

Roma Independent School District

District Improvement Plan

2024-2025



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.

Vision

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

Core Beliefs

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

High Expectations for All

Unified in Our Pursuit of Excellence

Building Partnerships

Purposeful Innovation

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6

District Processes & Programs	8
Perceptions	11
Priority Problem Statements	16
Comprehensive Needs Assessment Data Documentation	18
Goals	19
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.	19
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.	25
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.	52
Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT Roma ISD will engage all stakeholders in developing positive, collaborative relationships and community partnerships.	58
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.	62
State Compensatory	65
Budget for District Improvement Plan	65
Personnel for District Improvement Plan	65
Title I	68
1.1: Comprehensive Needs Assessment	68
2.1: Campus Improvement Plan developed with appropriate stakeholders	68
2.2: Regular monitoring and revision	68
2.3: Available to parents and community in an understandable format and language	68
2.4: Opportunities for all children to meet State standards	68
2.5: Increased learning time and well-rounded education	69
2.6: Address needs of all students, particularly at-risk	69
3.1: Annually evaluate the schoolwide plan	69
4.1: Develop and distribute Parent and Family Engagement Policy	70
4.2: Offer flexible number of parent involvement meetings	70
Title I Personnel	71
Plan Notes	72
DIP Perceptions Committee 2024-2025	73
DIP Processes & Programs Committee 2024-2025	74
DIP Student Learning Committee 2024-2025	75
DIP Demographics Committee 2024-2025	76
District Site-Based Decision Making Committee	77
District Funding Summary	78
Policies, Procedures, and Requirements	82
Policy Documents & Addendums	83

Comprehensive Needs Assessment

Demographics

Demographics Summary

Roma I.S.D. is located on the Texas-Mexico border in the heart of Starr County and is a leading provider of Pre-Kinder to 12th Grade education for about 6,000 students. With its headquarters in Roma, Texas, Roma ISD is comprised of 10 campuses including six elementary schools (PreK3 – 5), two middle schools (6th – 8th), one high school (9th – 12th), one Instructional and Guidance Center (6th – 12th), and a L.I.F.E. Center for students 18+ years old. Students are provided a full range of services, educational options and extracurricular activities to meet their diverse needs. Our district is dynamic in its makeup and our needs change based on our enrollment. There has been a slight decline in enrollment of about 2% annually due to mobility and new charter school entering the area. While our enrollment has been decreasing our At-Risk numbers have been increasing. Our district provides several dual enrollment opportunities through local colleges and universities as well as numerous Career Clusters and Programs of Study. Our district plan guides and creates programs that are used to ensure that all students are given the education that they need to be successful in life.

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

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

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

Problem Statement 2 (Prioritized): We are having difficulty filling teaching positions. **Root Cause:** Due to the fact that we live in a rural areas, it is difficult to get teachers in certain teaching positions.

Problem Statement 3 (Prioritized): There is a disparity between the number of males and females participating in certain Career and Technical Education (CTE) programs of study.

Root Cause: There is a lack of strategic recruitment into some of the programs of study.

Student Learning

Student Learning Summary

In Spring 2024, approximately 3,800 Roma ISD students in grades 3-12 took part in the State of Texas Assessment of Academic Readiness (STAAR) or STAAR End of Course (EOC) assessments. This year's results show that RLA and Eng. I & II demonstrated improvement across most grade levels.

The Roma ISD Special Education Department serves 730 students. Based on the 2023 RDA results, we were labeled as a Determination Level 2 of "Needs Assistance". We have a high SPED dropout rate as compared to the state. Our SPED students are struggling with English I & II and Biology at the high school level. Our students are also in need of assistance in Social Studies at the middle school level.

English Learners

CCMR Based on the CCMR 2023-2024 data, 69% of students met the necessary points for CCMR. Teachers and counselors must ensure that all students are enrolled in a program of study allowing them to become completers by following an appropriate sequence of courses and by taking and earning an industry-based certification.

Student Learning Strengths

The percentage of students **Meeting** grade level expectations in 3-8 RLA and Eng. I and II rose from 1-9 percentage points. The percentage of students who scored at the **Masters** Level increased by 1-11 % points across grade levels.

STAAR scores (2023-24) indicate a 3-13% increase in students performing at the **Meets** level in Math grades 3-8 and Algebra I. 8th grade math showing a significant 11% - point increase and Algebra I indicating a 13%- point increase. **Masters** level performance increased between 1-12 percentage points in grades 4th, 7th, and 8th and Algebra I with Algebra I demonstrating a significant 12%-point increase.

The percentage of students **Meeting** grade level expectations in Science rose from 2-5 % points in 8th Grade Science and Biology. 8th Grade Science also demonstrated a 2 % point increase in students scoring at the **Masters** Level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students transitioning to sixth grade are not sustaining the same level of performance on State Assessments they previously had at the elementary level. **Root Cause:** Students transition from one teacher to multiple teachers

Problem Statement 2 (Prioritized): Social Studies 8th Grade scores (2023-24) indicate students are scoring at a 60% "Approaches" level, a 4% decrease from the previous year. **Root Cause:** There are a vast number of TEKS in the Social Studies State Curriculum and there is a limited amount of time to cover all student expectations.

Problem Statement 3 (Prioritized): Kindergarten Readiness Assessments indicate a need for improvement in all areas. **Root Cause:** Many students do not have access to early educational opportunities such as PreK, Head Start, Rising Star Daycares, etc.

Problem Statement 4 (Prioritized): There is a performance gap between general education students and special education students. **Root Cause:** Lack of professional development

in the identification process, targeted interventions, and Multi-Tiered Systems of Support (MTSS).

Problem Statement 5 (Prioritized): Students taking English I (61%) are performing below state (67%) and regional (63%) levels. Students taking English II (63%) are performing below state (74%) and regional (71%) levels. **Root Cause:** A disparity between the written, taught, and assessed curriculum.

Problem Statement 6 (Prioritized): Not all students at the high level are earning CCMR credit. **Root Cause:** Not all students are not taking Industry Based Certifications.

District Processes & Programs

District Processes & Programs Summary

Curriculum/Assessment

The Professional Learning Communities throughout the district have helped improve on-the-job learning and build teacher capacity. During the summer, and throughout the school year, curriculum teams meet to revise, adjust, and update district curriculum maps and assessments accordingly.

Career & Technical Education

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

Special Education

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

State Compensatory Education

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

Bilingual Education

Roma ISD currently has about 4,951 students enrolled as English Learners/Emergent Bilingual and 291 Monitored in a Late Exit Bilingual program. The elementary campuses are serving 2,530 students in bilingual education. The secondary campuses are serving 2,421 student in ESL Pull Out. The Bilingual/ESL program is evaluated annually.

Athletic

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

Gifted and Talented

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

Section 504/At Risk

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

Personnel

Based on the 2022 - 2023 snapshot data report from TEA, Roma ISD has a total staff FTE number of 1,082.4. The total teacher FTE is 431.5 with an average teacher salary of \$58,244. A total of 26.3% of teachers in the district have 5 or fewer years of experience. The average number of years of experience for teachers is 11.8. A total of 21.9% of teachers have an advanced degree.

Finance

Based on the 2022-23 snapshot data report from TEA, Roma ISD had a fund balance of \$43,723,939 (8/31/2023). Total instructional expenses for 2022-2023 was \$50,777,884 for 5,960 students. Instructional expenses per student for 2022-2023 = \$8,519.78.

1

District Processes & Programs Strengths

Curriculum/Assessment

A system of continuous growth has been implemented at Roma ISD. This system is continuously monitored to ensure alignment between the written, taught, and tested curriculum across all subject areas. District-wide assessments are created with curriculum team input and implemented across the district on a six-weeks basis.

Career & Technical Education

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

Special Education

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

State Compensatory Education

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

Bilingual Education

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

Athletics

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

Gifted and Talented

Students are expected to participate in the Texas Performance Standards Project (TPSP) and to share their project with the community. All campuses expose their students to numerous educational experiences. Roma ISD is committed to ensuring that core area teachers receive the 30 hours of professional development as well as the annual 6 hour update that is required.

Section 504/At-Risk

Individual needs are identified and targeted by all classroom teachers.

Personnel

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

Finance

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

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Student athletes at Roma ISD suffered notable instructional loss of physical fitness, moral enrichment and discipline in conjunction with educational goals.

Problem Statement 2 (Prioritized): As programs of study continue to expand, the facilities and teachers are needed to fulfill the demand of these courses adequately. **Root Cause:** The state is requiring that students receive industry-based certifications, and that students become completers meaning they must enrolled in at least three consecutive CTE courses throughout their high school career.

Problem Statement 3 (Prioritized): State assessment data indicates a need for improvement in secondary Reading Language Arts (RLA). **Root Cause:** A disparity between the written, taught, and tested curriculum, and an adherence to a district-wide structured writing program.

Perceptions

Perceptions Summary

Roma ISD prides itself in emphasizing the importance of communication and of ensuring that all stakeholders' voices are validated. We revamped our perception needs assessment instrument to include input from teachers and parents. There was a total of 490 parents who responded to this parent perception online survey. A total of 285 teachers responded to the teacher perception online survey.

2024 Roma ISD Teacher Perception Needs Assessment

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

Demographics

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

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

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

Student Achievement

All test data is disaggregated and analyzed by teachers and campus administrators in a timely manner. 4.8

All test data is used to determine student intervention needs. 4.8

Test data results are compared to local, regional, and state results as appropriate to create academic goals and evaluate program effectiveness to plan for student academic success. 4.8

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

School Culture and Climate

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

Administrators effectively work, communicate and collaborate with teachers resulting in a positive environment and culture at the campus. 4.7

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

High expectations focusing on academic achievement are communicated to staff members, students, and parents/community. 4.8

Students are expected to meet recognized state standards of learning established jointly by special programs and regular teachers. 4.9

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

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

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

Staff Quality/Professional Development

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

Professional development opportunities are relevant to the instructional program. 4.6

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

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

The PLC process of sharing innovative and best teaching practices amongst the teachers leads to high quality instruction. 4.7

Curriculum, Instruction and Assessment

The necessary materials and resources are available to teachers for the delivery of appropriate and high-quality instruction. 4.6

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

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

Administrators ensure that interruptions to instructional time are kept to a minimum. 4.7

Teachers effectively implement strategies to keep students successfully engaged and motivated to maximize the learning. 4.9

Instructional programs for special populations effectively address the needs of the students to meet high academic standards. 4.7

Instructional leaders plan, promote and carefully monitor instructional practices, such as curriculum alignment, student assessment, and professional development. 4.8

Teachers' instructional objectives, activities, materials, and assessments are aligned with state standards. 4.9

Goals and desired outcomes are based on data analysis, are stated in measurable terms and communicated to teachers, students, and parents. 4.9

Family and Community Engagement

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

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

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

Parents and family engagement meetings take place throughout the year and focus on a variety of topics. 4.8

Parents are encouraged to volunteer in school and participate in school events throughout the school year. 4.7

School Context and Organization

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

The school maintains Emergency Operation Procedures to maintain a safe and secure environment for all. 4.9

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

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

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

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

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

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

Technology

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

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

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

Hardware and software to effectively enhance the delivery of instruction are available to all teachers. 4.7

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

-

2024 Roma ISD Parent Perception Needs Assessment

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

Communication

Parents are notified when their children are absent from school. 4.7

Parents are notified when their children are struggling academically with their grades. 4.3

Parents are notified when their children are excelling academically. 4.3

Communication with parents is done in a language and format that parents can understand. 4.9

Communication between the school and the parents is regular and consistent. 4.3

Communication between the teachers and the parents is regular and consistent. 4.2

Student Achievement

Student academic data (grades, state test results) is shared with parents in a format that is easy to understand and in a language that parents understand. 4.8

Parents are able to monitor their children's grades online. 4.3

Teachers post grades online on a weekly basis. 3.8

Student achievement is recognized and celebrated at my child's school. 4.6

Students are challenged academically at my child's school. 4.5

The school provides resources for student to excel academically (access to technology, textbooks, materials for class, etc.) 4.8

School Culture and Climate

Parent and teacher interactions are positive and lead to student success. 4.6

Parent and administrator interactions are positive and lead to student success. 4.6

Parent and family engagement is an active part of my child's school. 4.6

Parent and family engagement is seen as an important factor in student achievement at my child's school. 4.6

High expectations focusing on academic achievement are communicated to parents/community. 4.6

Parents are welcomed and valued at my child's school. 4.6

My child feels welcomed and valued at school. 4.7

Parents feel comfortable voicing their concerns. 4.6

Parent and Family Engagement

Procedures for parent and family engagement are clearly communicated to parents and used consistently. 4.5

Parents are informed of their responsibilities for success of their children using various methods. (student handbooks, meetings, website, local media, etc.) 4.6

Parent and family engagement meetings take place throughout the year and focus on a variety of topics. 4.6

The schools recognize and celebrate the contributions of all parents. 4.5

The schools encourage parents and families to volunteer. 4.3

The schools encourage parents and families to participate in school events throughout the school year. 4.5

School Context and Organization

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

School facilities promote a positive and active learning environment (classroom size, lighting, temperature, noise level, location, traffic, etc.). 4.7

The school has procedures in place that allow for open communication on concerns and issues affecting the campus. 4.5

Perceptions Strengths

The majority of responses reflected a positive outlook. In the teacher perception survey, all ratings stayed above 4.6. The highest scores were in the area of curriculum & instruction and assessment. This reflects a strong commitment that Roma ISD has placed in these areas. In the parent perception survey, all ratings stayed above 3.8. The highest scores were in the area of school context and organization. This reflects a strong commitment that Roma ISD has placed in maintaining a positive and appropriate learning environment.

Problem Statements Identifying Perceptions Needs

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

Problem Statement 2 (Prioritized): There is insufficient communication with parents regarding the academic progress of their children. **Root Cause:** A lack of open house and meet the teacher events has led to less communication.

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

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

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

Priority Problem Statements

Problem Statement 1: Social Studies 8th Grade scores (2023-24) indicate students are scoring at a 60% "Approaches" level, a 4% decrease from the previous year.

Root Cause 1: There are a vast number of TEKS in the Social Studies State Curriculum and there is a limited amount of time to cover all student expectations.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Kindergarten Readiness Assessments indicate a need for improvement in all areas.

Root Cause 2: Many students do not have access to early educational opportunities such as PreK, Head Start, Rising Star Daycares, etc.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Student athletes at Roma ISD suffered notable instructional loss of physical fitness, moral enrichment and discipline in conjunction with educational goals.

Root Cause 3:

Problem Statement 3 Areas: District Processes & Programs

Problem Statement 4: #2 Even though district enrollment has slightly decreasing for the past several years , the number of At-Risk students have been slightly increasing yearly.

Root Cause 4: Being that our district is located in the border there has been an influx of immigrants into our district that are considered At-Risk.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Teachers feel that the professional development they receive is not relevant to their situation and there is not enough time and resources allocated to professional development.

Root Cause 5: The specific content area data is not presented prior to the initiation of the professional development session.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: There is insufficient communication with parents regarding the academic progress of their children.

Root Cause 6: A lack of open house and meet the teacher events has led to less communication.

Problem Statement 6 Areas: Perceptions

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

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

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Students transitioning to sixth grade are not sustaining the same level of performance on State Assessments they previously had at the elementary level.

Root Cause 8: Students transition from one teacher to multiple teachers

Problem Statement 8 Areas: Student Learning

Problem Statement 9: We are having difficulty filling teaching positions.

Root Cause 9: Due to the fact that we live in a rural areas, it is difficult to get teachers in certain teaching positions.

Problem Statement 9 Areas: Demographics

Problem Statement 10: There is a disparity between the number of males and females participating in certain Career and Technical Education (CTE) programs of study.

Root Cause 10: There is a lack of strategic recruitment into some of the programs of study.

Problem Statement 10 Areas: Demographics

Problem Statement 11: There is a performance gap between general education students and special education students.

Root Cause 11: Lack of professional development in the identification process, targeted interventions, and Multi-Tiered Systems of Support (MTSS).

Problem Statement 11 Areas: Student Learning

Problem Statement 12: As programs of study continue to expand, the facilities and teachers are needed to fulfill the demand of these courses adequately.

Root Cause 12: The state is requiring that students receive industry-based certifications, and that students become completers meaning they must enrolled in at least three consecutive CTE courses throughout their high school career.

Problem Statement 12 Areas: District Processes & Programs

Problem Statement 13: State assessment data indicates a need for improvement in secondary Reading Language Arts (RLA).

Root Cause 13: A disparity between the written, taught, and tested curriculum, and an adherence to a district-wide structured writing program.

Problem Statement 13 Areas: District Processes & Programs

Problem Statement 14: Students taking English I (61%) are performing below state (67%) and regional (63%) levels. Students taking English II (63%) are performing below state (74%) and regional (71%) levels.

Root Cause 14: A disparity between the written, taught, and assessed curriculum.

Problem Statement 14 Areas: Student Learning

Problem Statement 15: Not all students at the high level are earning CCMR credit.

Root Cause 15: Not all students are not taking Industry Based Certifications.

Problem Statement 15 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: SAFETY & WELLNESS

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

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

Evaluation Data Sources: Safety protocols

Strategy 1 Details
<p>Strategy 1: During the school year Roma ISD will provide all students and staff with access to mental health services via the school counselors and LPC's through direct services and professional development sessions.</p> <p>Staff Responsible for Monitoring: Director of School Safety</p> <p>Problem Statements: Perceptions 4</p>
Strategy 2 Details
<p>Strategy 2: Roma ISD will provide training opportunities and resources for staff through webinars and materials that address strategies to support mental health and social-emotional needs.</p> <p>Strategy's Expected Result/Impact: Increased awareness of mental health and the impact of trauma on student's mental and emotional well-being.</p> <p>Staff Responsible for Monitoring: Director of School Safety</p> <p>Problem Statements: Perceptions 4</p>
Strategy 3 Details
<p>Strategy 3: The duties of Roma ISD Police officers, school resource officers, and security personnel will be clear and shared with the superintendent as needed.</p> <p>Strategy's Expected Result/Impact: Clear understanding of the duties of these individuals</p> <p>Staff Responsible for Monitoring: Chief of Police</p> <p>Problem Statements: Perceptions 4</p>

Strategy 4 Details

Strategy 4: Roma ISD will provide training to all campus staff on trauma-informed practices as needed.

Strategy's Expected Result/Impact: Staff will be able to better serve our students

Staff Responsible for Monitoring: Director of School Safety

Title I:

2.5

Problem Statements: Perceptions 4

Strategy 5 Details

Strategy 5: Roma ISD will identify programs and resources to address social-emotional learning, character education, mental health education, suicide prevention, bullying prevention, sexual abuse, sex trafficking, violence prevention, and other maltreatment of students as needed.

Strategy's Expected Result/Impact: Support the well-being of all students

Staff Responsible for Monitoring: Director of School Safety

Title I:

2.5

Problem Statements: Perceptions 4

Strategy 6 Details

Strategy 6: Roma ISD will identify procedures to address dating violence created and communicated by counselors and school staff with focus on the use of physical, sexual, verbal, emotional abuse with intent to harm, threaten, intimidate, or control another person in a dating relationship as needed.

Strategy's Expected Result/Impact: Increased knowledge of the signs of dating violence to address the needs of all students

Staff Responsible for Monitoring: Director of School Safety

Title I:

2.5

Problem Statements: Perceptions 4

Strategy 7 Details

Strategy 7: Roma ISD will establish guidelines and procedures to ensure ongoing districtwide external/internal building doors audits will be conducted to ensure a safe learning and working environment for all students and staff.

Strategy's Expected Result/Impact: To ensure a safe learning and working environment for all students and staff

Staff Responsible for Monitoring: Director of School Safety

Problem Statements: Perceptions 4

Strategy 8 Details

Strategy 8: Roma ISD will maintain ongoing safety drills on a monthly basis following the Safety Response Protocols (SRP) for all campuses.

Strategy's Expected Result/Impact: Scheduled SRP/safety drills will result in a safe learning and working environment.

Staff Responsible for Monitoring: Director of School Safety

Problem Statements: Perceptions 4

Strategy 9 Details

Strategy 9: Provide ongoing active shooter trainings to all staff using the hide/run/fight technique.

Strategy's Expected Result/Impact: Overall safety of our students and staff.

Staff Responsible for Monitoring: Roma ISD Chief and Asst Chief of Police and Police Officers

Problem Statements: Perceptions 4

Strategy 10 Details

Strategy 10: Four times daily police walk around in every school building to make sure all doors are locked and reporting back to the Police Department via a QR code to ensure safety of all students and staff.

Strategy's Expected Result/Impact: Overall safety of our students and staff

Staff Responsible for Monitoring: Chief and Asst Chief of Police

Problem Statements: Perceptions 4

Strategy 11 Details

Strategy 11: Roma ISD campuses will maintain enclosed vestibules in all campuses for all visitors (including all other school personnel), parents, and delivery services workers to check in and get clearance for entrance into the school building by the front office receptionist.

Strategy's Expected Result/Impact: Overall safety of our students, staff, and the community at large.

Staff Responsible for Monitoring: Director of School Safety

Problem Statements: Perceptions 4

Strategy 12 Details

Strategy 12: The use on the electronic Raptor system to screen all visitors into the school campus, including any possible sex offenders, using a valid drivers license.

Strategy's Expected Result/Impact: Overall safety and well-being of all students and staff.

Staff Responsible for Monitoring: Director of School Safety, Campus Principal, and front office receptionists.

Problem Statements: Perceptions 4

Strategy 13 Details

Strategy 13: The use of magnetic reader cards or staff ID's using specific access points for all staff members in each campus to go into their respective school building.

Strategy's Expected Result/Impact: Overall safety and well-being of all students and staff.

Staff Responsible for Monitoring: Director of School Safety, Campus Principals and principals' designees

Problem Statements: Perceptions 4

Strategy 14 Details

Strategy 14: Roma ISD will host after school and weekend sessions where students will engage in physical activity to promote health and wellness through sports. This will help students perform better academically.

Strategy's Expected Result/Impact: An increased number of students will engage in physical activity resulting in healthier students better able to learn.

Staff Responsible for Monitoring: Campus PE coaches

Funding Sources: Extra duty pay - 270 Title V, Part B Rural & Low-Income School

Performance Objective 1 Problem Statements:

Perceptions

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

Goal 1: SAFETY & WELLNESS

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

Performance Objective 2: Staff training will be provided throughout the school year.

High Priority

Strategy 1 Details
<p>Strategy 1: Provide training opportunities and resources for staff through webinars and materials that address Standard Operational Procedures and Hazard Analysis of Critical Control Points</p> <p>Strategy's Expected Result/Impact: Better knowledge of how to keep staff safe and all the food that we serve to district students.</p> <p>Staff Responsible for Monitoring: Roma Child Nutrition Director</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: Transportation Staff will be trained on the use of CPR, CPI, bus Pre-trip and will do physical and drug test.

Strategy 1 Details
Strategy 1: CPI training for all Special Education bus drivers and bus monitors.

Goal 2: STUDENT LEARNING

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

Performance Objective 1: Roma ISD will align instructional activities and resources through sharing and developing campus leadership plans of action based on 6wks benchmark data to increase student performance in all tested subject areas by 5% in Meets and 3% in Masters to ensure high levels of student learning as measured by STAAR by May 3, 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Expenditure reports; Test scores; Benchmark scores using DMAC and Edspire

Strategy 1 Details

Strategy 1: Roma ISD will implement a requisition request process to provide materials, supplies, and resources needed by teachers and students.

Strategy's Expected Result/Impact: Increased scores on state and local assessments

Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction

Title I:

2.4, 2.5, 2.6

- **Results Driven Accountability**

Problem Statements: Student Learning 1, 2, 3, 5

Funding Sources: - 211 Title I, Part A, - 263 Title III, Part A EL/Immigrant, - 289 Title IV, Part A -SSAEP

Strategy 2 Details

Strategy 2: Roma ISD will create and monitor identification procedures for tutorial and enrichment opportunities for all students.

Strategy's Expected Result/Impact: Increased score on state and local assessments

Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction

Title I:

2.4, 2.5, 2.6

- **Results Driven Accountability**

Problem Statements: Student Learning 1, 2, 3, 5

Funding Sources: - 211 Title I, Part A, - 270 Title V, Part B Rural & Low-Income School

Strategy 3 Details

Strategy 3: Roma ISD will plan and create a summer expenditure report, including allocate a resources budget to ensure an extended academic year, including summer academic and enrichment programs for all students.

Strategy's Expected Result/Impact: Increased academic achievement

Staff Responsible for Monitoring: Federal Programs Director and Executive Director for Curriculum and Instruction

Title I:

2.4, 2.5, 2.6

Problem Statements: Student Learning 1, 2, 3, 5

Funding Sources: - 211 Title I, Part A, - 255 Title II, Part A, - 289 Title IV, Part A -SSAEP, - 270 Title V, Part B Rural & Low-Income School

Strategy 4 Details

Strategy 4: Conduct campus and classroom visits and district trainings to revisit and align instructional timelines (every six weeks), based on student results. Ensure tight alignment between written, taught and tested. Monitor the implementation / delivery of instruction / assessment per six weeks. Provide necessary resources and curriculum planning time.

Strategy's Expected Result/Impact: 10%+ gain in student achievement

Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction

Results Driven Accountability

Problem Statements: Student Learning 1, 2, 3, 5

Funding Sources: - 211 Title I, Part A, - 289 Title IV, Part A -SSAEP

Strategy 5 Details

Strategy 5: Analyze and share campus student assessment data (CIRCLE, KEA, TPRI, Local 6wks Assessment Data and STAAR data using DMAC and Edspire) with campus leadership to help establish goals and objectives and measure campus strengths and weaknesses. Identify (Non-negotiables) Plan accordingly.

Strategy's Expected Result/Impact: 10%+ gain student achievement

Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction

Results Driven Accountability

Problem Statements: Student Learning 1, 2, 3, 5

Funding Sources: - 211 Title I, Part A, - 289 Title IV, Part A -SSAEP

Strategy 6 Details

Strategy 6: Use DMAC and Edspire software to monitor assessed TEKS objectives in all subject areas (Reading, Writing, Math, Science and Social Studies) for every instructional 6wks period. Provide in-depth "unpacking" opportunities to ensure clarity on "what, how" and level of rigor expected from each TEKS.

Strategy's Expected Result/Impact: 10%+ gain in student achievement

Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction

Results Driven Accountability

Problem Statements: Demographics 1 - Student Learning 1, 2

Funding Sources: - 211 Title I, Part A, - 289 Title IV, Part A -SSAEP

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: #2 Even though district enrollment has slightly decreasing for the past several years , the number of At-Risk students have been slightly increasing yearly.

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

Student Learning

Problem Statement 1: Students transitioning to sixth grade are not sustaining the same level of performance on State Assessments they previously had at the elementary level.

Root Cause: Students transition from one teacher to multiple teachers

Problem Statement 2: Social Studies 8th Grade scores (2023-24) indicate students are scoring at a 60% "Approaches" level, a 4% decrease from the previous year. **Root Cause:** There are a vast number of TEKS in the Social Studies State Curriculum and there is a limited amount of time to cover all student expectations.

Problem Statement 3: Kindergarten Readiness Assessments indicate a need for improvement in all areas. **Root Cause:** Many students do not have access to early educational opportunities such as PreK, Head Start, Rising Star Daycares, etc.

Problem Statement 5: Students taking English I (61%) are performing below state (67%) and regional (63%) levels. Students taking English II (63%) are performing below state (74%) and regional (71%) levels. **Root Cause:** A disparity between the written, taught, and assessed curriculum.

Goal 2: STUDENT LEARNING

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

Performance Objective 2: Roma ISD will establish and implement a Truancy Program so that By May 2025, all student population groups, will meet a minimum of 90% graduation rate and less than 1.8% drop out rate on the RDA District Report.

High Priority

Evaluation Data Sources: RDA district report

Strategy 1 Details
<p>Strategy 1: Roma ISD will monitor RtI/MTSS/504/Sp Ed/ and LPAC committee work to ensure that All Students (including Special Populations) will be provided with the needed accommodations and supports to successfully progress with their cohort toward graduation.</p> <p>Strategy's Expected Result/Impact: Increased graduation rate; decreased dropout rate</p> <p>Staff Responsible for Monitoring: Executive Director for Student Services and Executive Director for Curriculum and Instruction</p> <p>Title I: 2.4, 2.6</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 4 - District Processes & Programs 3</p> <p>Funding Sources: - 211 Title I, Part A, - 263 Title III, Part A EL/Immigrant</p>

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: #2 Even though district enrollment has slightly decreasing for the past several years , the number of At-Risk students have been slightly increasing yearly.</p> <p>Root Cause: Being that our district is located in the border there has been an influx of immigrants into our district that are considered At-Risk.</p>
Student Learning
<p>Problem Statement 4: There is a performance gap between general education students and special education students. Root Cause: Lack of professional development in the identification process, targeted interventions, and Multi-Tiered Systems of Support (MTSS).</p>
District Processes & Programs
<p>Problem Statement 3: State assessment data indicates a need for improvement in secondary Reading Language Arts (RLA). Root Cause: A disparity between the written, taught, and tested curriculum, and an adherence to a district-wide structured writing program.</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 3: Roma ISD will provide high quality instructional materials and resources so that the percent of students that score Approaches or above grade level on STAAR Reading will increase to 95+% at the elementary and 85+% at the secondary by June 2025.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Reading scores

Strategy 1 Details

Strategy 1: Roma ISD will implement and monitor that all elementary schools follow HB1416 requirements through DMAC documentation so that accelerated learning opportunities, additional tutoring (before and after school) and Saturdays camps are implemented successfully for eligible students.

Strategy's Expected Result/Impact: Increased scores

Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction

Title I:

2.4, 2.5

Problem Statements: Student Learning 1, 2, 3, 5 - District Processes & Programs 3

Funding Sources: - 211 Title I, Part A, - 263 Title III, Part A EL/Immigrant, - 289 Title IV, Part A -SSAEP, - 270 Title V, Part B Rural & Low-Income School

Strategy 2 Details

Strategy 2: Roma ISD will allocate resources to ensure all schools will provide additional time for teachers to update curriculum.

Strategy's Expected Result/Impact: Improved lesson delivery and more targeted instruction

Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction

Title I:

2.4, 2.5

Problem Statements: Student Learning 1, 2, 3, 5 - District Processes & Programs 3

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Students transitioning to sixth grade are not sustaining the same level of performance on State Assessments they previously had at the elementary level.

Root Cause: Students transition from one teacher to multiple teachers

Student Learning

Problem Statement 2: Social Studies 8th Grade scores (2023-24) indicate students are scoring at a 60% "Approaches" level, a 4% decrease from the previous year. **Root Cause:** There are a vast number of TEKS in the Social Studies State Curriculum and there is a limited amount of time to cover all student expectations.

Problem Statement 3: Kindergarten Readiness Assessments indicate a need for improvement in all areas. **Root Cause:** Many students do not have access to early educational opportunities such as PreK, Head Start, Rising Star Daycares, etc.

Problem Statement 5: Students taking English I (61%) are performing below state (67%) and regional (63%) levels. Students taking English II (63%) are performing below state (74%) and regional (71%) levels. **Root Cause:** A disparity between the written, taught, and assessed curriculum.

District Processes & Programs

Problem Statement 3: State assessment data indicates a need for improvement in secondary Reading Language Arts (RLA). **Root Cause:** A disparity between the written, taught, and tested curriculum, and an adherence to a district-wide structured writing program.

Goal 2: STUDENT LEARNING

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

Performance Objective 4: Roma ISD will monitor CLI-Circle/KEA progress reports and share and plan with respective campus principals to ensure that the percent of PreK and Kinder students that score on grade level or above in Reading on the CLI-Circle/KEA Assessment increases to 80+% by June 2025.

High Priority

HB3 Goal

Evaluation Data Sources: CLI-Circle/KEA Assessment results

Strategy 1 Details

Strategy 1: Roma ISD will work with campus leadership through principal and campus administrative meetings to ensure all elementary schools will provide accelerated learning opportunities, additional tutoring (before and after school) and Saturdays camps.

Strategy's Expected Result/Impact: Increased scores

Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction

Title I:

2.4, 2.5

- **Results Driven Accountability**

Problem Statements: Student Learning 3 - District Processes & Programs 3

Funding Sources: - 211 Title I, Part A, - 263 Title III, Part A EL/Immigrant, - 289 Title IV, Part A -SSAEP, - 270 Title V, Part B Rural & Low-Income School

Strategy 2 Details

Strategy 2: Roma ISD will provide 6wks desegregated assesement data to all school campuses so that targeted instructional areas are focused during teachers curriculum planning meetings.

Strategy's Expected Result/Impact: Improved lesson delivery and more targeted instruction

Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction

Title I:

2.4, 2.5

Problem Statements: Student Learning 3 - District Processes & Programs 3

Strategy 3 Details

Strategy 3: Roma ISD will monitor the requisition process and teacher enrollment, progress and completion of the Science of Reading Academies to ensure All Kindergarten through 3rd grade teachers complete all training requirements.

Strategy's Expected Result/Impact: Increased scores

Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction

Title I:

2.4, 2.5, 2.6

Problem Statements: Student Learning 3 - District Processes & Programs 3

Strategy 4 Details

Strategy 4: Roma ISD will establish goals and objectives using campus student assessment data (CIRCLE, KEA, and Local Assessment Data) to measure campus strengths and weaknesses and identify a (Non-negotiables) Plan of Action accordingly.

Strategy's Expected Result/Impact: 10%+ gain student achievement

Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction

Results Driven Accountability

Problem Statements: Student Learning 3 - District Processes & Programs 3

Funding Sources: - 211 Title I, Part A

Strategy 5 Details

Strategy 5: Build teacher capacity by extending Professional Development opportunities to enhance and ensure clarity on the delivery of Early Literacy skills.

-CLI Platform

-Region One

-FrogStreet

Strategy's Expected Result/Impact: Increase in student achievement

Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction

Problem Statements: Student Learning 3 - District Processes & Programs 3

Funding Sources: - 211 Title I, Part A, - 263 Title III, Part A EL/Immigrant, - 289 Title IV, Part A -SSAEP, - 270 Title V, Part B Rural & Low-Income School

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 3: Kindergarten Readiness Assessments indicate a need for improvement in all areas. **Root Cause:** Many students do not have access to early educational opportunities such as PreK, Head Start, Rising Star Daycares, etc.

District Processes & Programs

Problem Statement 3: State assessment data indicates a need for improvement in secondary Reading Language Arts (RLA). **Root Cause:** A disparity between the written, taught, and tested curriculum, and an adherence to a district-wide structured writing program.

Goal 2: STUDENT LEARNING

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

Performance Objective 5: Roma ISD will implement and provide the necessary resources for a Math curriculum that ensures the success of all students by June 2025. (95+% Approaches- Elementary and 90+% Approaches - Secondary)

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Math scores

Strategy 1 Details

Strategy 1: Using the HB1416 guidelines, Roma ISD will require schools to provide accelerated learning opportunities, additional tutoring (before and after school) and Saturday camps.

Strategy's Expected Result/Impact: Increased scores

Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction

Title I:

2.4, 2.5

- **Results Driven Accountability**

Problem Statements: Student Learning 3 - District Processes & Programs 3

Funding Sources: - 211 Title I, Part A, - 263 Title III, Part A EL/Immigrant, - 289 Title IV, Part A -SSAEP, - 270 Title V, Part B Rural & Low-Income School

Strategy 2 Details

Strategy 2: Roma ISD will provide 6wks desegregated assesment data to all school campuses so that targeted instructional areas are focused during teachers curriculum planning meetings

Strategy's Expected Result/Impact: Improved lesson delivery and more targeted instruction

Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction

Title I:

2.4, 2.5

Problem Statements: Student Learning 3 - District Processes & Programs 3

Funding Sources: - 211 Title I, Part A, - 289 Title IV, Part A -SSAEP

Strategy 3 Details

Strategy 3: Roma ISD will implement a staff development plan to ensure all Kindergarten through 3rd grade teachers complete Professional Development in Math strategies.

Strategy's Expected Result/Impact: Increased scores

Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction

Title I:

2.4, 2.5, 2.6

Problem Statements: Student Learning 3

Strategy 4 Details

Strategy 4: Roma ISD will establish goals and objectives using campus student assessment data (CIRCLE, KEA, and Local Assessment Data) to measure campus strengths and weaknesses and identify a (Non-negotiables) Plan of Action accordingly.

Strategy's Expected Result/Impact: 10%+ gain student achievement

Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction

Results Driven Accountability

Problem Statements: Student Learning 3 - District Processes & Programs 3

Funding Sources: - 211 Title I, Part A, - 289 Title IV, Part A -SSAEP

Strategy 5 Details

Strategy 5: Roma ISD will implement a Superintendent Strategic Plan to revisit and align instructional timelines (every six weeks) based on student results, ensure tight alignment between written, taught and tested, and monitor the implementation / delivery of instruction / assessment per six weeks in order to allocate necessary resources.

Strategy's Expected Result/Impact: 10%+ gain in student achievement

Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction

Results Driven Accountability

Problem Statements: Student Learning 3 - District Processes & Programs 3

Funding Sources: - 211 Title I, Part A, - 289 Title IV, Part A -SSAEP

Strategy 6 Details

Strategy 6: Roma ISD will follow the Professional Learning Community (PLC) process to ensure all teachers will meet to address the needs of all student populations. Weekly agenda to include: *Revisit Campus Status *Identify Non-Negotiables *Plan Delivery of Instruction *Determine levels of student Mastery *Identify areas and students in need of intervention *Develop Intervention Plans *Share/Discuss strategies *TTESS Weekly Dimension *Monitor Student Growth Strategies.

Strategy's Expected Result/Impact: 10%+ gain student achievement

Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction

Results Driven Accountability

Problem Statements: Student Learning 3 - District Processes & Programs 3

Funding Sources: - 211 Title I, Part A, - 289 Title IV, Part A -SSAEP

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 3: Kindergarten Readiness Assessments indicate a need for improvement in all areas. **Root Cause:** Many students do not have access to early educational opportunities such as PreK, Head Start, Rising Star Daycares, etc.

District Processes & Programs

Problem Statement 3: State assessment data indicates a need for improvement in secondary Reading Language Arts (RLA). **Root Cause:** A disparity between the written, taught, and tested curriculum, and an adherence to a district-wide structured writing program.

Goal 2: STUDENT LEARNING

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

Performance Objective 6: Roma ISD will monitor CLI-Circle/KEA progress data to ensure the percent of PreK and Kinder students score on grade level or above in math on the CLI-Circle/KEA Assessment will increase to 80+% by June 2025.

High Priority

HB3 Goal

Evaluation Data Sources: CLI-Circle/KEA Assessment results

Strategy 1 Details

Strategy 1: Roma ISD will require schools to provide accelerated learning opportunities, additional tutoring (before and after school) and Saturday camps.

Strategy's Expected Result/Impact: Increased scores

Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction

Title I:

2.4, 2.5

- **Results Driven Accountability**

Problem Statements: Student Learning 3 - District Processes & Programs 3

Funding Sources: - 211 Title I, Part A, - 263 Title III, Part A EL/Immigrant, - 289 Title IV, Part A -SSAEP, - 270 Title V, Part B Rural & Low-Income School

Strategy 2 Details

Strategy 2: Roma ISD will provide 6wks desegregated assesement data to all school campuses so that targeted instructional areas are focused during teachers curriculum planning meetings

Strategy's Expected Result/Impact: Improved lesson delivery and more targeted instruction

Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction

Title I:

2.4, 2.5

Problem Statements: Student Learning 3

Strategy 3 Details

Strategy 3: Roma ISD will implement a staff development plan to ensure all Kindergarten through 3rd grade teachers complete Professional Development in Math strategies

Strategy's Expected Result/Impact: Increased scores

Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction

Title I:

2.4, 2.5, 2.6

Problem Statements: Student Learning 3

Strategy 4 Details

Strategy 4: Roma ISD will establish goals and objectives using campus student assessment data (CIRCLE, KEA, and Local Assessment Data) to measure campus strengths and weaknesses and identify a (Non-negotiables) Plan of Action accordingly.

Strategy's Expected Result/Impact: 10%+ gain student achievement

Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction

Results Driven Accountability

Problem Statements: Student Learning 3

Funding Sources: - 211 Title I, Part A

Strategy 5 Details

Strategy 5: Roma ISD will implement a Superintendent Strategic Plan to revisit and align instructional timelines (every six weeks) based on student results, ensure tight alignment between written, taught and tested, and monitor the implementation / delivery of instruction / assessment per six weeks in order to allocate necessary resources.

Strategy's Expected Result/Impact: 10%+ gain in student achievement

Staff Responsible for Monitoring: Principals, Campus Administration, and Curriculum and Instruction Team

Results Driven Accountability

Problem Statements: Student Learning 3

Funding Sources: - 211 Title I, Part A

Performance Objective 6 Problem Statements:

Student Learning

Problem Statement 3: Kindergarten Readiness Assessments indicate a need for improvement in all areas. **Root Cause:** Many students do not have access to early educational opportunities such as PreK, Head Start, Rising Star Daycares, etc.

District Processes & Programs

Problem Statement 3: State assessment data indicates a need for improvement in secondary Reading Language Arts (RLA). **Root Cause:** A disparity between the written, taught, and tested curriculum, and an adherence to a district-wide structured writing program.

Goal 2: STUDENT LEARNING

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

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

High Priority

HB3 Goal

Evaluation Data Sources: Student data

Strategy 1 Details

Strategy 1: All secondary teachers will complete professional development on CCMR accountability standards and requirements. Teachers will receive training from Region One CCMR specialists and will attend CTE/CCMR PLCs throughout the year to review data and receive accountability updates.

Strategy's Expected Result/Impact: Teachers will increase their knowledge of CCMR accountability expectations in order to employ corresponding strategies that will lead to student success.

Staff Responsible for Monitoring: CTE/CCMR director & CTE/CCMR Counselor

Title I:

2.4, 2.5, 2.6

Problem Statements: Student Learning 6

Strategy 2 Details

Strategy 2: Identify CCMR indicators for all students and ensure that they get CCMR credit. Each CTE teacher will receive a targeted list of students that have not met CCMR requirements in order to ensure that they are provided the support that they need to meet CCMR goals.

Strategy's Expected Result/Impact: Close the gap for students currently not meeting CCMR requirements by making sure they are on track.

Staff Responsible for Monitoring: All secondary teachers, CTE/CCMR Counselor, CTE/CCMR Director and Roma High School Principal

Problem Statements: Student Learning 6

Strategy 3 Details

Strategy 3: Identify Special Ed students needing to meet CCMR requirements and prepare them to be workforce ready.

Strategy's Expected Result/Impact: Provided our Special Education students the opportunity to be contributing members to our workforce.

Staff Responsible for Monitoring: CTE/CCMR Director & Counselor

Problem Statements: Student Learning 4, 6

Performance Objective 7 Problem Statements:

Student Learning

Problem Statement 4: There is a performance gap between general education students and special education students. **Root Cause:** Lack of professional development in the identification process, targeted interventions, and Multi-Tiered Systems of Support (MTSS).

Problem Statement 6: Not all students at the high level are earning CCMR credit. **Root Cause:** Not all students are not taking Industry Based Certifications.

Goal 2: STUDENT LEARNING

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

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

High Priority

HB3 Goal

Evaluation Data Sources: Student data

Strategy 1 Details
<p>Strategy 1: Identify and provide EB students with materials to help them to be college ready.</p> <p>Strategy's Expected Result/Impact: More students will be ready for college</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Funding Sources: - 263 Title III, Part A EL/Immigrant</p>
Strategy 2 Details
<p>Strategy 2: Regularly track students to ensure that they are meeting college , career or military readiness outcomes.</p> <p>Strategy's Expected Result/Impact: Identify students who have already met requirements and focus on students who need extra guidance and support in order to meet the same outcomes.</p> <p>Staff Responsible for Monitoring: Teachers and Counselors</p> <p>Problem Statements: Student Learning 6</p>
Strategy 3 Details
<p>Strategy 3: Ensure that students who did not pass TSI Reading or Math receive targeted training in those subject areas by offering tutorials and other forms of added support.</p> <p>Strategy's Expected Result/Impact: A higher percentage of students will pass their TSI assessment</p> <p>Staff Responsible for Monitoring: Teachers, CCMR Counselor & Director</p> <p>Problem Statements: Student Learning 6</p>

Performance Objective 8 Problem Statements:

Student Learning

Problem Statement 6: Not all students at the high level are earning CCMR credit. **Root Cause:** Not all students are not taking Industry Based Certifications.

Goal 2: STUDENT LEARNING

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

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

Evaluation Data Sources: Assessment results

Strategy 1 Details
<p>Strategy 1: Roma ISD will provide supplemental resources, professional development, and interventions to improve the academic performance of ALL student populations.</p> <p>Strategy's Expected Result/Impact: Improved scores on assessments</p> <p>Staff Responsible for Monitoring: Federal Programs Director and Executive Director for Curriculum and Instruction</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: - 211 Title I, Part A, - 289 Title IV, Part A -SSAEP</p>
Strategy 2 Details
<p>Strategy 2: Expand the CTE course offerings by evaluating current program and providing supplemental resources and equipment that align with industry standards and credentialing opportunities.</p> <p>Strategy's Expected Result/Impact: Increased awareness of CTE programs of study; Increased number of students participating in CTE programs of study</p> <p>Staff Responsible for Monitoring: CTE director, Principals, Campus Administration, and Counselors</p> <p>Problem Statements: Student Learning 6</p>
Strategy 3 Details
<p>Strategy 3: Roma ISD will implement a Technology Plan to support the use of technology to improve instruction. Provide professional development opportunities for teachers, and provide devices, content, and resources that will improve student digital literacy skills and academic achievement.</p> <p>Strategy's Expected Result/Impact: Increased use of technology for instruction</p> <p>Staff Responsible for Monitoring: Technology Director and Executive Director for Curriculum and Instruction</p> <p>Funding Sources: Digital resources - 270 Title V, Part B Rural & Low-Income School</p>

Strategy 4 Details

Strategy 4: Roma ISD will continue to implement the Professional Learning Communities (PLC) process in order to provide support for each campus as they work to maintain effective PLC's to help improve planning to meet the needs of all students.

Strategy's Expected Result/Impact: Improved lesson quality; increased teacher confidence

Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction

Title I:

2.5

Strategy 5 Details

Strategy 5: Roma ISD will monitor coordinated intervention programs for at-risk students that will focus on addressing individual student needs.

Strategy's Expected Result/Impact: Individual student achievement

Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction

Title I:

2.4, 2.5, 2.6

Strategy 6 Details

Strategy 6: Roma ISD will dedicate resources necessary to ensure that all students meet passing standards on State exams, AP exams, and other academic assessments.

Strategy's Expected Result/Impact: Students will achieve a passing rate

Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction

Title I:

2.6

Funding Sources: Resources - 270 Title V, Part B Rural & Low-Income School, Resources - 211 Title I, Part A, Resources - 289 Title IV, Part A -SSAEP

Strategy 7 Details

Strategy 7: Roma ISD will provide a summer school program PreK-12 to ensure that students have an opportunity to receive supplemental instruction to increase the academic achievement of all students and reduce the drop-out rate.

Strategy's Expected Result/Impact: Increased academic achievement and reduced drop-out rate

Staff Responsible for Monitoring: Federal Programs Director and Executive Director for Curriculum and Instruction

Title I:

2.4, 2.5, 2.6

Funding Sources: Instructors & Supplies - 270 Title V, Part B Rural & Low-Income School - \$137,226

Strategy 8 Details

Strategy 8: Roma ISD will hire qualified teachers to ensure that all students learn at high levels. Roma ISD will also partner with Teach For America in order to hire qualified teachers. In cases where a certified teacher cannot be found we will use the District of Innovation to hire teachers that have expertise in the subject area they will be teaching.

Strategy's Expected Result/Impact: Improve Student Scores

Staff Responsible for Monitoring: Human Resources

Problem Statements: Demographics 2

Funding Sources: Teachers - 211 Title I, Part A

Strategy 9 Details

Strategy 9: Roma ISD will provide migrant students with the necessary resources to ensure their continued academic success.

Strategy's Expected Result/Impact: Improve Student Scores

Staff Responsible for Monitoring: Federal Programs Director

Problem Statements: Perceptions 4

Funding Sources: - 211 Title I, Part A

Strategy 10 Details

Strategy 10: Roma ISD will provide the necessary resources for students enrolled in Advance Placement Courses in order to help them achieve passing standards on AP Exams.

Strategy's Expected Result/Impact: Improve Passing Rate on AP Exams

Staff Responsible for Monitoring: Executive Director for Curriculum and Instruction

Funding Sources: Resources for AP; study guides - 270 Title V, Part B Rural & Low-Income School

Strategy 11 Details

Strategy 11: Roma ISD will provide the necessary professional development training and resources to implement the District/Campus Improvement Plans.

Strategy's Expected Result/Impact: Target Areas for Improvement

Staff Responsible for Monitoring: Federal Programs Director

Problem Statements: District Processes & Programs 3

Funding Sources: - 255 Title II, Part A

Performance Objective 9 Problem Statements:

Demographics

Problem Statement 2: We are having difficulty filling teaching positions. **Root Cause:** Due to the fact that we live in a rural areas, it is difficult to get teachers in certain teaching positions.

Student Learning

Problem Statement 6: Not all students at the high level are earning CCMR credit. **Root Cause:** Not all students are not taking Industry Based Certifications.

District Processes & Programs

Problem Statement 3: State assessment data indicates a need for improvement in secondary Reading Language Arts (RLA). **Root Cause:** A disparity between the written, taught, and tested curriculum, and an adherence to a district-wide structured writing program.

Perceptions

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

Goal 2: STUDENT LEARNING

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

Performance Objective 10: Roma ISD will monitor attendance, grades, enrollment, and benchmark scores for all special populations students (Migrant, Homeless, G/T, Special Education, At-Risk, and Bilingual).

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

Strategy 1 Details
<p>Strategy 1: The SPED Department will provide enrichment opportunities for SPED students to increase attendance rates, grades, and benchmark scores.</p> <p>Strategy's Expected Result/Impact: Increased attendance rates, grades, and benchmark scores</p> <p>Staff Responsible for Monitoring: SPED Director</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 2, 4</p>
Strategy 2 Details
<p>Strategy 2: Roma ISD will continuously monitor attendance for all student groups as well as student progress through the use of Ascender, DMAC, and EdSpire.</p> <p>Strategy's Expected Result/Impact: Increased attendance rates, grades, and benchmark scores</p> <p>Staff Responsible for Monitoring: Campus Leadership and Directors</p> <p>Problem Statements: Demographics 1 - Student Learning 4</p>

Performance Objective 10 Problem Statements:

Demographics
<p>Problem Statement 1: #2 Even though district enrollment has slightly decreasing for the past several years , the number of At-Risk students have been slightly increasing yearly.</p> <p>Root Cause: Being that our district is located in the border there has been an influx of immigrants into our district that are considered At-Risk.</p>
Student Learning
<p>Problem Statement 2: Social Studies 8th Grade scores (2023-24) indicate students are scoring at a 60% "Approaches" level, a 4% decrease from the previous year. Root Cause: There are a vast number of TEKS in the Social Studies State Curriculum and there is a limited amount of time to cover all student expectations.</p> <p>Problem Statement 4: There is a performance gap between general education students and special education students. Root Cause: Lack of professional development in the identification process, targeted interventions, and Multi-Tiered Systems of Support (MTSS).</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 11: Roma ISD will provide Response to Intervention/MTSS instructional support to at-risk students in order to help persistently struggling reading and math students.

High Priority

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

Strategy 1 Details
<p>Strategy 1: Roma ISD will provide MTSS/RtI training through Region One to our campus RtI case managers and teachers and RTI campus administrators in order to mainstream Tier 1, 2, and 3 instruction in every campus.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in Reading and Math</p> <p>Staff Responsible for Monitoring: RtI Director</p> <p>Problem Statements: Demographics 1 - Student Learning 4</p>

Performance Objective 11 Problem Statements:

Demographics
<p>Problem Statement 1: #2 Even though district enrollment has slightly decreasing for the past several years , the number of At-Risk students have been slightly increasing yearly.</p> <p>Root Cause: Being that our district is located in the border there has been an influx of immigrants into our district that are considered At-Risk.</p>
Student Learning
<p>Problem Statement 4: There is a performance gap between general education students and special education students. Root Cause: Lack of professional development in the identification process, targeted interventions, and Multi-Tiered Systems of Support (MTSS).</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 12: Roma ISD will implement its Section 504 Campus Guide and Operating Procedures in order to provide 100% instructional support to our 504 student population.

High Priority

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

Strategy 1 Details
<p>Strategy 1: Roma ISD will provide ongoing 504 Campus Coordinator trainings through regular 504 PLC meetings and trainings in order to provide all 504 services to eligible students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in Reading and Math</p> <p>Staff Responsible for Monitoring: 504 District Director</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 4</p>

Performance Objective 12 Problem Statements:

Demographics
<p>Problem Statement 1: #2 Even though district enrollment has slightly decreasing for the past several years , the number of At-Risk students have been slightly increasing yearly.</p> <p>Root Cause: Being that our district is located in the border there has been an influx of immigrants into our district that are considered At-Risk.</p>
Student Learning
<p>Problem Statement 4: There is a performance gap between general education students and special education students. Root Cause: Lack of professional development in the identification process, targeted interventions, and Multi-Tiered Systems of Support (MTSS).</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 13: Roma ISD will purchase software that provides instructional support to all student groups.

HB3 Goal

Evaluation Data Sources: District Improvement Plan and Campus Improvement Plan Requisitions for Purchases

Strategy 1 Details
Strategy 1: Framework lessons, and tools needed to guide teachers for coordinated school health program in grades kindergarten - 8th .
Strategy 2 Details
<p>Strategy 2: Roma ISD will provide digital resources to support student learning.</p> <ul style="list-style-type: none"> -Summit K-12 -Lowman -Sirius -IXL <p>Strategy's Expected Result/Impact: Increased student learning</p> <p>Staff Responsible for Monitoring: Campus Leadership and Directors</p> <p>Problem Statements: Student Learning 1, 2, 3, 5 - District Processes & Programs 3</p>

Performance Objective 13 Problem Statements:

Student Learning
<p>Problem Statement 1: Students transitioning to sixth grade are not sustaining the same level of performance on State Assessments they previously had at the elementary level. Root Cause: Students transition from one teacher to multiple teachers</p> <p>Problem Statement 2: Social Studies 8th Grade scores (2023-24) indicate students are scoring at a 60% "Approaches" level, a 4% decrease from the previous year. Root Cause: There are a vast number of TEKS in the Social Studies State Curriculum and there is a limited amount of time to cover all student expectations.</p> <p>Problem Statement 3: Kindergarten Readiness Assessments indicate a need for improvement in all areas. Root Cause: Many students do not have access to early educational opportunities such as PreK, Head Start, Rising Star Daycares, etc.</p> <p>Problem Statement 5: Students taking English I (61%) are performing below state (67%) and regional (63%) levels. Students taking English II (63%) are performing below state (74%) and regional (71%) levels. Root Cause: A disparity between the written, taught, and assessed curriculum.</p>

District Processes & Programs

Problem Statement 3: State assessment data indicates a need for improvement in secondary Reading Language Arts (RLA). **Root Cause:** A disparity between the written, taught, and tested curriculum, and an adherence to a district-wide structured writing program.

Goal 3: EMPOWERING TEACHERS AND ADMINISTRATORS

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

Performance Objective 1: Roma ISD will provide professional development training opportunities for all staff members in accordance with SBEC Clearinghouse training recommendations as well as equip and empower campus leadership, faculty, and staff to consistently incorporate research-based best practices in curricula, resulting in future-ready students.

High Priority

HB3 Goal

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

Strategy 1 Details

Strategy 1: Roma ISD will provide required professional development to all District employees guided by the SBEC Clearinghouse training recommendations.

Strategy's Expected Result/Impact: To provide best practices and industry recommendations on professional development directly related to:

1. Suicide prevention, intervention, and postvention
2. Building skills related to managing emotions, establishing, and maintaining positive relationships, and responsible decision-making (conflict resolution).
3. Positive Youth Development and Bullying and Cyberbullying
4. UIL Safety training
5. Human trafficking
6. Grief Informed and Trauma Informed Training and
7. Epinephrine Auto-Injector Training

Staff Responsible for Monitoring: Director of School Safety

Problem Statements: Perceptions 4

Funding Sources: - 255 Title II, Part A

Strategy 2 Details

Strategy 2: Provide professional development to all Dyslexia teachers regarding the use of AMPLIO learning which is an online platform for ongoing, one-to-one, and small group instruction for Dyslexia students.

Strategy's Expected Result/Impact: To additionally certify Dyslexia teachers in the use of the AMPLIO program Kits 6-7, in addition to their prior training in Kits 1-5

Staff Responsible for Monitoring: Sp Ed program supervisors and district director, campus principals, 504 campus coordinators

Strategy 3 Details

Strategy 3: 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.

Strategy's Expected Result/Impact: Build overall teacher and leadership capacity to positively impact student learning. Including but not limited to:

Sharon Wells Training

Curriculum Updates

GT Training

Reading Academies

Carnegie -Texas Math Solutions

Staff Responsible for Monitoring: Executive Director of Curriculum and Curriculum Department

Funding Sources: - 255 Title II, Part A

Strategy 4 Details

Strategy 4: Professional development opportunities will be provided to enhance knowledge

Strategy's Expected Result/Impact: Build capacity

Staff Responsible for Monitoring: Federal Programs Director

Problem Statements: Perceptions 1

Performance Objective 1 Problem Statements:

Perceptions

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

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

Goal 3: EMPOWERING TEACHERS AND ADMINISTRATORS

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

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

High Priority

Evaluation Data Sources: HR/Finance Dept Records

Strategy 1 Details
<p>Strategy 1: Continually monitor hiring schedules and compensation plan. Provide a copy of the board approved compensation plan in the district's website.</p> <p>Strategy's Expected Result/Impact: Fair and equitable salary schedules</p> <p>Staff Responsible for Monitoring: HR Director</p> <p>Problem Statements: Demographics 2 - District Processes & Programs 2</p>
Strategy 2 Details
<p>Strategy 2: Provide teachers who hold a Master's degree with a \$2,000 yearly stipend</p> <p>Strategy's Expected Result/Impact: Increased teacher retention</p> <p>Staff Responsible for Monitoring: HR</p> <p>Problem Statements: Demographics 2 - District Processes & Programs 2</p> <p>Funding Sources: - 255 Title II, Part A - \$205,000</p>
Strategy 3 Details
<p>Strategy 3: Roma ISD is part of the Teacher Incentive Allotment. All classroom teachers will have the opportunity to qualify for a designation based on the TIA approved plan.</p> <p>Strategy's Expected Result/Impact: Increase teacher retention and provide funds for teachers earning a designation. TIA provides funds for outstanding teachers to remain in the classroom and improve student learning.</p> <p>Staff Responsible for Monitoring: HR</p> <p>Problem Statements: Demographics 2 - District Processes & Programs 2</p>

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: We are having difficulty filling teaching positions. **Root Cause:** Due to the fact that we live in a rural areas, it is difficult to get teachers in certain teaching positions.

District Processes & Programs

Problem Statement 2: As programs of study continue to expand, the facilities and teachers are needed to fulfill the demand of these courses adequately. **Root Cause:** The state is requiring that students receive industry-based certifications, and that students become completers meaning they must enrolled in at least three consecutive CTE courses throughout their high school career.

Goal 3: EMPOWERING TEACHERS AND ADMINISTRATORS

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

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

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

Strategy 1 Details
<p>Strategy 1: The SPED department will schedule targeted professional development activities based on teacher observations and feedback.</p> <p>Strategy's Expected Result/Impact: Better instruction for all SPED students and increased accountability/compliance.</p> <p>Staff Responsible for Monitoring: SPED Director</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 4 - Perceptions 1</p>

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 4: There is a performance gap between general education students and special education students. Root Cause: Lack of professional development in the identification process, targeted interventions, and Multi-Tiered Systems of Support (MTSS).</p>
Perceptions
<p>Problem Statement 1: Teachers feel that the professional development they receive is not relevant to their situation and there is not enough time and resources allocated to professional development. Root Cause: The specific content area data is not presented prior to the initiation of the professional development session.</p>

Goal 3: EMPOWERING TEACHERS AND ADMINISTRATORS

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

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

High Priority

Evaluation Data Sources: Sign-ins workshop attendance rosters

Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT

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

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

Evaluation Data Sources: Parent Perception Surveys

Strategy 1 Details
<p>Strategy 1: Hold parent meetings throughout the school year that address various topics, including student academic achievement/skills and how to monitor student progress.</p> <p>Strategy's Expected Result/Impact: Increased knowledge of how to monitor student progress in a variety of ways.</p> <p>Staff Responsible for Monitoring: Federal Programs Director and Campus PFE liaisons</p> <p>Title I: 2.6, 4.2</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: - 211 Title I, Part A, - 289 Title IV, Part A -SSAEP</p>

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 2: There is insufficient communication with parents regarding the academic progress of their children. Root Cause: A lack of open house and meet the teacher events has led to less communication.</p>

Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT

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

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

Evaluation Data Sources: Sign-in rosters, evaluations

Strategy 1 Details
<p>Strategy 1: The district campuses will host events such as campus open house events, meet the teacher events, student performances, and parental meetings.</p> <p>Strategy's Expected Result/Impact: Increased communication; better relationships between parents, school, and community</p> <p>Staff Responsible for Monitoring: Principals and Parent Liaisons</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: - 211 Title I, Part A - \$3,000, - 289 Title IV, Part A -SSAEP</p>
Strategy 2 Details
<p>Strategy 2: The district campuses will encourage parental participation in student IEP meetings by allowing a variety of participation options including, but not limited to, in-person meetings, conference calls, and video conferencing.</p> <p>Strategy's Expected Result/Impact: Increased parental participation/input in IEP meetings</p> <p>Staff Responsible for Monitoring: Campus ARD-C Administrators</p> <p>Funding Sources: - 211 Title I, Part A, - 289 Title IV, Part A -SSAEP</p>
Strategy 3 Details
<p>Strategy 3: Roma ISD will provide multiple opportunities for parents to attend parent and family engagement classes such as English as a Second Language but not limited to and purchase necessary materials/supplies.</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: - 263 Title III, Part A EL/Immigrant - \$9,804</p>

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 2: There is insufficient communication with parents regarding the academic progress of their children. Root Cause: A lack of open house and meet the teacher events has led to less communication.</p>

Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT

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

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

Evaluation Data Sources: Participation data

Strategy 1 Details
<p>Strategy 1: Provide PFE (parent and family engagement) activities for parents of EL students. Strategy's Expected Result/Impact: Improved English language skills; increased ability for parents and families to help their children Staff Responsible for Monitoring: Bilingual Director</p> <p>Title I: 2.6, 4.2</p> <p>Funding Sources: - 263 Title III, Part A EL/Immigrant - \$5,000, - 211 Title I, Part A, - 289 Title IV, Part A -SSAEP</p>
Strategy 2 Details
<p>Strategy 2: Establish a district Parent & Family Engagement Center to increase parental involvement and purchase necessary supplies/materials. Strategy's Expected Result/Impact: Increased parental involvement and better informed parents Staff Responsible for Monitoring: Federal Programs Director</p> <p>Title I: 4.1, 4.2</p> <p>Funding Sources: Furniture, computers - 270 Title V, Part B Rural & Low-Income School - \$10,000, - 263 Title III, Part A EL/Immigrant - \$15,000</p>
Strategy 3 Details
<p>Strategy 3: Provide staff development sessions to teachers and administrators on the importance of parent and family engagement. Strategy's Expected Result/Impact: Teachers and administrators will gain knowledge about the importance of parent and family engagement. Staff Responsible for Monitoring: Parental Involvement Director</p> <p>Funding Sources: Payroll and Consulting Services - 270 Title V, Part B Rural & Low-Income School</p>

Strategy 4 Details

Strategy 4: Provide workshops for parents at the Parent and Family Engagement Center and purchase necessary supplies/materials to engage parents.

Strategy's Expected Result/Impact: Increased parental involvement

Staff Responsible for Monitoring: Federal Programs Director

Problem Statements: Perceptions 2

Funding Sources: - 211 Title I, Part A - \$5,000

Performance Objective 3 Problem Statements:

Perceptions

Problem Statement 2: There is insufficient communication with parents regarding the academic progress of their children. **Root Cause:** A lack of open house and meet the teacher events has led to less communication.

Goal 5: EFFECTIVE USE OF DISTRICT RESOURCES

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

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

Evaluation Data Sources: Emails; flyers; notices

Strategy 1 Details
<p>Strategy 1: Roma ISD will inform all parents of the availability of the parent portal and will provide them with instructions on how to manage the software.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement; increased student scores on state and local assessments</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: - 211 Title I, Part A, - 289 Title IV, Part A -SSAEP</p>

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 2: There is insufficient communication with parents regarding the academic progress of their children. Root Cause: A lack of open house and meet the teacher events has led to less communication.</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 2: The district will allocate resources from Federal funds to ensure we have an efficiently-running federal programs department.

Strategy 1 Details
<p>Strategy 1: Supplies, such as food, clothing, hygiene, and school, will be provided for all McKinney Vento students.</p> <p>Staff Responsible for Monitoring: Federal Programs Director</p> <p>Problem Statements: Perceptions 4</p>

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 4: There is a need to support the well-being of students and staff, particularly in the area of mental health. Root Cause: Due to the lingering effects of COVID-19, mental and other health related Issues have come to the forefront throughout the school district, region and state.</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 3: During the academic school year, the district will continuously ensure effective management of district resources and operations to maximize opportunities for all students and staff.

Strategy 1 Details
Strategy 1: Promote self-confidence and self-awareness for all students by providing opportunities for extracurricular activities, award assemblies, UIL, and AR recognition, and Battle of the Books.

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$4,807,247.00

Total FTEs Funded by SCE: 66

Brief Description of SCE Services and/or Programs

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

Personnel for District Improvement Plan

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

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

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

Title I

1.1: Comprehensive Needs Assessment

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

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

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

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

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

2.2: Regular monitoring and revision

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

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

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

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

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

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

2.4: Opportunities for all children to meet State standards

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

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

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

2.5: Increased learning time and well-rounded education

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

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

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

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

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

3.1: Annually evaluate the schoolwide plan

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

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

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

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

4.1: Develop and distribute Parent and Family Engagement Policy

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

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

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

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

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

4.2: Offer flexible number of parent involvement meetings

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

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

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

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

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

Title I Personnel

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

Plan Notes

DIP Perceptions Committee 2024-2025

Committee Role	Name	Position
Chairperson	Jaime Escobar	Career and Technical Education (CTE)College, Career and Military Readingess (CCMR) Director
Co-Chair	Dr. Adrian Guerra	Special Education Director
Member	Tracie Chapa-Benitez	Teacher (VME)
Member	Anel Cantu	Teacher (DGG)
Member	Carmen Cepeda	Community Member
Member	Fabiola Garcia	Teacher (RTB)
Member	Oswaldo Garcia	Principal (VME)
Member	Glenora Garza	Teacher (EVE)
Member	Vivianna Guerra	Teacher (RMS)
Member	Manuel Lopez	Facilitator (DGG)
Member	Anyra Mejia	Teacher (RCS)
Member	Aurora Mireles	Teacher (FJS)
Member	Lisette Rico	Teacher (RBMS)
Member	Bertha Salinas	Parent
Member	Lucila Silva	Counselor (I&G)
Member	Eulogio Torres	Teacher (RHS)

DIP Processes & Programs Committee 2024-2025

Committee Role	Name	Position
Chairperson	Marissa Belmontes	Bilingual Director
Co-Chair	Edgar Garza	Human Resources Director
Member	Mirella Benitez	Teacher (RTB)
Member	Veronica Escamilla	Teacher (EVE)
Member	Tanya Escobar	NC
Member	Emilia Flores	Teacher (RHS)
Member	Alejandra Garcia	Teacher (I&G)
Member	Monica Garcia	Community Member
Member	Natalie Garza	Facilitator (RTB)
Member	Marissa Gonzalez	Teacher (RMS)
Member	Melinda Gonzalez	Teacher (FJS)
Member	Mirtha Lopez	Teacher (RBMS)
Member	Cynthia Martinez	Teacher (RCS)
Member	Elizabeth Reyes	Teacher (VME)
Member	Gladys Rodriguez	Counselor (EVE)
Member	Agueda Saiz	Teacher (DGG)

DIP Student Learning Committee 2024-2025

Committee Role	Name	Position
Chairperson	Diana Salinas	Executive Director of Curriculum and Assessment
Co-Chair	Patricia Gonzalez	Gifted and Talented Coordinator
Member	Emmanuel Arellano	Teacher (I&G)
Member	Jose Luis Barrera	Teacher (RMS)
Member	Miguel Benitez	Teacher (RHS)
Member	Nydia Canales	Teacher (FJS)
Member	Daniel Garza	Teacher (RCS)
Member	Steven Hernandez	Teacher (RBMS)
Member	Aleida Lopez	NC
Member	Martha Martinez	Assistant Principal (RMS)
Member	Debra Munoz	Teacher (DGG)
Member	Diana Perez	Principal (FJS)
Member	Jennifer Polanco	Teacher (EVE)
Member	Belen Ramirez	Teacher (RTB)
Member	Ana Ramos	Teacher (VME)
Member	Jose Edgar Rodriguez	Community Member

DIP Demographics Committee 2024-2025

Committee Role	Name	Position
Member	Teresita Garcia	Assistant Principal (RHS)
Member	Ernestina Garza	Assistant Principal (RBMS)
Member	Ithzel Garza	Teacher (EVE)
Member	Leticia Garza	Teacher (RTB)
Member	Jorge L. Guerra	Teacher (RBMS)
Member	Melissa Lopez	Teacher (RMS)
Member	Lizbeth Puente	Teacher (VME)
Member	Nancy Vasquez	Parent
Member	Norma Vera	Teacher (FJS)
Co-Chair	Ildefonso Saldivar, Jr.	District Safety Director
Chairperson	Rodrigo Bazan	Assessment/504 Director

District Site-Based Decision Making Committee

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

District Funding Summary

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

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1			\$0.00
4	3	4			\$5,000.00
5	1	1			\$0.00
Sub-Total					\$8,000.00
Budgeted Fund Source Amount					\$171,000.00
+/- Difference					\$163,000.00
255 Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$0.00
2	9	11			\$0.00
3	1	1			\$0.00
3	1	3			\$0.00
3	2	2			\$205,000.00
Sub-Total					\$205,000.00
Budgeted Fund Source Amount					\$377,811.00
+/- Difference					\$172,811.00
263 Title III, Part A EL/Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	2	1			\$0.00
2	3	1			\$0.00
2	4	1			\$0.00
2	4	5			\$0.00
2	5	1			\$0.00
2	6	1			\$0.00
2	8	1			\$0.00
4	2	3			\$9,804.00
4	3	1			\$5,000.00
4	3	2			\$15,000.00
Sub-Total					\$29,804.00

263 Title III, Part A EL/Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$451,534.00
+/- Difference					\$421,730.00
289 Title IV, Part A -SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
2	3	1			\$0.00
2	4	1			\$0.00
2	4	5			\$0.00
2	5	1			\$0.00
2	5	2			\$0.00
2	5	4			\$0.00
2	5	5			\$0.00
2	5	6			\$0.00
2	6	1			\$0.00
2	9	1			\$0.00
2	9	6	Resources		\$0.00
4	1	1			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	3	1			\$0.00
5	1	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$332,338.00
+/- Difference					\$332,338.00

270 Title V, Part B Rural & Low-Income School

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	14	Extra duty pay		\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	3	1			\$0.00
2	4	1			\$0.00
2	4	5			\$0.00
2	5	1			\$0.00
2	6	1			\$0.00
2	9	3	Digital resources		\$0.00
2	9	6	Resources		\$0.00
2	9	7	Instructors & Supplies		\$137,226.00
2	9	10	Resources for AP; study guides		\$0.00
4	3	2	Furniture, computers		\$10,000.00
4	3	3	Payroll and Consulting Services		\$0.00
Sub-Total					\$147,226.00
Budgeted Fund Source Amount					\$140,000.00
+/- Difference					-\$7,226.00
Grand Total Budgeted					\$1,472,683.00
Grand Total Spent					\$390,030.00
+/- Difference					\$1,082,653.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
-------	--------------------	-------------	--------------	--------------

Policy Documents & Addendums

Clearinghouse

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

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

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

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

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

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

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

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

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

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



Roma Independent School District

District Site-Based Decision Making Committee

Virtual Meeting Tuesday, September 17, 2024

7:30 am - 8:15 am

Workshop # 342010 **same as remote check-in**

- | | |
|--|------------------------|
| 1. Welcome | Mr. Jaime Escobar, Jr. |
| 2. Child Find & September Parent Meeting | Dr. Adrian Guerra |
| 3. Policy Update 123 | Mr. Luis Garza |
| 4. District Improvement Plan Approval | Mrs. Yadira Diaz |
| 5. 1 st 6wks Benchmarks – TFAR and DMAC | Mr. Rodrigo Bazan |
| 6. District Safety Update | Mr. Ildefonso Saldivar |
| 7. Curriculum Update | Mrs. Diana Salinas |
| 8. Facilities Update | Mr. Max Habecker |
| 9. Comments | Mr. Carlos Gonzalez |
| 10. Adjournment | Mr. Jaime Escobar, Jr. |

Definitions

Bullying

“Bullying”:

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

Cyberbullying

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

Applicability

These provisions apply to:

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

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

Policy

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

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

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

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

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

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

Internet Posting

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

Education Code 37.0832

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

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

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

Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
Minimum Standards	In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	

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

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

ROMA

INDEPENDENT SCHOOL DISTRICT

Committed to Student Excellence

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



TABLE OF CONTENTS



WHO WE ARE

3

History/Demographics
Mission/Vision

VALUES AND COMMITMENT

5

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

WHERE WE ARE GOING & HOW WE GET THERE

6

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



WHO WE ARE

Roma I.S.D. is located on the Texas-Mexico border in the heart of Starr County and is a leading provider of Pre-Kinder 3 to 12th Grade education for more than 6,000 students. With its headquarters in Roma, Texas, Roma ISD is comprised of 10 campuses including six elementary schools, two middle schools, one high school and one alternative learning center. Students are provided a full range of services, educational options and extracurricular activities to meet their diverse needs.

ROMA ISD


 ADDRESS:
908 N Garcia St, Roma, TX 78564
 PHONE:
(956) 849-1377

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

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

DISTRICT PROFILE

Overall Rating



94 out of 100

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military.


TELL ME MORE
ADDITIONAL DETAILS

Address:
608 N Garcia St
Roma, TX 78564

Phone:
(956) 849-1377

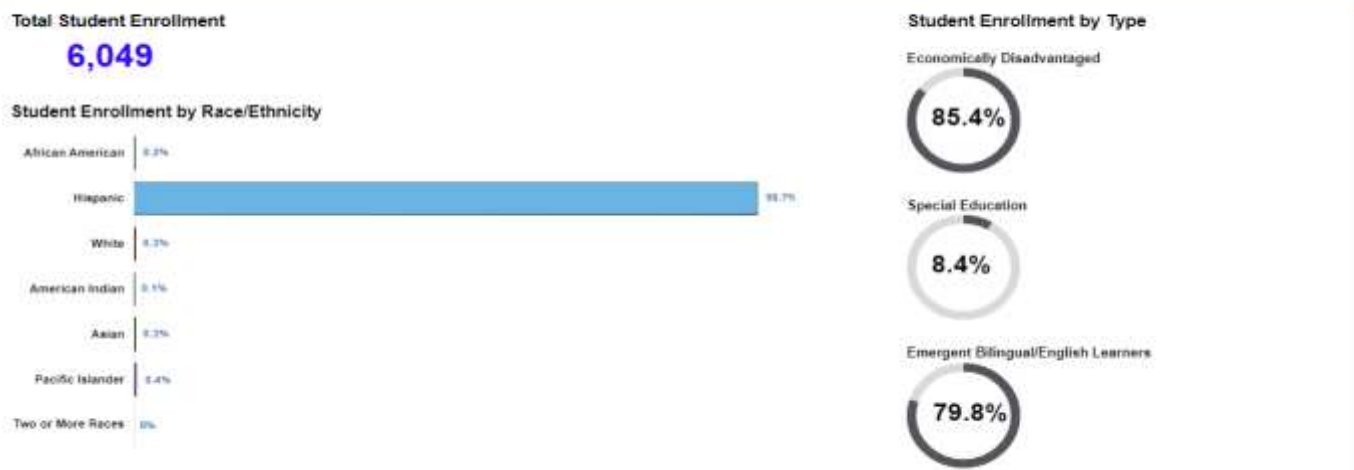
Superintendent Name:
Mr. Carlos Miguel Gonzalez Jr

[DISTRICT WEBSITE](#)



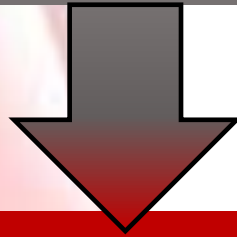
Map data © OpenStreetMap contributors, CC-BY-SA
Powered by Esri

Student Information 2020-21



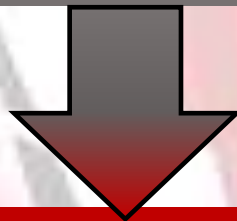
Mission

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



Vision

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



Values

**High
Expectations
for All**

**Unified in
Our Pursuit
of Excellence**

**Building
Partnerships**

**Purposeful
Innovation**



Values

High Expectations
for All

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

Unified in Our
Pursuit of
Excellence

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

Building
Partnerships

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

Purposeful
Innovation

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



Strategic Goal 1

1

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

Strategies

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

Actions

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



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



2

Strategic Goal 2

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

Strategies

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

Actions

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

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



3

Strategic Goal 3

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

Strategies

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

Actions

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

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



4

Strategic Goal 4

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

Strategies

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

Actions

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

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



VALUES

Unified in Our Pursuit of Excellence -

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

Building Partnerships -

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

High Expectations for ALL -

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

Purposeful Innovation -

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

Mission

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

Vision

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

ROMA ISD

FINANCIAL INFRASTRUCTURE

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

SAFETY & SECURITY

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

POSITIVE CULTURE & COLLABORATIVE CLIMATE

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

SYSTEM OF CONTINUOUS GROWTH

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





Roma ISD Parent and Family Engagement Policy
Roma ISD Póliza de Participación de los Padres y las Familias
2024-2025

Roma ISD Parent and Family Engagement Policy for school year 2024-2025

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

Póliza de participación de los padres y la familia de Roma ISD para el año escolar 2024-2025

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

POLICY REQUIREMENTS/REQUISITOS DE LA LEY:

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

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

STRATEGIES/ESTRATEGIAS:

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

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

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

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

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

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

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

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

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

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

#3. Roma ISD will assist parents of participating children in understanding state academic standards, state and local academic assessments, how to monitor their child's progress, and how to work with educators to improve the achievement of their children.

#3. Roma ISD ayudará a los padres de los niños participantes a comprender los estándares académicos estatales, las evaluaciones académicas estatales y locales, cómo monitorear el progreso de sus hijos y cómo trabajar con los educadores para mejorar el rendimiento de sus hijos.

Roma ISD will provide resources and assistance to parents of children served by the school district, in understanding the state's academic content standards, student academic achievement standards, and state and local academic assessments including alternate assessments. The requirements of Title I include knowing how to monitor the child's progress and understand how to work with educators to support and improve the learning, development, and whole health of the students. The district and schools may use parent-teacher conferences, report cards and progress reports, Parent Square, Ascender Parent Portal as well as allow reasonable access to staff, opportunities to observe and/or volunteer in their child's classroom to serve this purpose.

Roma ISD proporcionará recursos y asistencia a los padres de niños del distrito escolar, en la comprensión de los estándares de contenido académico del estado, los estándares de rendimiento académico del estudiante y las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas. Los requisitos del Título I incluyen saber cómo monitorear el progreso del niño y comprender cómo trabajar con los educadores para apoyar y mejorar el aprendizaje, el desarrollo y la salud integral de los estudiantes. El distrito y las escuelas pueden usar conferencias de padres y maestros, boletas de calificaciones e informes de progreso, Parent Square, Ascender Parent Portal, así como permitir un acceso razonable al personal, oportunidades para observar y / o ser voluntario en el aula de su hijo para cumplir este propósito.

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

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

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

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

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

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

#5. Roma ISD will educate teachers, specialized instruction support personnel, principals, and other school leaders and staff, with the assistance of parents, in the value and utility of contributions of parents and families, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and school.

#5. Roma ISD educará a los maestros, personal de apoyo de instrucción especializado, directores y otros líderes y personal escolar, con la ayuda de los padres, en el valor y la utilidad de las contribuciones de los padres y las familias, y en cómo acercarse, comunicarse y trabajar con los padres como socios iguales, implementar y coordinar programas para padres y construir lazos entre los padres y la escuela.

With the assistance of its Title I schools and parents, the district will educate its teachers, administrators and other staff on how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents.

The contributions of the parents will consist in how to implement and coordinate parent programs and build ties between parents and schools with the goal of improving student achievement. The focus will be on the benefits of PFE.

Con la ayuda de sus escuelas y padres de Título I, el distrito educará a sus maestros, administradores y otro personal sobre cómo comunicarse y trabajar con los padres como socios iguales en el valor y la utilidad de las contribuciones de los padres.

Las contribuciones de los padres consistirán en cómo implementar y coordinar programas para los padres y construir lazos entre los padres y las escuelas con el objetivo de mejorar el rendimiento de los estudiantes. La atención se centrará en los beneficios de la PFE.

#6. Roma ISD will coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with other federal, state, and local programs, including public school programs, and conduct other activities such as parent resource centers.

#6. Roma ISD coordinará e integrará, en la medida de lo posible y apropiado, los programas y actividades de participación de los padres con otros programas federales, estatales y locales, incluidos los programas de escuelas públicas, y otras actividades como centros de recursos para padres.

The district will involve community organizations in family engagement activities as feasible, as well as participate in programs that serve families and students.

El distrito involucrará a organizaciones comunitarias en actividades de participación familiar en la medida de lo posible, así como participar en programas que sirven a familias y estudiantes.

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

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

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

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

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

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

#8. Roma ISD will provide reasonable support for parental involvement activities under this section as parents may request.

#8. Roma ISD brindará apoyo razonable para las actividades de participación de los padres bajo esta sección, según lo soliciten los padres.

In carrying out the Title I PFE requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a native language as represented by district demographics.

Al llevar a cabo los requisitos de PFE del Título I, en la medida de lo posible, el distrito escolar y sus escuelas brindarán oportunidades completas para la participación de los padres con niños con dominio limitado del inglés, padres con niños con discapacidades y padres de niños migratorios, incluida la provisión de información e informes escolares en un formato comprensible y uniforme e, incluidos formatos alternativos a pedido y, en la medida de lo posible, en un idioma nativo representado por los datos demográficos del distrito.

#9. Roma ISD will conduct an annual evaluation of the effectiveness of the PFE policy and use the findings from the evaluation to design more effective parental involvement strategies.

#9. Roma ISD llevará a cabo una evaluación anual de la eficacia de la póliza de PFE y utilizará los resultados de la evaluación para diseñar estrategias más efectivas de participación de los padres.

Roma ISD, as well as each campus, will take action to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this PFE policy in improving the quality of Title I schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The evaluation will also seek to meaningfully involve parents, assess content and effectiveness of PFE policy as it relates to the academic quality of schools. Roma ISD will use the findings of the evaluation about its PFE policy and activities to design strategies for more effective parental involvement and services, and to revise, if necessary its PFE policies. During the Campus Needs Assessment process, one focus group/committee specifically reviews family and community involvement in the district.

Roma ISD, así como cada campus, tomará medidas para llevar a cabo, con la participación de los padres, una evaluación anual del contenido y la eficacia de esta póliza de PFE para mejorar la calidad de las escuelas del Título I. La evaluación incluirá la identificación de las barreras para una mayor participación de los padres en las actividades de participación de los padres, con especial atención a los padres que están en desventaja económica, están discapacitados, tienen dominio limitado del inglés, alfabetización limitada o pertenecen a minorías raciales o étnicas. La evaluación también buscará involucrar significativamente a los padres, evaluar el contenido y la efectividad de la póliza de PFE en lo que se refiere a la calidad académica de las escuelas. Roma ISD utilizará los resultados de la evaluación sobre su póliza y actividades de PFE para diseñar estrategias para una participación y servicios de los padres más efectivos, y para revisar, si es necesario, sus póliza de PFE. Durante el proceso de evaluación de las necesidades del campus, un grupo de enfoque / comité revisa específicamente la participación de la familia y la comunidad en el distrito.

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



Title I, Part A

Roma ISD

Program

Plan

Title I, Part A LEA Program Plan - 13 Statutory Required Descriptions

Description 1

How the LEA will **monitor students' progress in meeting the challenging State academic standards** by [Section 1112(b)(1)]—

1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
2. Identifying students who may be at risk for academic failure;
3. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Staff/Department	Procedures, Systems, and Policies
Director of Curriculum and Instruction Principals Teachers	<ol style="list-style-type: none"> a. In order to ensure a high-quality curriculum, the district pays teachers to develop curricula for the different subject areas. b. As a district, we provide parents with progress reports every three weeks and report cards at the end of the grading periods. We monitor benchmark assessment data every 6-week grading period. The district uses the following programs to measure student growth: CLI Engage, Study Island, NWEA, and STAAR. c. The students who are identified to be in need of remediation receive additional support through the LPAC committee, 504, Special Education, MTSS, and HB1416. Interventions are provided to students during and after school. d. The district provides professional development opportunities for all teachers in August before the school year starts and periodically throughout the year.

Description 2

How the LEA will **identify and address any disparities** that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers strengthen academic programs and improve school conditions for student learning.

Staff/Department	Procedures, Systems, and Policies
------------------	-----------------------------------

<p>Director of Curriculum and Instruction Principals Teachers</p>	<p>Roma ISD ensures that all teachers hired are state and locally (District of Innovation) certified. Roma ISD understands that the success of an educational program is dependent on the skills and competencies of the program staff and instructors. High-quality programs require high-quality staff. We monitor teachers using data from DMAC, CLI Engage, NWEA, Study Island, and STAAR reports. We address ineffective, inexperienced, and out-of-field teachers through teacher evaluations and teacher mentoring programs.</p>
Description 3	
<p>How the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2)</p>	
Staff/Department	Procedures, Systems, and Policies
<p>Director of Curriculum and Instruction Principals Teachers</p>	<p>Roma ISD has no campuses under School Support and Improvement.</p>
Description 4	
<p>The poverty criteria that will be used to select school attendance areas under Section 1113 (<i>Within-LEA Allocation Procedures</i>)</p>	
Staff/Department	Procedures, Systems, and Policies
<p>Federal Programs Director</p>	<p>Roma ISD uses October PEIMS submission data (PDM 1-120-009) to identify the number of low-income students on each campus. We use these numbers to determine the distribution of funds for each campus.</p>
Description 5	
<p>The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.</p>	
Staff/Department	Procedures, Systems, and Policies
<p>Director of Curriculum and Instruction Principals Teachers</p>	<p>Roma ISD campuses operate school-wide programs. There are no local institutions for neglected/delinquent children located within the district boundaries and no students living in these institutions are attending a school within the LEA.</p>

Description 6

The **services** the LEA will provide **homeless children and youth** to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (*Homeless LEA Reservation*)

Staff/Department	Procedures, Systems, and Policies
McKinney-Vento Liaison	<p>The district has a central office administrator assigned to McKinney-Vento Homeless Assistance.</p> <p>The district will ensure that children in homeless situations are identified and informed of their educational rights, enrolled in school, and receive appropriate services to meet their academic needs.</p> <p>An enrollment survey will be completed at registration for identification purposes. The district will reserve a portion of Title I funds for homeless children and youth.</p> <p>One of the school's academic counselors will serve as the liaison between the campus and the district.</p>

Description 7

The strategy the LEA will use to implement **effective parent and family engagement (PFE)** under Section 1116 (*LEA Written Parent and Family Engagement Policy*)

Staff/Department	Procedures, Systems, and Policies
Federal Programs Director	<p>Roma ISD is required to set aside 1% of its Title I, Part A entitlement for Parent and Family Engagement (PFE) activities.</p> <p>At least 95% of the 1% will be assigned to the campus level for parent involvement activities addressed in the CNA, CIP, and DIP.</p> <p>The federal programs director or designee will ensure the implementation of an effective parent and family engagement program.</p> <p>Annual Title I Parent Meetings are scheduled at the beginning of the first semester of classes. Parents are involved in the yearly update of the district and campus PFE Policies. The PFE policies can be updated with input from all stakeholders, as deemed necessary.</p>

--	--

Description 8

If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with **early childhood education programs** at the LEA or individual school level, including **plans for the transition of participants** in such programs to local elementary school programs. *(LEA Reservation for Preschool)*

Staff/Department	Procedures, Systems, and Policies
Director of Curriculum and Instruction Principals Teachers	<p>Roma ISD will help parents understand the skills needed for academic success in each grade level including K-3.</p> <p>Roma ISD will use multiple platforms (social media, Parent Square, email, text messages, and printed flyers) to notify parents about meetings and opportunities.</p> <p>Roma ISD hosts a Pre-K registration event to provide parents with information about Pre-K registrations.</p> <p>Cross-campus planning and collaboration opportunities are provided to all teachers, including PK-3 during summer curriculum planning.</p> <p>Title 1, Part A funds will be made available for early childhood activities at the school principal's discretion.</p>

Description 9

How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a **Targeted Assistance program** under Section 1115, will **identify the eligible children most in need of services** under Title I, Part A

Staff/Department	Procedures, Systems, and Policies
Director of Curriculum and Instruction Principals Teachers	This section does not apply. All Title I, Part A campuses at Roma ISD are schoolwide campuses.

Description 10

How the LEA will implement strategies to facilitate effective **transitions for students from middle grades to high school and from high school to postsecondary education** including, if applicable [Section 1112(b)(10)]

1. Coordination with institutions of higher education, employers, and other local partners; and
2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills

Staff/Department	Procedures, Systems, and Policies
Administration Counselors Teachers Parental Involvement Committee	<ol style="list-style-type: none"> a. Roma ISD will provide dual credit and concurrent enrollment programs open to all students. Roma ISD will host community events to highlight academic and CTE classes that are offered as well as job fairs that facilitate employment recruitment opportunities. b. Roma HS counselors visit both middle schools to provide students with information about course offerings, credits for graduation, and other important information. Elementary campuses will schedule a time for 5th-grade students to visit their respective middle schools to get acquainted with the buildings and the staff. All Roma ISD campuses host Meet the Teacher events, career day, and parent outreach meetings to discuss transition topics. c. Roma ISD administration in coordination with counselors will review data reports to ensure student success. They will also provide remedial support when needed.

Description 11

How the LEA will **support efforts to reduce the overuse of discipline practice that remove students from the classroom**, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students

Staff/Department	Procedures, Systems, and Policies
Administration Counselors	<p>During the CNA process, the district and each campus will review discipline records for any patterns of any subgroups being removed from classrooms more than others.</p> <ol style="list-style-type: none"> a. The administration will provide staff development training on classroom management and familiarize teachers with the student code of conduct at the beginning of the school year. b. The administration will also provide ongoing classroom observations and intervene with coaching and mentoring to ensure proper classroom management is in place. c. The administration will run reports on discipline and identify areas of concern to target.

	<ul style="list-style-type: none"> d. Each campus will implement its own discipline plan and procedures depending on their needs. e. Data reports will help identify and evaluate mentoring programs.
--	---

Description 12

If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)]

1. Academic and **career and technical education** content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
2. **Work-based learning opportunities** that provide students in-depth interaction with industry professionals and, if appropriate, academic credit

Staff/Department	Procedures, Systems, and Policies
-------------------------	--

CTE Staff Administration Teachers Counselors	<ul style="list-style-type: none"> A. Roma ISD will coordinate and support such programs that provide career and technical education by hosting parental meetings to inform parents and students of available opportunities. B. All middle schools will provide students with a mandatory career exploration class that will expose them to career opportunities available to them. C. The CTE coordinator along with the team will implement and support such programs. D. Roma ISD will coordinate and support such programs that provide work-based learning opportunities. E. The CTE committee will review reports to ensure program success.
---	---

Description 13

Any **other information on how the LEA proposes to use funds to meet the purposes of this grant** and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)]

1. Assist schools in identifying and serving gifted and talented students; and
2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Staff/Department	Procedures, Systems, and Policies
-------------------------	--

Counselors Librarians Administration Teachers	<ol style="list-style-type: none"> a. Roma ISD will assist schools in identifying and serving gifted and talented students. b. Roma ISD will provide Title I funding to expand and support the GT program and the robotics program. c. Roma ISD will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. Title I funding will be used to support Battle of the Books. d. Roma ISD promotes digital literacy by providing students with digital databases, ebooks, and elective classes that develop such skills.
--	---

Title I, Part A LEA Program Plan - 13 Statutory Required Assurances

Assurance #1

Roma ISD will ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].

Staff/Department	Procedures, Systems, and Policies

Assurance #2

Roma ISD will provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].

Staff/Department	Procedures, Systems, and Policies

Assurance #3

Roma ISD will participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].

Staff/Department	Procedures, Systems, and Policies
-------------------------	--

--	--

Assurance #4

Roma ISD will coordinate and integrate services with other services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].

Staff/Department	Procedures, Systems, and Policies
-------------------------	--

--	--

Assurance #5

Roma ISD will collaborate with State or local child welfare agency to [Section 1112(c)(5)]—
 Designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA; and

Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)].

(For details of what these procedures must ensure, see Children in Foster Care.)

- a. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
- b. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].

Staff/Department	Procedures, Systems, and Policies
-------------------------	--

--	--

Title I, Part A LEA Program Plan - 13 Statutory Required Right-to-Know

Right to Know #1

Provide services to eligible children attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].

Staff/Department	Procedures, Systems, and Policies
-------------------------	--

Right to Know #2	

Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].

Staff/Department	Procedures, Systems, and Policies

Right to Know #3	
-------------------------	--

Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Staff/Department	Procedures, Systems, and Policies