

Roma Independent School District
Roma High School (RHS)
2024-2025 Campus Improvement Plan



Board Approval Date: October 9, 2024

Mission Statement

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

Roma ISD Values

High Expectations for All

Unified in Our Pursuit of Excellence

Building Partnerships

Purposeful Innovation

Vision

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

Campus Vision and Mission

Vision:

Roma High School ensures all students receive a high quality education.

Mission:

As a dynamic community committed to the achievement of student excellence, Roma High School will ensure that all students receive a high quality education by providing students with the experiences, skills, and values to achieve their full potential now and in the future.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

	Avg. Rating
Demographics	
1. Student demographic information is analyzed and interpreted by teachers and administrators on a six-weeks basis.	4.5
2. Attendance information is analyzed and promptly acted upon by teachers and administration if needed.	4.3
3. Teachers identify struggling and high achieving students and provide them opportunities to meet or exceed the expectations set by the teachers.	4.6
Student Achievement	
1. All test data is disaggregated and analyzed by teachers and campus administrators in a timely manner.	4.7
2. All test data is used to determine student intervention needs.	4.7
3. Test data results are compared to local, regional, and state results as appropriate to create academic goals and evaluate program effectiveness to plan for student academic success.	4.6
4. Attendance rate, Completion rate, Graduation plans, Graduation rate, and Dropout rate (where applicable) are analyzed to determine campus intervention plans.	4.5
School Culture and Climate	
1. Student and teacher interactions are positive and lead to student success.	4.7
2. Administrators effectively work, communicate and collaborate with teachers resulting in a positive environment and culture at the campus.	4.4
3. Parent and family engagement is an active part of our campus and is seen as an important factor in student achievement.	4.1
4. High expectations focusing on academic achievement are communicated to staff members, students, and parents/community.	4.5
5. Students are expected to meet recognized state standards of learning established jointly by special programs and regular teachers.	4.7
6. All school staff members believe that all students can and will learn, provided the necessary time/resources are in place.	4.6
7. PLCs are an integral part of the district's and campus' vision and mission statements.	4.5
8. PLCs provide staff the opportunity to work collaboratively in cycles of collective inquiry that result in improved student and staff learning.	4.6
Staff Quality/Professional Development	
1. Emphasis is given to professional development topics by collaborating with teachers to determine relevance and priority of topics.	4.0
2. Professional development opportunities are relevant to the instructional program.	4.2

	Avg. Rating
3. Professional development is supported with time and other necessary resources.	4.2
4. Professional development emphasizes improvement of the delivery of instruction that is rigorous and challenging, and leads to increased student achievement.	4.3
5. The PLC process of sharing innovative and best teaching practices amongst the teachers leads to high quality instruction.	4.4
Curriculum & Instruction and Assessment	
1. The necessary materials and resources are available to teachers for the delivery of appropriate and high-quality instruction.	4.2
2. Teachers effectively implement a variety of instructional methods and strategies.	4.6
3. Teachers and students effectively manage and maximize their use of class time.	4.6
4. Administrators ensure that interruptions to instructional time are kept to a minimum.	4.3
5. Teachers effectively implement strategies to keep students successfully engaged and motivated to maximize their learning.	4.7
6. Instructional programs for special populations effectively address the needs of the students to meet high academic standards.	4.3
7. Instructional leaders plan, promote and carefully monitor instructional practices, such as curriculum alignment, student assessment, and professional development.	4.5
8. Teachers' instructional objectives, activities, materials, and assessments are aligned with state standards.	4.7
9. Goals and desired outcomes are based on data analysis, are stated in measurable terms and communicated to teachers, students, and parents.	4.7
Family and Community Engagement	
1. Procedures for parent and family engagement are clearly communicated to parents and used consistently.	4.4
2. Parents are informed of their responsibilities for the success of their children using various methods. (students' handbook, trainings, meetings, website, local media, etc.)	4.5
3. Communication with the parents and staff is frequent and done in the primary language of the parents using a variety of delivery methods.	4.6
4. Parent and family engagement meetings take place throughout the year and focus on a variety of topics.	4.5
5. Parents are encouraged to volunteer in school and participate in school events throughout the school year.	4.5
School Context and Organization	
1. School facilities are well maintained and provide an appropriate learning environment for all students.	4.5
2. The school maintains Emergency Operation Procedures to maintain a safe and secure environment for all.	4.6
3. School facilities are developmentally appropriate for students in order to carry out our instructional goal.	4.7
4. School facilities promote a positive and active learning environment (classroom size, lighting, temperature, noise level, location, traffic, etc).	4.5
5. The school has procedures in place that allow for open communication on concerns and issues affecting the campus.	4.5
6. Site Based Decision-Making is an integral part of the decision-making process at the campus.	4.5
7. Instructional leaders recognize and celebrate the contributions of all stakeholders.	4.3

	Avg. Rating
8. Administrators are viewed by teachers as having relevant instructional expertise as well as appropriate leadership skills.	4.4
Technology	
1. The delivery of instruction is enhanced through the integration of technology at the classroom level.	4.6
2. Instructional technology strategies that lead to increased student achievement are emphasized and encouraged by the campus administration.	4.7
3. Professional development sessions focus on improving the effective use of instructional technology in the classroom.	4.4
4. Hardware and software to effectively enhance the delivery of instruction are available to all teachers.	4.6
5. Instructional technology resources, technology infrastructure, and networks are appropriate and adequate for our instructional programs and needs.	4.5

Demographics

Demographics Summary

Roma High School is a Title 1 campus in Roma ISD, which is a district that serves 6 elementary schools, 2 middle schools, 1 high school, and an alternative education campus. Roma High School has a total student enrollment of 1,773 and serves grades 9-12. The student population is 100% Hispanic, 80% Economically Disadvantaged, 71% Emerging Bilinguals (EB), 13% Gifted and Talented, & 7% Special Ed.

Demographics Strengths

Roma High School exhibits strengths in the following areas:

- Students are provided with a variety of class options from CTE, dual classes, and extracurriculars.
- Student demographic information is analyzed to ensure that all our students needs are appropriately accommodated through designated programs.
- Students are able to obtain industry based certification in various areas from CNA, EMT, etc.
- College and Career Readiness is promoted throughout the campus.
- Campus promotes parental involvement throughout the school year.
- Yearly curriculum writing for all core areas is based on current student and instructional needs.
- Professional Learning Communities are in place and used by all departments on a daily basis to enhance instruction and futher accommodate student needs.
- Student achievement is highly competitive in all areas from extracurriculars to non-organized student achievements.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Special Education students are performing below the region and state average in all STAAR EOC ELA, Math, & Science assessments. **Root Cause:** Teachers working with Special Education students need more instructional support to meet the needs of this diverse population of learners.

Problem Statement 2: Attendance rate for the 2023-2024 school year 93.2%. Campus goal is to be higher than 95%. **Root Cause:** Lack of student motivation, truancy cases, discipline and parental support/involvement.

Student Learning

Student Learning Summary

2021-2022 Accountability

- Student Achievement= 76 / C
- School Progress= 85 / B
- Closing Gaps= 75 / C
- Overall Rating = 82 / B

Distinctions Designations

- Academic Achievement in English/Language Arts/Reading
- Academic Achievement in Social Studies
- Top 25% Comparative Academic Growth

Student Learning Strengths

- Roma HS received 3 Distinction Designations in the areas of Academic Achievement in ELAR, Academic Achievement in Social Studies, & Top 25% Comparative Academic Growth
- The lingering effects of the pandemic require our teachers to ensure that our students are making strides in the area of School Progress. This is accomplished by providing prescribed instructional interventions for our students based on their learning needs.
- Roma HS students excel in all extracurricular activities, highlighting their commitment to develop their leadership skills and pursue their passions outside of the traditional academic setting.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Current and Monitored Emergent Bilinguals (EB) scored lower in the STAAR EOC assessments compared to non-EB students. **Root Cause:** Educators need additional professional development to strengthen strategies (i.e. SIOP) to engage the ESL population.

Problem Statement 2 (Prioritized): EL Proficiency progress percentage is below the required target. **Root Cause:** Lack of preparation for TELPAS assessments.

Problem Statement 3 (Prioritized): Identifying and effectively catering to the unique academic and social-emotional requirements of gifted and talented students. **Root Cause:** The need for more professional development and resources dedicated to understanding and accommodating the diverse needs of gifted and talented students.

Problem Statement 4 (Prioritized): Although the migrant population isn't the largest subpopulation for the campus, these students require the attention and resources necessary to ensure academic growth. **Root Cause:** Inconsistent instructional setting for some of these students.

School Processes & Programs

School Processes & Programs Summary

At Roma High School, a comprehensive set of programs and processes is in place to foster a thriving learning environment. Our curriculum and instruction prioritize rigor and alignment with educational standards, offering differentiated strategies to cater to diverse student needs. Continuous professional development empowers our educators with the latest teaching methodologies and technology integration. Leadership and decision-making processes involve stakeholders from teachers to parents, ensuring a collective approach to school improvement. Transparent and robust communication channels are maintained with both families and community members. Organizational efficiency and thoughtful scheduling optimize the student experience. Our commitment extends to providing a range of support services, diverse extracurricular and co-curricular opportunities, and a well-structured technology integration plan. These initiatives collectively enhance our mission to provide a holistic education that equips students for success.

Roma High School places a strong emphasis on its curriculum, aiming for both rigor and comprehensiveness that align with state and national standards to guarantee academic excellence. To address the diverse learning styles and abilities of our students, we employ differentiated instruction strategies. Furthermore, we consistently review and update our curriculum to ensure its relevance and effectiveness in meeting the evolving educational needs of our students. This commitment to excellence in curriculum and instruction is a cornerstone of our educational approach.

School Processes & Programs Strengths

- Roma HS places a strong emphasis on its curriculum, aiming for both rigor and comprehensiveness that align with state and national standards to guarantee academic excellence. To address the diverse learning styles and abilities of our students, we employ differentiated instruction strategies.
- Roma HS consistently reviews and updates our curriculum to ensure its relevance and effectiveness in meeting the evolving educational needs of our students. This commitment to excellence in curriculum and instruction is a cornerstone of our educational approach.
- An organizational focus on our development as a professional learning community, working in collaborative teams to improve teaching and learning.
- A well-rounded Career and Technical Education program, offering multiple pathways (i.e. computer programming, graphic design, health sciences, business management, interior design).
- Roma HS provides a diverse array of extracurricular and co-curricular activities, including sports, arts, clubs, and community service opportunities, which enriches students' educational experiences.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The CCMR (College, Career, & Military Ready) completion percentage for graduates is below 65%. The percentage of graduates that should be meeting the CCMR criteria should be 90%. **Root Cause:** Lack of tracking student completion and ensuring that each student is being offered an opportunity to complete the CCMR criteria.

Problem Statement 2 (Prioritized): Students have demonstrated difficulty in meeting the passing standards for TSI in both Math & RLA (below 45% passing). **Root Cause:** Students need more TSI-focused test preparations.

Problem Statement 3 (Prioritized): Parent engagement and involvement rate is low during campus and community events. **Root Cause:** Lack of opportunities and/or communication to parents for parental involvement activities.

Problem Statement 4: Need to improve/upgrade the technology infrastructure for the entire campus. **Root Cause:** Number of electronic devices used for instruction on campus has increased and which call for improvements to the infrastructure.

Problem Statement 5 (Prioritized): Students with 504 services are not being provided with all necessary instructional accommodations in their classrooms. **Root Cause:** Teachers are not aware of all accommodations and services needed for all of their 504 students.

Perceptions

Perceptions Summary

Roma High School is a supportive, diverse, and dynamic learning community that celebrates success and is committed to a culture of integrity. We believe that relationships matter and drive the learning, we foster collaboration among our learners and our educators, and maximize the potential of each and every learner. Roma High School is a comprehensive high school serving approximately 1,750 learners in grades 9-12. Roma High School is a Professional Learning Community made up of numerous collaborative teams. Roma High School administration supports the collaborative teams in their quest to ensure engaging learning experiences for each of our students and to identify and act on possible areas for professional and team growth.

We value authentic relationships.

When we invest in each other we learn and flourish.

We value collective engagement that positively impacts the lives of our children, our community and our world.

We value great teaching because we believe it is the key to deep learning and future success.

We value each individual's contribution because the measure of success can be different for everyone.

Perceptions Strengths

Communication

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

Student Achievement

Parents are able to monitor their child's grades online.

Attendance rate, Completion rate, Graduation plans, Graduation rate, and Dropout rate are analyzed to determine campus intervention plans.

School Culture and Climate

Parents are welcomed and valued at Roma High School.

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

Curriculum and Instruction/ Assessment

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

Parent and Family Engagement

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

School Context and Organization

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent engagement and involvement rate is low during campus and community events. **Root Cause:** Lack of opportunities and/or communication to parents for parental involvement activities.

Problem Statement 2: Communication systems amongst staff need to be improved upon. **Root Cause:** Due to the large number of staff, signal issues, and certain technology deficiencies, electronic communication doesn't provide the staff with the necessary information in a timely fashion.

Problem Statement 3 (Prioritized): All stakeholders need to be aware of all district and campus safety procedures and protocols. **Root Cause:** Evolving safety concerns across all public schools.

Problem Statement 4 (Prioritized): The inventory of resources and supplies has not been streamlined. **Root Cause:** Storage space & receiving inventory discrepancies.

Priority Problem Statements

Problem Statement 1: Special Education students are performing below the region and state average in all STAAR EOC ELA, Math, & Science assessments.

Root Cause 1: Teachers working with Special Education students need more instructional support to meet the needs of this diverse population of learners.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Parent engagement and involvement rate is low during campus and community events.

Root Cause 2: Lack of opportunities and/or communication to parents for parental involvement activities.

Problem Statement 2 Areas: School Processes & Programs - Perceptions

Problem Statement 3: Students have demonstrated difficulty in meeting the passing standards for TSI in both Math & RLA (below 45% passing).

Root Cause 3: Students need more TSI-focused test preparations.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Current and Monitored Emergent Bilinguals (EB) scored lower in the STAAR EOC assessments compared to non-EB students.

Root Cause 4: Educators need additional professional development to strengthen strategies (i.e. SIOP) to engage the ESL population.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: EL Proficiency progress percentage is below the required target.

Root Cause 5: Lack of preparation for TELPAS assessments.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: The CCMR (College, Career, & Military Ready) completion percentage for graduates is below 65%. The percentage of graduates that should be meeting the CCMR criteria should be 90%.

Root Cause 6: Lack of tracking student completion and ensuring that each student is being offered an opportunity to complete the CCMR criteria.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: All stakeholders need to be aware of all district and campus safety procedures and protocols.

Root Cause 7: Evolving safety concerns across all public schools.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: The inventory of resources and supplies has not been streamlined.

Root Cause 8: Storage space & receiving inventory discrepancies.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Identifying and effectively catering to the unique academic and social-emotional requirements of gifted and talented students.

Root Cause 9: The need for more professional development and resources dedicated to understanding and accommodating the diverse needs of gifted and talented students.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Although the migrant population isn't the largest subpopulation for the campus, these students require the attention and resources necessary to ensure academic growth.

Root Cause 10: Inconsistent instructional setting for some of these students.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Students with 504 services are not being provided with all necessary instructional accommodations in their classrooms.

Root Cause 11: Teachers are not aware of all accommodations and services needed for all of their 504 students.

Problem Statement 11 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-P ESS data

Parent/Community Data

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

Goals

Revised/Approved: August 30, 2024





Goal 1: SAFETY & WELLNESS

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

Performance Objective 1: Roma High School will continue to implement safety procedures and protocols throughout all facilities.

High Priority

Evaluation Data Sources: TxSSC Audit Tool
Raptor Alert System
Infinias System

Strategy 1 Details	Reviews			
<p>Strategy 1: Roma High School will continually uphold safety procedures and protocols throughout all facilities, including regular sanitization of shared surfaces and maintaining proper ventilation.</p> <p>Strategy's Expected Result/Impact: Increased wellness</p> <p>Staff Responsible for Monitoring: Associate Principal (Safety Coordinator)</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Roma High School will ensure that all emergency safety procedures (i.e. SRP) are in place, practiced, and evaluated for effectiveness.</p> <p>Strategy's Expected Result/Impact: Increase the situational awareness for all staff and students.</p> <p>Staff Responsible for Monitoring: Associate Principal (Safety Coordinator)</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Nov	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 3: All stakeholders need to be aware of all district and campus safety procedures and protocols. **Root Cause:** Evolving safety concerns across all public schools.

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: Percentage of students attaining "Approaches" performance level in English 1 & English 2 EOC will increase by 30% to attain an overall "Approaches" percentage of 90% for the 2024-2025 academic school year.

High Priority

Evaluation Data Sources: Common Assessments

Lesson Plans





Classroom Observations

STAAR EOC

Benchmark Assessments

Professional Learning Communities

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will unpack benchmarks as well as state assessments to determine what Student Expectations the students are having difficulty with.</p> <p>Strategy's Expected Result/Impact: Increase scores in district assessments. Progress Monitoring: Inspire BOY, MOY, EOY.</p> <p>Staff Responsible for Monitoring: Associate Principals Dean of Instruction Facilitator</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 5</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide students with after-school and in-school tutorials/interventions based on their instructional needs. Strategy's Expected Result/Impact: Increase in passing percentages in collected assessment data. Staff Responsible for Monitoring: Dean of Instruction</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4 - School Processes & Programs 2, 5 Funding Sources: - 199 State Comp Ed (SCE), Title IA, Schoolwide Acti</p>	Formative			Summative
	Nov	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Special Education students are performing below the region and state average in all STAAR EOC ELA, Math, & Science assessments. Root Cause: Teachers working with Special Education students need more instructional support to meet the needs of this diverse population of learners.</p>
Student Learning
<p>Problem Statement 1: Current and Monitored Emergent Bilinguals (EB) scored lower in the STAAR EOC assessments compared to non-EB students. Root Cause: Educators need additional professional development to strengthen strategies (i.e. SIOP) to engage the ESL population.</p>
<p>Problem Statement 2: EL Proficiency progress percentage is below the required target. Root Cause: Lack of preparation for TELPAS assessments.</p>
<p>Problem Statement 3: Identifying and effectively catering to the unique academic and social-emotional requirements of gifted and talented students. Root Cause: The need for more professional development and resources dedicated to understanding and accommodating the diverse needs of gifted and talented students.</p>
<p>Problem Statement 4: Although the migrant population isn't the largest subpopulation for the campus, these students require the attention and resources necessary to ensure academic growth. Root Cause: Inconsistent instructional setting for some of these students.</p>
School Processes & Programs
<p>Problem Statement 2: Students have demonstrated difficulty in meeting the passing standards for TSI in both Math & RLA (below 45% passing). Root Cause: Students need more TSI-focused test preparations.</p>
<p>Problem Statement 5: Students with 504 services are not being provided with all necessary instructional accommodations in their classrooms. Root Cause: Teachers are not aware of all accommodations and services needed for all of their 504 students.</p>

Goal 2: STUDENT LEARNING

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

Performance Objective 2: Percentage of students attaining "Meets" performance level in Algebra 1 & Biology will increase between 15%-20% to attain an overall "Meets" percentage of 60% for the 2024-2025 academic school year.

High Priority

Evaluation Data Sources: Common Assessments

Lesson Plans





Classroom Observations

STAAR EOC

Benchmark Assessments

Professional Learning Communities

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will unpack benchmarks as well as state assessments to determine what Student Expectations the students are having difficulty with.</p> <p>Strategy's Expected Result/Impact: Increase scores in district assessments.</p> <p>Staff Responsible for Monitoring: Administration Dean of Instruction Facilitator Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4 - School Processes & Programs 2, 5</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide students with after-school and in-school tutorials/interventions based on their instructional needs.</p> <p>Strategy's Expected Result/Impact: Increase in passing percentages in collected assessment data.</p> <p>Staff Responsible for Monitoring: Administration Dean of Instruction Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4 - School Processes & Programs 2, 5</p> <p>Funding Sources: - 199 State Comp Ed (SCE), Title IA, Schoolwide Acti</p>	Formative			Summative
	Nov	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Special Education students are performing below the region and state average in all STAAR EOC ELA, Math, & Science assessments. Root Cause: Teachers working with Special Education students need more instructional support to meet the needs of this diverse population of learners.</p>
Student Learning
<p>Problem Statement 1: Current and Monitored Emergent Bilinguals (EB) scored lower in the STAAR EOC assessments compared to non-EB students. Root Cause: Educators need additional professional development to strengthen strategies (i.e. SIOP) to engage the ESL population.</p>
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<p>Problem Statement 4: Although the migrant population isn't the largest subpopulation for the campus, these students require the attention and resources necessary to ensure academic growth. Root Cause: Inconsistent instructional setting for some of these students.</p>
School Processes & Programs
<p>Problem Statement 2: Students have demonstrated difficulty in meeting the passing standards for TSI in both Math & RLA (below 45% passing). Root Cause: Students need more TSI-focused test preparations.</p>
<p>Problem Statement 5: Students with 504 services are not being provided with all necessary instructional accommodations in their classrooms. Root Cause: Teachers are not aware of all accommodations and services needed for all of their 504 students.</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: Percentage of students attaining "Masters" performance level in US History EOC will increase between by 5% to attain an overall "Masters" percentage of 30% for the 2024-2025 academic school year.

High Priority

Evaluation Data Sources: Common Assessments

Lesson Plans





Classroom Observations

STAAR EOC

Benchmark Assessments

Professional Learning Communities

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide differentiated instructional approaches to provoke high-order & critical thinking skills on a daily basis.</p> <p>Strategy's Expected Result/Impact: Increase in "Masters" performance across all assessments.</p> <p>Staff Responsible for Monitoring: Administrators Dean of Instruction Facilitator Teachers</p> <p>Title I: 2.4, 2.5</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4 - School Processes & Programs 5</p> <p>Funding Sources: - 199 G/T Fund</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will unpack benchmarks as well as state assessments to determine what Student Expectations the students are having difficulty with.</p> <p>Strategy's Expected Result/Impact: Increase scores in district assessments.</p> <p>Staff Responsible for Monitoring: Administration Dean of Instruction Facilitator Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4 - School Processes & Programs 5</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Nov	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Special Education students are performing below the region and state average in all STAAR EOC ELA, Math, & Science assessments. Root Cause: Teachers working with Special Education students need more instructional support to meet the needs of this diverse population of learners.</p>
Student Learning
<p>Problem Statement 1: Current and Monitored Emergent Bilinguals (EB) scored lower in the STAAR EOC assessments compared to non-EB students. Root Cause: Educators need additional professional development to strengthen strategies (i.e. SIOP) to engage the ESL population.</p>
<p>Problem Statement 2: EL Proficiency progress percentage is below the required target. Root Cause: Lack of preparation for TELPAS assessments.</p>
<p>Problem Statement 3: Identifying and effectively catering to the unique academic and social-emotional requirements of gifted and talented students. Root Cause: The need for more professional development and resources dedicated to understanding and accommodating the diverse needs of gifted and talented students.</p>
<p>Problem Statement 4: Although the migrant population isn't the largest subpopulation for the campus, these students require the attention and resources necessary to ensure academic growth. Root Cause: Inconsistent instructional setting for some of these students.</p>
School Processes & Programs
<p>Problem Statement 5: Students with 504 services are not being provided with all necessary instructional accommodations in their classrooms. Root Cause: Teachers are not aware of all accommodations and services needed for all of their 504 students.</p>





Goal 2: STUDENT LEARNING

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

Performance Objective 4: 40% of EB students will grow by one proficiency level or attain Advanced High in at least 2 domains (i.e. Listening, Speaking, & Reading) on the TELPAS assessment by May of 2025.

High Priority

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will implement the use of Sheltered Instruction strategies to increase student growth on TELPAS language proficiency.</p> <p>Strategy's Expected Result/Impact: Increase in student confidence.</p> <p>Staff Responsible for Monitoring: Administrators Dean of Instruction Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - 199 State Bilingual/ESL</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Unpacking the English Language Proficiency Standards (ELPS)</p> <p>Strategy's Expected Result/Impact: Targeted instruction</p> <p>Staff Responsible for Monitoring: LPAC Chairperson and administrators</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - 199 State Bilingual/ESL</p>	Formative			Summative
	Nov	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: Current and Monitored Emergent Bilinguals (EB) scored lower in the STAAR EOC assessments compared to non-EB students. **Root Cause:** Educators need additional professional development to strengthen strategies (i.e. SIOP) to engage the ESL population.

Problem Statement 2: EL Proficiency progress percentage is below the required target. **Root Cause:** Lack of preparation for TELPAS assessments.

Goal 2: STUDENT LEARNING





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

Performance Objective 5: The percentage of graduates that meet the criteria for CCMR will increase to 95% by August 2025.

HB3 Goal

Evaluation Data Sources: CCMR Tracking
Eduthings

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers and administrators will complete professional development on the CCMR standards and requirements.</p> <p>Strategy's Expected Result/Impact: The rate of percentage for CCMR criteria will increase.</p> <p>Staff Responsible for Monitoring: Counselors CTE Teachers CTE Administrator</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: - 199 State Career & Technical Ed (CTE)</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provided appropriate instructional materials and supplies for CTE teachers.</p> <p>Strategy's Expected Result/Impact: Improve classroom instructional practices and give students more opportunities for hands on learning.</p> <p>Staff Responsible for Monitoring: CTE Administrator</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 4</p> <p>Funding Sources: - 199 State Career & Technical Ed (CTE)</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide travel opportunities for students to visit different colleges & universities.</p> <p>Strategy's Expected Result/Impact: Students will have an increased exposure to various post secondary institutions and have a greater likelihood of attending college.</p> <p>Staff Responsible for Monitoring: CTE Administrator</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1</p> <p>Funding Sources: - 199 State Career & Technical Ed (CTE)</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide CTE students with the travel arrangements necessary to attend extra curricular events (i.e. competitions)</p> <p>Strategy's Expected Result/Impact: Students will have the opportunity to compete at various CTE competitions.</p> <p>Staff Responsible for Monitoring: CTE Administrator</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 4</p> <p>Funding Sources: - 199 State Career & Technical Ed (CTE)</p>	Formative			Summative
	Nov	Mar	June	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 3: Identifying and effectively catering to the unique academic and social-emotional requirements of gifted and talented students. Root Cause: The need for more professional development and resources dedicated to understanding and accommodating the diverse needs of gifted and talented students.</p>
School Processes & Programs
<p>Problem Statement 1: The CCMR (College, Career, & Military Ready) completion percentage for graduates is below 65%. The percentage of graduates that should be meeting the CCMR criteria should be 90%. Root Cause: Lack of tracking student completion and ensuring that each student is being offered an opportunity to complete the CCMR criteria.</p>
Perceptions
<p>Problem Statement 4: The inventory of resources and supplies has not been streamlined. Root Cause: Storage space & receiving inventory discrepancies.</p>

Goal 2: STUDENT LEARNING





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

Performance Objective 6: All identified Gifted & Talented students will receive individualized and challenging instruction in alignment with their advanced abilities and learning styles.

High Priority

Evaluation Data Sources: Texas Performance Standards Project (TPSP)

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that all teachers have the required 30 hours of GT professional development and continue to receive the 6 hour annual GT update provided by Region One.</p> <p>Strategy's Expected Result/Impact: Teachers will be better equipped to provided the appropriate differentiated approaches which will provide students with opportunities to utilize critical and higher order thinking skills.</p> <p>Staff Responsible for Monitoring: Campus GT Coordinator Administrators</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: - 199 G/T Fund</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilized the Texas Performance Standards Project (TPSP) to provide students with opportunities for inquiry across multiple content areas and interdisciplinary connections and real-world applications.</p> <p>Strategy's Expected Result/Impact: Gifted & Talented students will engage in meaningful inquiry-based learning experiences that span various content areas and enable them to apply their knowledge in real-world contexts.</p> <p>Staff Responsible for Monitoring: Campus GT Coordinator Administrators</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 5</p> <p>Funding Sources: - 199 G/T Fund</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide GT students and teachers with the resources necessary to ensure their continued academic growth.</p> <p>Strategy's Expected Result/Impact: Gifted & Talented students will engage in meaningful inquiry-based learning experiences that span various content areas and enable them to apply their knowledge in real-world contexts.</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:





Demographics
<p>Problem Statement 1: Special Education students are performing below the region and state average in all STAAR EOC ELA, Math, & Science assessments. Root Cause: Teachers working with Special Education students need more instructional support to meet the needs of this diverse population of learners.</p>
Student Learning
<p>Problem Statement 1: Current and Monitored Emergent Bilinguals (EB) scored lower in the STAAR EOC assessments compared to non-EB students. Root Cause: Educators need additional professional development to strengthen strategies (i.e. SIOP) to engage the ESL population.</p>
<p>Problem Statement 2: EL Proficiency progress percentage is below the required target. Root Cause: Lack of preparation for TELPAS assessments.</p>
<p>Problem Statement 3: Identifying and effectively catering to the unique academic and social-emotional requirements of gifted and talented students. Root Cause: The need for more professional development and resources dedicated to understanding and accommodating the diverse needs of gifted and talented students.</p>
<p>Problem Statement 4: Although the migrant population isn't the largest subpopulation for the campus, these students require the attention and resources necessary to ensure academic growth. Root Cause: Inconsistent instructional setting for some of these students.</p>
School Processes & Programs
<p>Problem Statement 1: The CCMR (College, Career, & Military Ready) completion percentage for graduates is below 65%. The percentage of graduates that should be meeting the CCMR criteria should be 90%. Root Cause: Lack of tracking student completion and ensuring that each student is being offered an opportunity to complete the CCMR criteria.</p>
<p>Problem Statement 5: Students with 504 services are not being provided with all necessary instructional accommodations in their classrooms. Root Cause: Teachers are not aware of all accommodations and services needed for all of their 504 students.</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 7: Implement targeted academic support programs (credit recovery, tutorials) and resources to significantly enhance the academic growth and achievement of at-risk students, including migrant and homeless youth, by the end of the academic year.

Evaluation Data Sources: Common Assessments
Benchmark Assessments
STAAR EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide migrant and at risk students with the resources necessary to ensure their continued academic growth.</p> <p>Strategy's Expected Result/Impact: Improved academic growth/achievement.</p> <p>Staff Responsible for Monitoring: Administrators Counselors</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: - 263 Title III, Part A EL/Immigrant, - 199 State Comp Ed (SCE), Title IA, Schoolwide Acti</p>	Formative			Summative
	Nov	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 7 Problem Statements:

Student Learning
<p>Problem Statement 4: Although the migrant population isn't the largest subpopulation for the campus, these students require the attention and resources necessary to ensure academic growth. Root Cause: Inconsistent instructional setting for some of these students.</p>





Goal 2: STUDENT LEARNING

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

Performance Objective 8: Provide instructional academic support for persistently struggling students in Reading and Math through Response to Intervention (RtI)/MTSS

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers with an additional planning period will be providing in class support to identified students in English I/II, Algebra I, Biology, and U.S. History.</p> <p>Strategy's Expected Result/Impact: Improved student outcomes on local and state assessments.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Title I: 2.4</p> <p>Problem Statements: School Processes & Programs 5</p>	Formative			Summative
	Nov	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 8 Problem Statements:

School Processes & Programs
<p>Problem Statement 5: Students with 504 services are not being provided with all necessary instructional accommodations in their classrooms. Root Cause: Teachers are not aware of all accommodations and services needed for all of their 504 students.</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 9: 100% Instructional academic support will be provided to all our 504 students.

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provided teachers who service 504 students with the documentation and information in regards to their students required accommodations and instructional supports.</p> <p>Strategy's Expected Result/Impact: Improved student outcomes in local and state assessments.</p> <p>Staff Responsible for Monitoring: 504 Coordinator Administrators Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: School Processes & Programs 5</p>	Formative			Summative
	Nov	Mar	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 9 Problem Statements:

School Processes & Programs
<p>Problem Statement 5: Students with 504 services are not being provided with all necessary instructional accommodations in their classrooms. Root Cause: Teachers are not aware of all accommodations and services needed for all of their 504 students.</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 1: Utilize Professional Learning Communities to facilitate collaboration and knowledge sharing among teachers and administrators, fostering the enhancement and implementation of best instructional practices across the campus.

High Priority

Evaluation Data Sources: STAAR Data
Common Assessment Data
Benchmark Data
NWEA Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers with professional development opportunities in the area of data analysis.</p> <p>Strategy's Expected Result/Impact: Teacher created action plans will be catered to student needs and improve scores in all subjects after teachers implement research based strategies for STAAR.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2, 5</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional leaders will provide professional learning and support for classroom educators in implementing instructional strategies.</p> <p>Strategy's Expected Result/Impact: Teachers will design experiences to fit the needs of all learners.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2, 5</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Nov	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Special Education students are performing below the region and state average in all STAAR EOC ELA, Math, & Science assessments. **Root Cause:** Teachers working with Special Education students need more instructional support to meet the needs of this diverse population of learners.

Student Learning

Problem Statement 1: Current and Monitored Emergent Bilinguals (EB) scored lower in the STAAR EOC assessments compared to non-EB students. **Root Cause:** Educators need additional professional development to strengthen strategies (i.e. SIOP) to engage the ESL population.

Problem Statement 2: EL Proficiency progress percentage is below the required target. **Root Cause:** Lack of preparation for TELPAS assessments.

Problem Statement 3: Identifying and effectively catering to the unique academic and social-emotional requirements of gifted and talented students. **Root Cause:** The need for more professional development and resources dedicated to understanding and accommodating the diverse needs of gifted and talented students.

Problem Statement 4: Although the migrant population isn't the largest subpopulation for the campus, these students require the attention and resources necessary to ensure academic growth. **Root Cause:** Inconsistent instructional setting for some of these students.

School Processes & Programs

Problem Statement 1: The CCMR (College, Career, & Military Ready) completion percentage for graduates is below 65%. The percentage of graduates that should be meeting the CCMR criteria should be 90%. **Root Cause:** Lack of tracking student completion and ensuring that each student is being offered an opportunity to complete the CCMR criteria.

Problem Statement 2: Students have demonstrated difficulty in meeting the passing standards for TSI in both Math & RLA (below 45% passing). **Root Cause:** Students need more TSI-focused test preparations.

Problem Statement 5: Students with 504 services are not being provided with all necessary instructional accommodations in their classrooms. **Root Cause:** Teachers are not aware of all accommodations and services needed for all of their 504 students.





Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT

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

Performance Objective 1: By the end of the 2024-2025 school year, parent and family engagement will increase by 10%.

Evaluation Data Sources: Parent Meeting Sign-ins

Strategy 1 Details	Reviews			
<p>Strategy 1: Roma High School will host monthly meeting with parents to provide them with important information about academic achievement, health and wellness, and the importance of parental involvement.</p> <p>Strategy's Expected Result/Impact: Increase in parental involvement during the year</p> <p>Staff Responsible for Monitoring: Principal /Associate in charge of Parental Involvement</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: School Processes & Programs 3 - Perceptions 1</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents will have an opportunity to attend multiple events during the school year.</p> <p>Strategy's Expected Result/Impact: Increase in parental involvement during the school year by hosting meet the teacher night, and fall and spring open house.</p> <p>Staff Responsible for Monitoring: Parent Liaison/ Principal/ Associate in charge of Parental Involvement</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: School Processes & Programs 3 - Perceptions 1</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide supplies and resources for parental involvement activities.</p> <p>Strategy's Expected Result/Impact: Resources and supplies will enhance productivity of parental involvement activities.</p> <p>Staff Responsible for Monitoring: Parent Liaison/ Principal/ Associate in charge of Parental Involvement</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: School Processes & Programs 3 - Perceptions 1</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Nov	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:





School Processes & Programs
<p>Problem Statement 3: Parent engagement and involvement rate is low during campus and community events. Root Cause: Lack of opportunities and/or communication to parents for parental involvement activities.</p>
Perceptions
<p>Problem Statement 1: Parent engagement and involvement rate is low during campus and community events. Root Cause: Lack of opportunities and/or communication to parents for parental involvement activities.</p>

Goal 5: EFFECTIVE USE OF DISTRICT RESOURCES

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

Performance Objective 1: Roma High School will implement a system in which to streamline the inventories of resources purchased with the district instructional materials allotment funds, federal funds, and district and campus state local funds.

Evaluation Data Sources: Create inventories for campus

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement an inventory system to ensure we are keeping track and utilizing all purchases concerning resources used for curriculum, instruction and assessment (textbooks, online resources, district and campus purchases- both local and federal).</p> <p>Strategy's Expected Result/Impact: Stronger alignment and accountability of resources/supplies campus wide. Stronger alignment with purchasing for instructional materials allotment, local funds and federal funds.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Problem Statements: Perceptions 4</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Allow the purchase of required materials and resources for front office and teacher instructional supplies needed throughout the year, including the summer.</p> <p>Strategy's Expected Result/Impact: The utilization of required materials and resources will improve front office productivity.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Problem Statements: Perceptions 4</p> <p>Funding Sources: - 211 Title I, Part A, - 199 General Fund</p>	Formative			Summative
	Nov	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 4: The inventory of resources and supplies has not been streamlined. Root Cause: Storage space & receiving inventory discrepancies.</p>

State Compensatory

Budget for Roma High School (RHS)

Total SCE Funds: \$75,500.00

Total FTEs Funded by SCE: 17

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 Roma High School (RHS)

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alan Pena	Teacher	1
Alyssa Garza	Teacher	1
Annabel S Garcia	Teacher	1
Conchita Longoria	Teacher	1
Emiliano Ines Molina	Teacher	1
Gerardo Esteban Canales	Teacher	1
Heron Alfonzo Escobar	Teacher	1
Jesus H Guerra	Teacher	1
Manuel H Tello	Teacher	1
Monica Garza	Teacher	1
Paula J Ayala	Teacher	1
Raul Bazan	Teacher	1
Regino E Barrera	Teacher	1
Rene S Gonzalez	Teacher	1
Ulysses Garcia	Teacher	1
Yazmin Gonzalez	Teacher	1
Yolanda G Rangel	Teacher	1

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was conducted by our teachers at the end of the 2023-2024 school year. Teachers received a link via their school email to complete the assessment through a Google Form. The anonymous survey results were then sent to our principal. You can find a link to the Campus Perceptions Survey in the Perceptions Section of our Campus Improvement Plan.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our Campus Improvement Plan is developed and revised including the appropriate stakeholders. This year's Comprehensive Needs Assessment Committee is composed of:

Principal: Dr. Jorge Guzman

Dean of Instruction (ELA & Social Studies) : Denisse Aviña

Dean of Instruction (Math and Science): Dr. Edgar Ramon

Assistant Principal/Pupil Services Personnel: Octavio Aguillon

Assistant Principal/Special Education Administrator/LPAC Administrator: Karen Renteria

Facilitator/Campus Testing Coordinator: Loreen Garcia

Assistant Principal/SBDM Administrator: Teresita Garza

Assistant Principal/ 504 Coordinator : Cynthia Casas

2.2: Regular monitoring and revision

To effectively develop, monitor, and revise our Campus Improvement Plan, our committee will convene at the start and end of the school year. An additional meeting may be scheduled mid-year if needed. Throughout the year, we will review and adjust the plan as necessary to address any improvements. Our meeting schedule is tentative but will align closely with the following dates:

August 26, 2024

December 2, 2024

April 25, 2024

***Documentation of our first meeting on Monday, August 26, 2024 is attached to the Committee Section (Agenda, Sign-In and Minutes).**

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

Once approved by the Roma I.S.D. School Board, the Campus Improvement Plan will be posted publicly on our school website (<https://rhs.romaisd.com/>) Under Campus > Accountability > Campus Improvement Plan > 2024-2025 Campus Improvement Plan. Additionally, printed copies will be available at the school front office. We also anticipate that the Campus Improvement Plan will be provided in Spanish.

2.4: Opportunities for all children to meet State standards

The school will offer various interventions, strategies, and resources to help all students meet State standards and close the achievement gap. To support student learning, Roma High School provides the following:

- Sirius
- Summit K12
- Study Island
- Lowman STAAR Blitz
- Writeable
- Common Lit
- Nearpod
- Albert.io
- Measuring Up
- Google Classroom
- STAAR Master
- Brain Pop
- After-school tutorials
- Integrates Interventions for Special Populations. Ex. Emergent Bilinguals, 504, RTI

2.5: Increased learning time and well-rounded education

Roma High School increases learning time by providing additional instruction during tutorials. Implementing 1-hour tutoring sessions after school that focus on reinforcing what students learned during the day. Afterschool tutorials allow for personalized, focused instruction tailored to individual student needs, helping to clarify difficult concepts and reinforce classroom learning. Through afterschool tutorials teachers are able to incorporate hands-on activities, games, and collaborative projects that make learning more engaging and enjoyable for students.

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

1. **Identify At-Risk Students Early:** Utilize assessments and data to identify students who are at risk of falling behind. Early intervention is crucial for addressing their needs.
2. **Tailored Interventions:** Develop and offer personalized intervention programs based on the specific needs of at-risk students. This might include additional tutoring, mentoring, or specialized instructional support.
3. **Differentiated Instruction:** Use differentiated teaching methods to accommodate diverse learning styles and abilities, ensuring that all students receive instruction that suits their individual needs.
4. **Small Group Instruction:** Provide small group or one-on-one instruction to offer more targeted support and ensure that students receive the attention they need to succeed.
5. **Support Services:** Offer additional support services such as counseling, special education services, or behavioral support to address various factors affecting students' learning.
6. **Parental Involvement:** Engage parents and guardians in the educational process by keeping them informed and involved in their child's progress and strategies being used to support their learning.
7. **Professional Development:** Provide ongoing professional development for teachers to equip them with the skills and strategies necessary to effectively support at-risk students.
8. **Monitoring and Adjusting:** Continuously monitor the progress of at-risk students and adjust interventions as needed based on their progress and changing needs.
9. **Safe and Supportive Environment:** Create a positive and inclusive school climate that supports emotional and social well-being, fostering a safe learning environment for all students.
10. **Resource Allocation:** Ensure that resources are allocated efficiently to support programs and initiatives aimed at helping at-risk students.

3.1: Annually evaluate the schoolwide plan

Roma High School utilizes both State Assessment data and local benchmark data to evaluate and adjust the improvement plan as necessary.

- **Data Collection:** Gather State Assessment results and local benchmark data on a regular basis.
- **Data Analysis:** Analyze the collected data to identify trends, strengths, and areas needing improvement.
- **Review Improvement Plan:** Compare the data findings with the current improvement plan to assess its effectiveness.
- **Stakeholder Meeting:** Convene meetings with teachers, administrators, and other stakeholders to discuss data insights and their implications for the improvement plan.
- **Identify Adjustments:** Based on the data analysis and stakeholder input, determine necessary adjustments or revisions to the improvement plan.
- **Implement Changes:** Update the improvement plan with the identified changes and ensure they are communicated to all relevant parties.
- **Monitor Progress:** Continuously monitor the impact of the changes by collecting and analyzing ongoing data.

- **Regular Review:** Schedule regular intervals for reviewing and revising the improvement plan based on new data and feedback. (Bi-Weekly/Six Weeks/Benchmark Data)
- **Professional Development:** Provide training and resources to staff to support the implementation of the revised plan and address identified needs.
- **Documentation:** Maintain detailed records of data analyses, decisions made, and changes to the improvement plan for accountability and future reference.

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy Committee convenes annually at the start of the school year to create and update the policy. The committee then meets to finalize and approve the policy. The updated Parent and Family Engagement Policy can be found in the Plan Addendum Section, along with the Committee Sign-In Sheet.

Additionally, the policy is accessible on our school's website under Campus > 2024-2025 Parent and Family Engagement Policy and is available in both English and Spanish.

4.2: Offer flexible number of parent involvement meetings

To accommodate varying schedules and preferences, we offer a range of flexible parent involvement meetings throughout the school year. These meetings are scheduled at different times, including evenings, to ensure that all parents and guardians have the opportunity to participate. Parents are notified about these meetings via our website, ParentSquare notifications, social media, and paper invitations sent home.

Designated campus parent liaison, RHS Counselors, coordinate/implement parental involvement activities such as: school policies, school and classroom guidelines, parenting skills, self-esteem, volunteer work, discipline, health and safety for the family, reading, math, homework, good study habits at home, enhancing children's self-esteem, effective parent/teacher communication, decision-making process, leadership skills in advisory committees, parental involvement, among others. All information will be disseminated in English and Spanish and/or any other language requested by the parents. Translators provided at the campus level for Spanish speaking parents.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
ARAGON-JACQUES, MICHAEL PIERRE	Teacher	Federal Programs	1
BENITEZ, MIGUEL ANGEL	Teacher	Federal Programs	1
BENITEZ, VERONICA	Teacher	Federal Programs	1
CERVANTES, RENAE C	Teacher	Federal Programs	1
FLORES, NOE ALBERTO	Teacher	Federal Programs	1
GARCIA, REBECA REGINA	Teacher	Federal Programs	1
GARCIA, SARAHI	Teacher	Federal Programs	1
GARZA, ARIADNA C	Teacher	Federal Programs	1
GARZA, KARINA ARELY	Teacher	Federal Programs	1
GONZALEZ, DAISY	Teacher	Federal Programs	1
HINOJOSA, SERGIO	Teacher	Federal Programs	1
PENA, NANCY	Teacher	Federal Programs	1
POMPA, ARIANA MARLYNN	Teacher	Federal Programs	1
RODRIGUEZ, DONATO	Teacher	Federal Programs	1
RUIZ, SHEYLA DENNISE	Teachers	Federal Programs	1

School Parent and Family Engagement Committee

Committee Role	Name	Position
Parent	Refugio Pompa	Parent
Parent	Amparo Vasquez	Parent
Parent	Brenda Rios	Parent
Parent	Nereyda Ramos	Parent
Parent	Rosaluz Barrera	Parent
Parent	Patricia Guerra	Parent
Parent	Tere Garza	Parent
Parent	Claudia Moreno	Parent
Parent	Yesenia Ramos	Parent
Assistant Principal/Parent Contact/ Parent Liaison	Octavio Aguillon	Assistant Principal
Principal	Jorge Guzman	Principal

Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Noel Martinez	Teacher
Classroom Teacher	Emilia Flores	Teacher
Classroom Teacher	Raul Bazan	Teacher
Classroom Teacher	Miguel Benitez	Teacher
Administrator	Teresita Garza	Associate Principal

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,000.00
+/- Difference					\$6,000.00
199 State Career & Technical Ed (CTE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	1			\$0.00
2	5	2			\$0.00
2	5	3			\$0.00
2	5	4			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$98,000.00
+/- Difference					\$98,000.00
199 State Special Education (SpEd)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$101,975.00
+/- Difference					\$101,975.00
199 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1			\$0.00
2	4	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$28,632.00
+/- Difference					\$28,632.00

199 State Comp Ed (SCE), Title IA, Schoolwide Acti

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
2	2	2			\$0.00
2	7	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$23,665.00
+/- Difference					\$23,665.00

199 G/T Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$0.00
2	6	1			\$0.00
2	6	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$40,170.00
+/- Difference					\$40,170.00

211 Title I, Part A

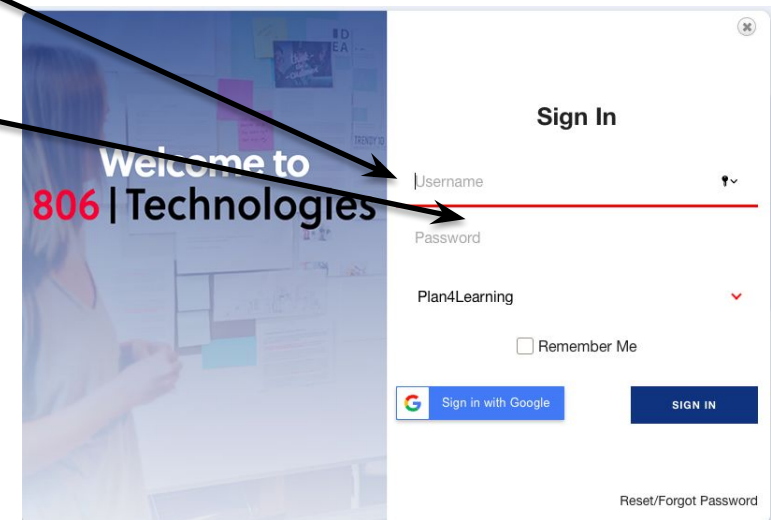
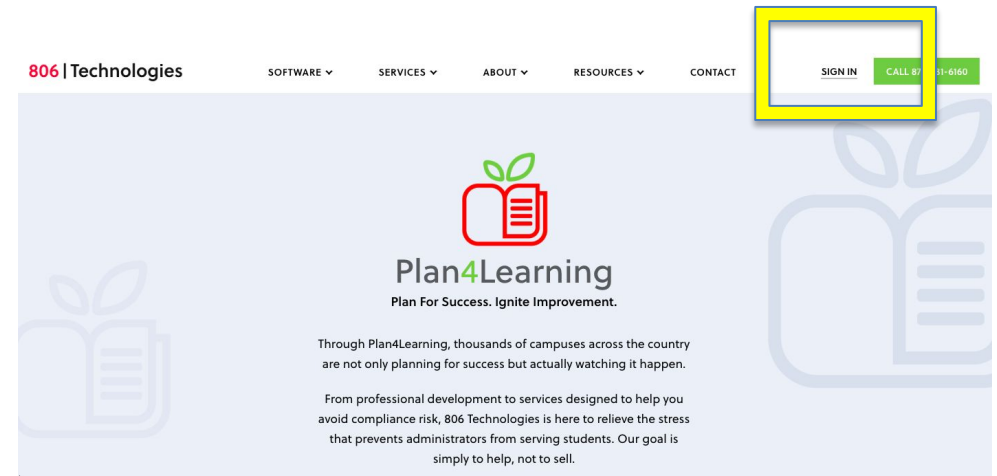
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	2	1			\$0.00
2	3	2			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
5	1	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,079,421.00
+/- Difference					\$1,079,421.00

255 Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,670.00
+/- Difference					\$2,670.00
263 Title III, Part A EL/Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	7	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,676.00
+/- Difference					\$3,676.00
289 Title IV, Part A -SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$18,751.00
+/- Difference					\$18,751.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$95,868.00
+/- Difference					\$95,868.00
Grand Total Budgeted					\$1,498,828.00
Grand Total Spent					\$0.00
+/- Difference					\$1,498,828.00

Addendums

Access Plan4Learning Software

- Go to plan4learning.com
- Click SIGN IN (top right corner)
- Username – school email address
- Password: enter password
- Click Sign In
- Reset pw if needed



Roma Independent School District

Roma High School

School Parent & Family Engagement Policy ESSA Section 1116

2024-2025

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to ⇒, parents of participating children a School Parental Involvement Policy that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities.

PART I. GENERAL EXPECTATIONS

The School agrees to implement the following statutory requirements:

Roma High School 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 requirements of ESSA Section 1116 subsections (c) through (f). 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. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. Section 1116 (b)(1) & (e)(5) The school will jointly develop with parents, distribute to parents of participating children, a School Parental Engagement Policy that the school and parents of participating children agree on. The school will notify parents about the School Parental Engagement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand. The school will periodically update the School Parental Engagement Policy to meet the changing needs of parents and the school. The school will adopt the school's Parent/School Compact as a component of its School Parental Engagement Policy. The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance to this definition: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring parents play an integral role in assisting their child's learning; parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1116 of the ESEA.

**1. Roma High School 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 requirements of ESSA Section 1116 subsections (c) through (f). 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. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
Section 1116 (b)(1) & (e)(5)**

<u>ACTIVITIES/STRATEGIES</u>	<u>Timeline</u>
<p>Designated campus parent liaison, RHS Counselors, will coordinate/implement parental involvement activities such as: school policies, school and classroom guidelines, parenting skills, self-esteem, volunteer work, discipline, health and safety for the family, reading, math, homework, good study habits at home, enhancing children’s self-esteem, effective parent/teacher communication, decision-making process, leadership skills in advisory committees, parental involvement, among others.</p> <p>ALL INFORMATION WILL BE DISSEMINATED IN ENGLISH AND SPANISH AND OR ANY OTHER LANGUAGE REQUESTED BY THE PARENTS Translators provided at the campus level for Spanish speaking parents</p>	ongoing
Parent Liaison will convoke a meeting with committee members in order to develop/review and revise the Parental Involvement Plan	Fall/Spring
Monthly Parent Meetings scheduled at convenient times and locations to participate in a comprehensive review of policy, budget and programs for parent involvement on different dates and times	ongoing
Calendar of Events/Eng./Span.	ongoing
Parental Notices Eng./Span.	ongoing
Telephone/Txt Messages/Email Eng./Span.	ongoing
Parent Square/Facebook Eng./Span.	ongoing
RHS Website	ongoing
Letters mailed home Eng./Span.	ongoing
A copy of the P.F.E. plan will be send home via email Eng./Span	ongoing
A copy of the P.F.E. plan will be available at R.H.S. Parent Info. Table on campus entry	ongoing

R.H.S. web site	ongoing
2. Roma High School shall convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved; Section 1116 (c)(1)	
<u>ACTIVITIES/STRATEGIES</u>	<u>Timeline</u>
Title 1 Parent Meeting by Mr. O. Aguillón	Nov. 13, 2024 (in person) Nov. 14, 2024 (online)
Calendar of Events	ongoing
Parental Notices	ongoing
Telephone/Text Messages	ongoing
Social Media / R.H.S. Web site	ongoing
Parent Square	ongoing

3. Roma High School shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement; Section 1116 (c){2}

<u>ACTIVITIES/STRATEGIES</u>	<u>Timeline</u>
SOS Suicide Prevention	Sept. 16, 2024
Parent Family School Engagement Committee	Nov. 6, 2024
Title 1 Meeting	Nov. 13, 2024 (in person) Nov. 14, 2024 (online)
Attendance Policies and Preventing Truancy	Nov. 20, 2024 (in person) Nov. 21, 2024 (online)
School Parent Compact and Access to Parent Portal	Dec. 11, 2024
The Power of Your School Technology: Parent Square App	Dec. 18, 2024
Learning from your Mistakes	Jan. 15, 2025
Help Your Teen Build Success for their Future	Feb. 19, 2025
Help Your Teen Build A Career or Build a Profession (CTE, Dual, Counseling Dept.)	March 19, 2025
Help Your Teen Build Important Values	April 23, 2025
How to Speak to my Child About Sex Education, Development and Changes	Tentative
All You Need to Know About Drugs, Causes, Effects, and Prevention	Tentative
Bullying	Tentative
Effects of Social Media	Tentative

4. Roma High School shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan under section 1114(b) (Campus Improvement Plan), except that if a school has in place a process for involving parents in the joint planning and design of the school’s programs, the school may use that process, if such process includes an adequate representation of parents of participating children; Section 1116 {c}{3}

<u>ACTIVITIES/STRATEGIES</u>	<u>Timeline</u>
Parental Involvement Meeting held in the Spring to help develop/review and revise, contact new members and/or make necessary changes. Parent Liaison will convoke a meeting with committee members (volunteered) in order to develop/review and revise the Parental Involvement Plan	Fall/Spring
Survey will be conducted to invite parents to participate as committee members.	Fall/Spring
Invitations will be extended to ALL parents, as well as parents of Migrant, Special Education and special population students	Fall/Spring

5. Roma High School shall provide parents of participating children-

(A) timely information about programs under this part;

(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible;

Section 1116 {c}(4)

<u>ACTIVITIES/STRATEGIES</u>	<u>Timeline</u>
Assistance to parents in understanding the state’s academic content standards, known as the Texas Essential Knowledge and Skills and the state student achievement standards based on the State of Texas Assessments of Academic Readiness (STARR) be communicated through school wide meetings and a letter from the principal.	ongoing
Progress Reports every 3 weeks	
Report cards by every six weeks	

7. To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, *Roma High School* shall: Section 1116 (e)
 (i) provide assistance to parents of children served by the school, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
 Section 1116 (e)(1)

<u>ACTIVITIES/STRATEGIES</u>	<u>Timeline</u>
Parent Meeting on the challenging State academic standards, Parent Compact, Gifted and Talented Program, Special Needs Program, Migrant Program State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children by Principal, Asst. Principal Counselor, Facilitator, Class room teachers	Fall/Spring
MackinVia Region 1 Resource: Parent Portal Literacy and Technology meeting by Librarian/Office Registrar	Fall

<p>(ii) provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; Section 1116 (e)(2)</p>	<p><u>Timeline</u></p>
<p align="center"><u>ACTIVITIES/STRATEGIES</u></p>	
<p>School Parent Connection monthly newsletter</p>	<p>Ongoing</p>
<p>The Parent and Family Engagement Connection Online and Hard Copy</p>	<p>Ongoing</p>
<p>(iii) educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, 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 the school; Section 1116 (e)(3)</p>	<p><u>Timeline</u></p>
<p align="center"><u>ACTIVITIES/STRATEGIES</u></p>	
<p>Survey Information from parents</p>	<p>Ongoing</p>
<p>Region 1 Training /Resources</p>	<p>Ongoing</p>
<p>In house workshops</p>	<p>Ongoing</p>
<p>P.L.C. meetings</p>	<p>Ongoing</p>
<p>Provide training for staff on strategies to improve communication with parents and ideas to increase family engagement. Staff will also share best practices at faculty meetings.</p>	<p>Ongoing</p>

<p>(iv) to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; Section 1116 (e)(4)</p>	<p><u>Timeline</u></p>
<p align="center"><u>ACTIVITIES/STRATEGIES</u></p>	
<p>Financial Aid Nights</p>	<p>Fall/Spring</p>
<p>Child Find</p>	<p>Ongoing</p>
<p>C.P.S.</p>	<p>Ongoing</p>
<p>SCAN</p>	<p>Ongoing</p>
<p>Texas Border Region</p>	<p>Ongoing</p>
<p>(v)provide such other reasonable support for parental involvement activities as parents may request. Section 1116 (e)(14)</p>	<p><u>Timeline</u></p>
<p align="center"><u>ACTIVITIES/STRATEGIES</u></p>	
<p>English classes</p>	<p>Ongoing</p>
<p>G.E.D. classes</p>	<p>Ongoing</p>
	<p>Ongoing</p>

MEMBERS OF THE CAMPUS PARENT INVOLVEMENT COMMITTEE HEREBY ACKNOWLEDGE THEIR PARTICIPATION IN THE PROCESS OF WRITING, REVISING, AND ADOPTING THIS POLICY:

TODAY'S DATE: _____

NAME	SIGNATURE	ROLE
Dr. Jorge E. Guzman	<u><i>Dr. Jorge E. Guzman</i></u> <small>Dr. Jorge E. Guzman (Nov 13, 2024 14:03 CST)</small>	Principal
Mr. Octavio A. Aguillón		Assistant Principal and Parent Contact/Parent Liaison
Yesenia Ramos	<u><i>[Signature]</i></u> <small>Refugio Pompa (Nov 13, 2024 07:44 CST)</small>	Parent
Claudia Moreno	<u><i>[Signature]</i></u> <small>Claudia Moreno (Nov 13, 2024 17:45 CST)</small>	Parent
Tere Garza	<u><i>[Signature]</i></u> <small>Tere Garza (Nov 11, 2024 10:23 CST)</small>	Parent
Patricia Guerra	<u><i>Patricia Guerra</i></u> <small>Patricia Guerra (Nov 8, 2024 11:50 CST)</small>	Parent
Rosaluz Barrera	<u><i>[Signature]</i></u> <small>rosaluz barrera (Nov 8, 2024 11:41 CST)</small>	Parent
Nereyda Ramos		Parent
Brenda Rios		Parent
Amparo Vazquez	<u><i>[Signature]</i></u> <small>Amparo Vazquez (Nov 14, 2024 14:13 CST)</small>	Parent
Refugio Pompa	<u><i>[Signature]</i></u> <small>Refugio Pompa (Nov 13, 2024 07:44 CST)</small>	Parent

Signature: 
Octavio Aguillon (Nov 11, 2024 08:11 CST)

Email: oaguillon@romaisd.com

Distrito Escolar Independiente de Roma

Roma High School

Póliza De Participación Para Padres En La Escuela ESSA Section 1116

2024-2025

Para apoyar el fortalecimiento del rendimiento académico de los estudiantes, cada escuela que recibe fondos del Título I, Parte A, debe desarrollar conjuntamente con, acordar y distribuir a = padres de niños participantes una Póliza de participación de los padres en la escuela que contiene la información requerida por la sección 1118 (b) de la Ley de Educación Primaria y Secundaria (ESEA). La póliza establece las expectativas de la escuela para la participación de los padres y describe cómo la escuela implementará una serie de actividades específicas de participación de los padres.

1ra parte. Expectativas Generales

La escuela acuerda implementar los siguientes requisitos legales:

La escuela se desarrollará conjuntamente con los padres, distribuirá entre los padres de los niños participantes, una Póliza de participación de los padres en la escuela que la escuela y los padres de los niños participantes acuerden.

La escuela notificará a los padres sobre la póliza de participación de los padres en la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá esta póliza a los padres en un idioma que los padres puedan entender.

La escuela actualizará periódicamente la Póliza de participación de los padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela.

La escuela adoptará el Compacto de padres / escuela de la escuela como un componente de su Póliza de participación de los padres en la escuela.

La escuela acepta regirse por la siguiente definición legal de participación de los padres y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición:

La participación de los padres significa la participación de los padres en una comunicación regular, bidireccional y significativa que involucra el aprendizaje académico de los estudiantes y otras actividades escolares, incluida la garantía de

- los padres desempeñan un papel integral en la asistencia al aprendizaje de sus hijos;
- se alienta a los padres a participar activamente en la educación de sus hijos en la escuela;
- que los padres son socios plenos en la educación de sus hijos y se incluyen, según corresponda, en la toma de decisiones y en los comités asesores para ayudar en la educación de sus hijos;
- la realización de otras actividades, como las descritas en la sección 1118 de la ESEA.

1. Roma High School desarrollará conjuntamente y distribuirá a los padres y miembros de la familia de los niños participantes una póliza escrita de participación de los padres y la familia, acordada por dichos padres, que describirá los medios para llevar a cabo los requisitos de las subsecciones de la Sección 1116 de la ESSA (c) hasta (f). Los padres serán notificados de la póliza en un formato comprensible y uniforme y, en la medida de lo posible, en un idioma que los padres puedan entender. Dicha póliza se pondrá a disposición de la comunidad local y se actualizará periódicamente para satisfacer las necesidades cambiantes de los padres y la escuela.
Sección 1116 (b) (1) y (e) (5)

<u>ACTIVIDADES / ESTRATEGIAS</u>	<u>Cronograma</u>
<p>El enlace designado para padres del campus, los Consejeros de RHS, coordinarán / implementarán actividades de participación de los padres, tales como: pólizas escolares, pautas escolares y de aula, habilidades para padres, autoestima, trabajo voluntario, disciplina, salud y seguridad para la familia, lectura, matemáticas, tareas. , buenos hábitos de estudio en el hogar, mejora de la autoestima de los niños, comunicación efectiva entre padres y maestros, proceso de toma de decisiones, habilidades de liderazgo en comités asesores, participación de los padres, entre otros. Sección 1116 (b) (1) y (e) (5)</p> <p>TODA LA INFORMACIÓN SERÁ DIVULGADA EN INGLÉS Y ESPAÑOL Y CUALQUIER OTRO IDIOMA SOLICITADO POR LOS PADRES Traductores proporcionados a nivel de campus para padres de habla hispana</p>	en marcha
El enlace de padres convocará una reunión con los miembros del comité para desarrollar / revisar y revisar el Plan de participación de los padres	Otoño/primavera
Reuniones mensuales de padres programadas en horarios y lugares convenientes para participar en una revisión exhaustiva de la póliza, el presupuesto y los programas para la participación de los padres en diferentes fechas y horarios	en marcha
Calendario de Eventos / Ing. / Span.	en marcha
Avisos Parentales Eng./Span.	en marcha
Teléfono, / Mensajes de texto/correo electrónico Eng./Span.	en marcha
Parent Square/Facebook Eng./Span.	en marcha
RHS sitio web	en marcha
Cartas enviadas a casa Ing./Span.	en marcha
Una copia del P.F.E. plan será enviado correo electrónico Ing./Span	en marcha
Una copia del P.F.E. el plan estará disponible en R.H.S. Información para padres.	en marcha

2. Roma High School convocará una reunión anual, en un momento conveniente, a la cual todos los padres de los niños participantes serán invitados y alentados a asistir, para informar a los padres de la participación de su escuela en esta parte y explicar los requisitos de esta parte, y el derecho de los padres a participar; Sección 1116 (c) (1)

<u>ACTIVIDADES / ESTRATEGIAS</u>	<u>Cronograma</u>
Título 1 Reunión de padres del programa federal-Mr. O. Aguillón	Noviembre 13, 2024 Noviembre 14, 2024(virtual)
Calendario de eventos	en marcha
Avisos parentales	en marcha
Mensajes telefónicos / de texto	en marcha
redes sociales y volantes	en marcha
Parent Square	

3. Roma High School ofrecerá un número flexible de reuniones, como reuniones en la mañana o en la noche, y puede proporcionar, con los fondos provistos en esta parte, transporte, cuidado de niños, o visitas a domicilio, ya que dichos servicios se relacionan con la participación de los padres; Sección 1116 (c) {2}

<u>ACTIVIDADES / ESTRATEGIAS</u>	<u>Cronograma</u>
Prevención de suicidio	16 de septiembre del 2024
Reunión del comité de padres	6 de noviembre del 2024
Reunión del Título 1	13 de noviembre del 2024 (sesión presencial) 14 de noviembre del 2024 (sesión en línea)
Pólizas de asistencia y prevención del ausentismo escolar	20 de noviembre del 2024 (sesión presencial) 21 de noviembre del 2024 (sesión en línea)
Compromiso entre padres y escuela y Acceso al portal de padres	11 de diciembre del 2024
El poder de la tecnología para los padres de RHS: Parent Square App	18 de diciembre del 2024
Aprendiendo de los errores, el mejor aprendizaje	15 de enero del 2025
Ayuden a sus hijos a construir éxito para su futuro	19 de febrero del 2025
Ayuden a sus hijos a construir una carrera o construir una profesión (CTE, Dual, Counseling Dept.)	19 de marzo del 2025
Ayuden a sus hijos a desarrollar valores importantes	23 de abril del 2025
Cómo hablarle a mi hijo correcta y confiadamente sobre la educación sexual: su desarrollo y cambios, y cómo tratarlos de manera positiva	tentativo
Cómo identificar cuando los hijos están usando drogas	tentativo
Bullying	tentativo
Efectos de las redes sociales	tentativo

4. Roma High School deberá involucrar a los padres, de manera organizada, continua y oportuna, en la planificación, revisión y mejora de los programas de esta parte, incluida la planificación, revisión y mejora de la póliza de participación de padres y familias de la escuela y el desarrollo conjunto del plan del programa para toda la escuela bajo la sección 1114 (b) (Plan de Mejoramiento del Campus), excepto que si una escuela ha implementado un proceso para involucrar a los padres en la planificación y diseño conjunto de los programas de la escuela, la escuela puede usar ese proceso, si dicho proceso incluye una representación adecuada de los padres de los niños participantes; Sección 1116 {c} {3}

<u>ACTIVIDADES / ESTRATEGIAS</u>	<u>Cronograma</u>
Reunión de participación de los padres celebrada en la primavera para ayudar a desarrollar / revisar y revisar, contactar nuevos miembros y / o hacer los cambios necesarios. Parent Liaison convocará una reunión con los miembros del comité (voluntarios) para desarrollar / revisar y revisar el Plan de participación de los padres	Otoño/primavera
Se realizará una encuesta para invitar a los padres a participar como miembros del comité.	Otoño/primavera
Las invitaciones se extenderán a TODOS los padres, así como a padres de estudiantes migrantes, de educación especial y de población especial.	Otoño/primavera

5. Roma High School proporcionará a los padres de los niños participantes

(A) información oportuna sobre los programas de esta parte;

(B) una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso del estudiante y los niveles de rendimiento de los estándares académicos estatales desafiantes; y

(C) si los padres lo solicitan, oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos, y responder a tales sugerencias lo antes posible;

Sección 1116 {c} (4)

<u>ACTIVIDADES / ESTRATEGIAS</u>	<u>Cronograma</u>
La asistencia a los padres para comprender los estándares de contenido académico del estado, conocidos como Texas Essential Knowledge and Skills y los estándares estatales de rendimiento estudiantil basados en las Evaluaciones de Preparación Académica del Estado de Texas (STARR), se comunicará a través de reuniones a nivel escolar y una carta del principal.	en marcha
Informes de progreso cada 3 semanas.	
Boletas de calificaciones cada seis semanas	
Junta "Meet the Teacher"	

<p>6. Si el plan del programa a nivel escolar (Plan de Mejoramiento del Campus, CIP) bajo la sección 1114 (b) no es satisfactorio para los padres de los niños participantes, envíe los comentarios de los padres sobre el plan cuando la escuela lo ponga a disposición de la agencia educativa local.</p> <p>Sección 1116 {c} (5)</p>	
<u>ACTIVIDADES / ESTRATEGIAS</u>	<u>Cronograma</u>
Durante la inscripción del estudiante Paquete de Orientación / Preinscripción: Para que el maestro tenga a su disposición información sobre el éxito académico y la seguridad académica de los estudiantes durante la inscripción.	Otoño
Casa abierta (copia impresa)	Otoño/primavera
Todos los comentarios de los padres recibidos durante el año por correo electrónico, en línea o copia impresa se utilizarán para revisar el plan para el próximo año escolar.	en marcha
Los padres también pueden dar su opinión durante varias reuniones de padres y actividades durante la escuela.	en marcha

**7. Para garantizar la participación efectiva de los padres y para apoyar una asociación entre la escuela involucrada, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes, Roma High School deberá:
Sección 1116 (e)**

(i) brindar asistencia a los padres de niños atendidos por la escuela, según corresponda, para comprender temas como los desafiantes estándares académicos estatales, las evaluaciones académicas estatales y locales, los requisitos de esta parte y cómo monitorear el progreso de un niño y trabajar con educadores para mejorar el logro de sus hijos;

Sección 1116 (e) (1)









<u>ACTIVIDADES / ESTRATEGIAS</u>	<u>Cronograma</u>
Reunión de padres sobre los desafiantes estándares académicos estatales, Compact de padres, programa para alumnos dotados y talentosos, programa de necesidades especiales, programa de migrantes evaluaciones académicas estatales y locales, los requisitos de esta parte y cómo monitorear el progreso de un niño y trabajar con educadores para mejorar el logro de sus hijos por el director, Asst. Consejero principal, facilitador, maestros de aula	Otoño/primavera
Recurso de la Región 1 de MackinVia: Reunión de Alfabetización y Tecnología del Portal para Padres por el Bibliotecario / Registrador de la Oficina	Otoño

<p>(i) proporcionar materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento de sus hijos, como la capacitación en alfabetización y el uso de tecnología (incluida la educación sobre los daños de la piratería de derechos de autor), según corresponda, para fomentar la participación de los padres; Sección 1116 (e) (2)</p>	<p><u>Cronograma</u></p>
<p><u>ACTIVIDADES / ESTRATEGIAS</u></p>	
<p>Boletín mensual de School Parent Connection</p>	<p>en marcha</p>
<p>The Parent and Family Engagement Connection en línea</p>	<p>en marcha</p>
<p></p>	<p></p>
<p></p>	<p></p>
<p></p>	<p></p>
<p>(ii) educar a los maestros, personal de apoyo educativo especializado, directores y otros líderes escolares y otro personal, con la asistencia de los padres, en el valor y la utilidad de las contribuciones de los padres, y en cómo comunicarse, comunicarse y trabajar con los padres como socios iguales, implementar y coordinar programas para padres, y construir lazos entre los padres y la escuela; Sección 1116 (e) (3)</p>	<p><u>Cronograma</u></p>
<p><u>ACTIVIDADES / ESTRATEGIAS</u></p>	
<p>Encuesta de información de los padres</p>	<p>en marcha</p>
<p>Región 1 Capacitación / Recursos</p>	<p>en marcha</p>
<p>Talleres en casa</p>	<p>en marcha</p>
<p>P.L.C. reuniones profesionales</p>	<p>en marcha</p>
<p>Proporcionar capacitación para el personal sobre estrategias para mejorar la comunicación con los padres e ideas para aumentar la participación familiar. El personal también compartirá las mejores prácticas en las reuniones de la facultad.</p>	<p>en marcha</p>
<p>Sistema de correo electrónico para comunicarse con los padres</p>	<p></p>
<p>(iii) en la medida de lo posible y apropiado, coordinar e integrar los programas y actividades de participación de los padres con otros programas federales, estatales y locales, incluidos los programas preescolares públicos, y realizar otras actividades, como centros de recursos para padres, que alienten y apoyen a los padres en participando más plenamente en la educación de sus hijos; Sección 1116 (e) (4)</p>	<p><u>Cronograma</u></p>

<u>ACTIVIDADES / ESTRATEGIAS</u>	
Noches de ayuda financiera	Fall/Spring
Child Find	en marcha
C.P.S.	en marcha
SCAN	en marcha
Texas Border Region	en marcha
(iii) provide such other reasonable support for parental involvement activities as parents may request. Section 1116 (e)(14)	<u>Cronograma</u>
<u>ACTIVIDADES / ESTRATEGIAS</u>	
Clases de inglés en asociación con Región 1	en marcha
Clases de G.E.D. en asociación con Región 1	en marcha
Talleres de Cricut	en marcha

LOS MIEMBROS DEL COMITÉ DE PARTICIPACIÓN DE PADRES DEL CAMPUS RECONOCEN SU PARTICIPACIÓN EN EL PROCESO DE ESCRITURA, REVISIÓN Y ADOPCIÓN DE ESTA POLÍTICA:

FECHA DE HOY: _____

NOMBRE	FIRMA	PAPEL/FUNCION
Dr. Jorge E. Guzman	 Dr. Jorge E. Guzman (Nov 13, 2024 14:02 CST)	Principal
Mr. Octavio A. Aguillón	 Octavio Aguillon (Nov 11, 2024 08:13 CST)	Assistant Principal and Parent Contact/Parent Liaison
Yesenia Ramos		Parent
Claudia Moreno	 Claudia Moreno (Nov 13, 2024 17:42 CST)	Parent
Tere Garza	 Tere Garza (Nov 8, 2024 13:03 CST)	Parent
Patricia Guerra	 Patricia Guerra (Nov 11, 2024 17:47 CST)	Parent
Rosaluz Barrera	 rosaluz barrera (Nov 8, 2024 11:48 CST)	Parent
Nereyda Ramos		Parent
Brenda Rios		Parent
Amparo Vazquez	 Amparo Vazquez (Nov 14, 2024 14:12 CST)	Parent
Refugio Pompa	 Refugio Pompa (Nov 11, 2024 12:39 CST)	Parent