are essential in toady's workforce</p> <p>Students fortify their ethical moral</p> <p>Students will develop a sense of ownership and accomplishment.</p> <p><b>Staff Responsible for Monitoring:</b> Librarian</p> <p>Teachers</p> <p>Administrators</p> <p><b>TEA Priorities:</b></p> <p>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b></p> <p>Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 2</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will have the opportunity to participate in the "Battle of the Books" district and regional competitions.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase reading fluency and comprehension  Exposure to multiple genres  Students will be able make real world connections through multiple genres  Students will expand their knowledge  Students will build communication, public speaking and team working skills that are essential in toady's workforce  Students fortify their sportsmanship and ethical moral  Students develop leadership skills which will be essential in their future endeavors  Students will develop a sense of ownership and accomplishment.</p> <p><b>Staff Responsible for Monitoring:</b> Librarian</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 2</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The library will schedule author visits to inspire creativity and expression in reluctant readers. Additionally, presentations will assist in reinforcing key concepts students are learning in the classroom as well as motivate students to read.</p> <p><b>Strategy's Expected Result/Impact:</b> Student academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Librarian  Principal</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 2</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide reading materials and general supplies for the library</p> <p><b>Strategy's Expected Result/Impact:</b> increased access for students while visiting the library and student academic success</p> <p><b>Staff Responsible for Monitoring:</b> Librarian Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 1</p>	Formative			Summative
	Nov	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 3:</b> Our Emergent Bilingual population is not performing at grade level in Reading Language Arts and Math. <b>Root Cause:</b> Students lack basic English language and lack the foundational skills to gain academic vocabulary.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> There is a performance gap based on our state assessment data, weekly and bi-weekly test data, and our six weeks data. <b>Root Cause:</b> Many students performing well on weekly and bi-weekly cannot pass six weeks and state assessment due to the rigor of such tests.</p> <p><b>Problem Statement 2:</b> Based on previous STAAR data, our EB population scores have decreased in both reading and math. <b>Root Cause:</b> Our EB students lack comprehension and reading fluency. They also lack basic math computation skills.</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 2:** All students in special education will increase STAAR Reading and Math by 5% in Meets by May 2025.

**High Priority**

**Evaluation Data Sources:** STAAR results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide extended day tutoring and accelerated instruction intervention (HB 1416) classes for all struggling students based on local and state assessment assessment data from the 2024-25 school year data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student success, increase in the number of students meeting expectations on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and administrators</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide students with differentiated instruction so that all students needs are met and student success increases.</p> <p><b>Strategy's Expected Result/Impact:</b> Student mastery on STAAR through directly targeting the needs of each student.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher. Administration</p> <p><b>Problem Statements:</b> Demographics 2, 3 - Student Learning 2 - School Processes &amp; Programs 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> The percentage of at-risk students has been increasing slightly for the past several years. <b>Root Cause:</b> Immigrants enrolling in our district coming from Mexico are considered at-risk due to their language barrier.</p>
<p><b>Problem Statement 3:</b> Our Emergent Bilingual population is not performing at grade level in Reading Language Arts and Math. <b>Root Cause:</b> Students lack basic English language and lack the foundational skills to gain academic vocabulary.</p>

### Student Learning

**Problem Statement 2:** Based on previous STAAR data, our EB population scores have decreased in both reading and math. **Root Cause:** Our EB students lack comprehension and reading fluency. They also lack basic math computation skills.

### School Processes & Programs

**Problem Statement 2:** Based on previous STAAR data, our special education students are not meeting the state performance standards in reading and math. **Root Cause:** Our students are working at below 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 3:** 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			
<p><b>Strategy 1:</b> 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 2023-2024 school year data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student success, increase in the number of students meeting expectations on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and School Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Along with the Lead teachers, Teachers will deconstruct assessments and analyze and adjust curriculum in order to target the specific needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student success due to improved teacher preparedness.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased success in the classroom</p> <p><b>Staff Responsible for Monitoring:</b> ALL , School Administration</p> <p><b>Problem Statements:</b> Demographics 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide transportation for all students from extended day tutorials to their homes.</p> <p><b>Strategy's Expected Result/Impact:</b> More students will attend tutorials leading to student academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Clerks</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Extended day and Saturday tutorials will be used to ensure the success of all students</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student success in the classroom</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> The percentage of at-risk students has been increasing slightly for the past several years. <b>Root Cause:</b> Immigrants enrolling in our district coming from Mexico are considered at-risk due to their language barrier.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> There is a performance gap based on our state assessment data, weekly and bi-weekly test data, and our six weeks data. <b>Root Cause:</b> Many students performing well on weekly and bi-weekly cannot pass six weeks and state assessment due to the rigor of such tests.</p>
<p><b>Problem Statement 2:</b> Based on previous STAAR data, our EB population scores have decreased in both reading and math. <b>Root Cause:</b> Our EB students lack comprehension and reading fluency. They also lack basic math computation skills.</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 4:** 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


**High Priority**


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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> RBMS will provide teachers with professional development in their areas, as well as professional learning communities to give teachers resources and tools to implement in their classes. Teachers will be provided with materials and resources to enhance hands on activities and create everyday learning opportunities for students in reading, math, science, and social studies, and fine arts.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher capacity and new techniques to utilize in their classrooms. <b>Staff Responsible for Monitoring:</b> Administrators, Team leaders, teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> Student Materials - 211 Title I, Part A</p>	Formative			Summative
	Nov	Mar	June	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 4 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> There is a performance gap based on our state assessment data, weekly and bi-weekly test data, and our six weeks data. <b>Root Cause:</b> Many students performing well on weekly and bi-weekly cannot pass six weeks and state assessment due to the rigor of such tests.</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 5:** 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			
<p><b>Strategy 1:</b> Recognizing students who achieve Honor Roll status reinforces their academic achievements by organizing events and ceremonies that acknowledge and celebrate their achievements. Examples may include incentives, certificates, recognition, small prizes, or special privileges such as participation of special events.</p> <p><b>Strategy's Expected Result/Impact:</b> Boost student motivation, academic achievement and promote a positive school culture</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselors, Attendance Clerk</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 5 Problem Statements:**





Student Learning
<p><b>Problem Statement 1:</b> There is a performance gap based on our state assessment data, weekly and bi-weekly test data, and our six weeks data. <b>Root Cause:</b> Many students performing well on weekly and bi-weekly cannot pass six weeks and state assessment due to the rigor of such tests.</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 6:** 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			
<p><b>Strategy 1:</b> Provide teachers with professional development opportunities to enhance their understanding of gifted education pedagogy and strategies as well as how to nominate students for GT. This can include workshops, conferences, or online courses focused on differentiating instruction and nurturing higher-level thinking skills. Teachers can then educate parents so that parents can also have the opportunity to nominate their children for GT.</p> <p><b>Strategy's Expected Result/Impact:</b> Foster Higher Levels of Thinking for the Gifted and Talented Population</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Foster Higher Levels of Thinking for the Gifted and Talented Population</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 6 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> The percentage of at-risk students has been increasing slightly for the past several years. <b>Root Cause:</b> Immigrants enrolling in our district coming from Mexico are considered at-risk due to their language barrier.</p>

### Student Learning

**Problem Statement 1:** There is a performance gap based on our state assessment data, weekly and bi-weekly test data, and our six weeks data. **Root Cause:** Many students performing well on weekly and bi-weekly cannot pass six weeks and state assessment due to the rigor of such tests.

### School Processes & Programs

**Problem Statement 2:** Based on previous STAAR data, our special education students are not meeting the state performance standards in reading and math. **Root Cause:** Our students are working at below 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 7:** 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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Student academic success</p> <p><b>Staff Responsible for Monitoring:</b> Principal, associate principals and teachers</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 1</p>	Formative			Summative
	Nov	Mar	June	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 7 Problem Statements:**

Demographics
<p><b>Problem Statement 3:</b> Our Emergent Bilingual population is not performing at grade level in Reading Language Arts and Math. <b>Root Cause:</b> Students lack basic English language and lack the foundational skills to gain academic vocabulary.</p>
Student Learning
<p><b>Problem Statement 1:</b> There is a performance gap based on our state assessment data, weekly and bi-weekly test data, and our six weeks data. <b>Root Cause:</b> Many students performing well on weekly and bi-weekly cannot pass six weeks and state assessment due to the rigor of such tests.</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 8:** RBMS will implement the use of MTSS/RTI to provide interevention to students not meeting the grade requirement in each subject area.

**High Priority**

**Evaluation Data Sources:** Student performance records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> RBMS will provide continuous targeted professional development, support, and guidance to campus administrators, special education teachers, classroom teachers, support staff and paraprofessionals.</p> <p><b>Strategy's Expected Result/Impact:</b> Student academic success</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide effective MTSS for students in need</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance and growth</p> <p><b>Staff Responsible for Monitoring:</b> Dyslexia lab teacher, principal and associate principals</p> <p><b>Problem Statements:</b> Demographics 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 8 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Our special education students are not passing their state exams nor performing at grade level. <b>Root Cause:</b> Students are not reading at grade level and lack comprehension.</p>
<p><b>Problem Statement 2:</b> The percentage of at-risk students has been increasing slightly for the past several years. <b>Root Cause:</b> Immigrants enrolling in our district coming from Mexico are considered at-risk due to their language barrier.</p>

## Demographics

**Problem Statement 3:** Our Emergent Bilingual population is not performing at grade level in Reading Language Arts and Math. **Root Cause:** Students lack basic English language and lack the foundational skills to gain academic vocabulary.

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

**High Priority**

**Evaluation Data Sources:** Content department agendas/minutes from meetings

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

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide equitable and open access to the library and integrate library skills that support the school curriculum through collaborative lessons, teacher training, and motivational reading programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance, Teacher Empowerment</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Librarian Counselors</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 1</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide teachers and professional staff opportunities to align Professional Learning Community practices to ensure consistency across campuses to improve collaboration and increase levels of teacher support.</p> <p><b>Strategy's Expected Result/Impact:</b> Building a better foundation as a district to achieve student success across all subjects</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> student success</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Mar	June	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Our special education students are not passing their state exams nor performing at grade level. <b>Root Cause:</b> Students are not reading at grade level and lack comprehension.</p>



### Demographics

**Problem Statement 2:** The percentage of at-risk students has been increasing slightly for the past several years. **Root Cause:** Immigrants enrolling in our district coming from Mexico are considered at-risk due to their language barrier.

**Problem Statement 3:** Our Emergent Bilingual population is not performing at grade level in Reading Language Arts and Math. **Root Cause:** Students lack basic English language and lack the foundational skills to gain academic vocabulary.

### Student Learning





**Problem Statement 1:** There is a performance gap based on our state assessment data, weekly and bi-weekly test data, and our six weeks data. **Root Cause:** Many students performing well on weekly and bi-weekly cannot pass six weeks and state assessment due to the rigor of such tests.

**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:** 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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Foster Higher Levels of Thinking for the Gifted and Talented Population</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 2 Problem Statements:**





Student Learning
<p><b>Problem Statement 1:</b> There is a performance gap based on our state assessment data, weekly and bi-weekly test data, and our six weeks data. <b>Root Cause:</b> Many students performing well on weekly and bi-weekly cannot pass six weeks and state assessment due to the rigor of such tests.</p>

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

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

**Performance Objective 1:** RBMS will survey all parents at the end of the school year to gather their input on the effectiveness and timeliness of communication regarding student academic progress.

**Evaluation Data Sources:** Parent Perception Surveys

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

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> There is a performance gap based on our state assessment data, weekly and bi-weekly test data, and our six weeks data. <b>Root Cause:</b> Many students performing well on weekly and bi-weekly cannot pass six weeks and state assessment due to the rigor of such tests.</p>

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





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

**Performance Objective 2:** RBMS will increase the opportunities for parents to attend events that foster relationships and open communication.

**Evaluation Data Sources:** Sign-in rosters, evaluations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> RBMS will host events such as campus open house events, meet the teacher events, student performances, parent meetings, awareness events</p> <p><b>Strategy's Expected Result/Impact:</b> Increased communication; better relationships between parents, school, and community</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principals and Leadership team</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> RBMS will encourage parental participation in student IEP meetings by allowing a variety of participation options including, but not limited to, in-person meetings, conference calls, and video conferencing</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parental participation/input in IEP meetings</p> <p><b>Staff Responsible for Monitoring:</b> Campus ARD-C members</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> RBMS will provide PFE (parent and family engagement) activities for parents of EL students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved English language skills; increased ability for parents and families to help their children</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved school and family relationships and open communication. Increased parental involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus leaders</p> <p><b>Title I:</b> 2.6, 4.1, 4.2</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> RBMS professional staff will be trained on research based strategies to enhance parent and family engagement at RBMS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parental and family participation. Strengthened communication between parent/family and school.</p> <p><b>Staff Responsible for Monitoring:</b> RBMS professional staff</p> <p><b>Title I:</b> 2.6, 4.1, 4.2</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> By May 2025, 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 10% from August 2024 to June 2025.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased customer (parents) service satisfaction</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> 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 relating to topics that will involve and train parent to be knowledgeable of school trends and issues. RBMS will provide parents with supplies and materials needed to engage parental involvement.</p> <p><b>Strategy's Expected Result/Impact:</b> This will help parents understand how they can support their children.</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parental involvement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, All</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 2 Problem Statements:**

Perceptions
<p><b>Problem Statement 2:</b> We would like to see an increase in our parent and family engagement program. <b>Root Cause:</b> The majority of our students live with their grandparents or other legal guardians.</p>





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

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

**Performance Objective 1:** By May 2025, 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			
<b>Strategy 1:</b> Provide for field trips, admissions and awards for students <b>Strategy's Expected Result/Impact:</b> Improved success in the classroom, increased participation in school activities. <b>Staff Responsible for Monitoring:</b> ALL, Counselors, Sponsors, Coaches, Administrators  <b>Problem Statements:</b> Perceptions 1	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide for student travel for competition and field trips <b>Strategy's Expected Result/Impact:</b> Improved success in the classroom, increased participation in school activities. <b>Staff Responsible for Monitoring:</b> Administration  <b>Problem Statements:</b> Perceptions 1	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Performance Objective 1 Problem Statements:**

<b>Perceptions</b>
<b>Problem Statement 1:</b> There is a need to support the mental well being of students and staff. <b>Root Cause:</b> Mental and other health related issues have been on the rise especially after COVID-19.

# State Compensatory

## Budget for Ramiro Barrera Middle School (RBMS)

**Total SCE Funds:** \$9,805.00

**Total FTEs Funded by SCE:** 9

### Brief Description of SCE Services and/or Programs

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

## Personnel for Ramiro Barrera Middle School (RBMS)

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



# Title I

## 1.1: Comprehensive Needs Assessment

### 1.1 Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

Campuses operating a schoolwide program must conduct a comprehensive needs assessment of the entire school that includes:

- description of the CNA process
- CNA dates
- stakeholders
- areas examined
- data sources analyzed
- lists of strengths, and needs
- detailed findings and conclusions

### 1.2 Evidence of multiple meetings held

A comprehensive needs assessment (CNA) must include:

- multiple meeting dates where the CNA was developed, reviewed or revised
- sign-ins of stakeholders
- meeting agendas and minutes

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

### 2. Campus Improvement Plan (CIP) ESSA Section 1114(b)

An eligible school operating under a schoolwide program may use Title 1 funds for any activity that supports the needs of students identified through the CNA and included in the school's campus improvement plan (CIP).

#### 2.1 Timeline for development 1114(b)(1)(A)

Development of CIP must occur during a one year period or unless determined that less time is needed to develop and implement.

#### 2.2 Stakeholders 1114(b)(2)

The CIP must include a list of stakeholders involved in the development of the plan including their name, and role. Stakeholders involved should include parents, community members, teachers, principals, school leaders, paraprofessionals, administrators, and other school staff.

## **2.2: Regular monitoring and revision**

### 2.2 Evidence of multiple meetings held

Establish multiple meetings in the development process of the CIP. Maintain documentation including meeting agendas and minutes as well as participant rosters or sign-in sheets.

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

### 2.3 Plan availability, format, and language 1114(b)(4)

The location and accessibility of the CIP should be considered for the best availability to parents, public, and the LEA. Also, to the extent practicable, the plan should be understandable and provided in a language that parents can understand.

## **2.4: Opportunities for all children to meet State standards**

### 2.4 Opportunities for all children to meet State standards

The school shall develop a CIP that includes strategies to address school needs, including a description of each strategy and how it will be implemented.

## **2.5: Increased learning time and well-rounded education**

### 2.5 Increased learning time and well-rounded education

The plan will include a description of the strategies in which the school will be implementing to address the school's needs. The school will use methods and instructional strategies that strengthen the school's academic programs, increase the amount and quality of learning time to help provide an enriched and accelerated curriculum including programs, activities and courses necessary to provide a well rounded education.

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

### 2.6 Address needs of all students, particularly at risk

The plan will address the needs of all children, but particularly the needs of those at risk of not meeting the State academic standards through activities such as counseling, mental health programs, instructional support services, and other strategies to improve students' skills outside the academic subject areas. Other activities to address those at risk may include the implementation of a tiered model as early intervention services, professional development for teachers, paraprofessionals, and other school personnel to improve instruction, and to recruit and retain effective teachers.

## **3.1: Annually evaluate the schoolwide plan**

### 3.1 Annually evaluate the schoolwide plan

The plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The plan should include benchmarks for the evaluation of program results. The plan must document the dates of review and revision at least

semiannually, and an annual evaluation utilizing state assessments and other student performance data to determine if the schoolwide program has been effective in addressing the major problem areas and in turn increasing student achievement.

## **4.1: Develop and distribute Parent and Family Engagement Policy**

### Parent and Family Engagement

Schools participating under Title 1 shall establish and provide parents with opportunities to attend regular meetings that will inform parents about topics including instruction, curriculum and academic content, important information regarding state testing, as well as providing parents with strategies to help their children at home. Other topics that may be helpful to parents such as literacy and technology trainings and building effective communication between home and school shall be made available to support parents. This will be done to build parent capacity and support student learning at home.

#### 4.1 Develop and distribute Parent and Family Engagement Policy

Any school campus that receives funding under Title 1 must have a written policy for Parent and Family Engagement. The policy must be jointly developed, revised and updated between parents, and school leaders. The policy shall be adopted by the school board and be made available for all community members and must be available in their native language. The policy shall establish the importance of communication between the parents and the school.

## **4.2: Offer flexible number of parent involvement meetings**

### 4.2 Offer flexible number of parent involvement meetings

The school will provide many opportunities for parents to assist regular meetings by establishing flexible meetings during different days of the week and scheduling at different times of day.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elizabeth Vera	Teacher	Title 1	
Erika A. Garza	Teacher	Title 1	
Eusebio Lopez	Teacher	Title 1	
Lisette Rico	Teacher	Title 1	
Ruben Bazan	Teacher	Title 1	
Sofia Benavidez	Teacher	Title 1	
Steven Hernandez	Teacher	Title 1	
Thelma Hinojosa	Teacher	Title 1	
Xochitl Y. Garcia	Teacher	Title 1	

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Elizabeth Vera	7th Grade Reading Teacher
Classroom Teacher	Maria Magdalena Rodriguez	8th grade Spanish Teacher
Classroom Teacher	Yolanda Rosa	6th grade Social Studies Teacher
Classroom Teacher	Anel Alanis	6th grade Social Studies Teacher
Classroom Teacher	Selene Villarreal	7th grade Science Teacher
Special Education Staff	Jorge L Guerra	Special Education Teacher
Classroom Teacher	Amanda Hinojosa	8th grade Social Studies Teacher
Administrator	Ernestina Garza	Associate Principal
District-level Professional	Luis Garza	District Representative
Business Representative	Erika Benitez	Member
Parent	Rocio Izaguirre Leal	Member
Parent	Hildalynn Tamez	Member
Community Representative	Leticia Garza	Member

# Campus Needs Assessment Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Parent	Hildalynn Tamez	Member
Parent	Rocio Izaguirre Leal	Member
Pupil Services Personnel	Jessica Olvera	Member (School Nurse)
Classroom Teacher	Humberto Alanis	Member
Classroom Teacher	Maria Magdalena Rodriguez	Member
Classroom Teacher	Anel Alanis	Member
Special Education Staff	Jorge Luis Guerra	Member
Pupil Services Personnel	Elsa Cruz	Member
Administrator	Ernestina Garza	Member
Administrator	Annette Garza	Member
Business Representative	Erika Benitez	Member
Community Representative	Leticia P. Garza	Member

# Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1	Student Materials		\$0.00
4	2	7			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$334,875.00
<b>+/- Difference</b>					\$334,875.00
255 Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$819.00
<b>+/- Difference</b>					\$819.00
263 Title III, Part A EL/Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,490.00
<b>+/- Difference</b>					\$1,490.00
289 Title IV, Part A -SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$5,753.00
<b>+/- Difference</b>					\$5,753.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00

282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$45,507.00
				<b>+/- Difference</b>	\$45,507.00
				<b>Grand Total Budgeted</b>	\$388,444.00
				<b>Grand Total Spent</b>	\$0.00
				<b>+/- Difference</b>	\$388,444.00