Roma Independent School District

Ramiro Barrera Middle School (RBMS)

2024-2025 Campus Improvement Plan

Board Approval Date: October 9, 2024

Mission Statement

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

Roma ISD Values

High Expectations for All

Unified in Our Pursuit of Excellence

Building Partnerships

Purposeful Innovations

Vision

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

Campus Mission & Vision

RBMS Mission

Ramiro Barrera Middle School's commitment to the students of Roma Independent School District is one that is second to none. We will strive hard for the continuous improvement of our academic and extracurricular programs. Our school will be an educational setting that everyone will love to come to on a daily basis. It will be a place where teaching and learning will take place every day, and everyone will call "home". Student success will always come first.

RBMS Vision

Ramiro Barrera Middle School will be an educational setting committed to the achievement of student excellence.

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Needs Assessment Overview Summary

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Demographics

Demographics Summary

Campus Profile

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

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

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

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

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

Student Learning

Student Learning Summary

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

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

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

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

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

Student Learning Strengths

Ramiro Barrera Middle School creates a Master Schedule that provides support for all students. RBMS provides instruction to at risk, struggling learners through the use of research based interventions. Students at RBMS are provided with an extended day and extended year schedule so that they can receive additional accelerated instruction. RBMS offers 6th graders advanced mathematics to students who performed at masters level on their 5th grade math STAAR . All teachers at RBMS have completed their 30 hours in Gifted and Talented training enabling them to differentiate instruction to the needs of all students. Student council, Fishing Club, Archery Club, and other clubs for students such as: Robotics and various excelling fine arts programs. Our campus also offers additional intervention classes for students that need additional accelerated instruction during the school day. In addition, RBMS offers extended student learning time through after school tutorials and Saturday Learning Camps. Despite our strengths, at RBMS we also focus on the needs of all student populations including but not limited to emergent bilinguals, at risk and special education.

Problem Statements Identifying Student Learning Needs

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

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

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction

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

Special Education

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

Bilingual Education

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

Athletic

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

Gifted and talented

504/Dyslexia

Personnel

School Processes & Programs Strengths

RBMS has an experienced administrative and teaching staff. The administrative team coaches and guides staff to make the best instructional plans for individual student growth and achievement. Components such as student schedules, discipline, curriculum, and interventions are strategically planned to meet the needs of all students. If some instructional programs, schedules, or interventions are not working, the team at RBMS monitors and adjusts to meet the needs of the staff, the students, and the community. A Chrome Book is issued to each student and five computer labs are available for student use. Students have access to several computer programs such as: Success Maker, Flocabulary, Summit K12, Action Scholastic.

RBMS has safe practices and processes that contribute to student success. We execute the following safety and security measures within our school community and building:

*Breakfast on wheels in which students arrive on school transportation (buses) in a 5-10 minute arrival process, enter the building while being monitored to enter their grade level hallways and to their breakfast line. Students are expected to grab a light, free breakfast, and report immediately to their designated first period class. All teachers arrive to school with the expectation teachers are expected to be present and visible at their doors to receive students. The minutes prior to the instructional day are carried out in the classrooms while students are able to eat breakfast quickly, and dispose of food just before preparing for their instructional day. Campus leaders as well as teachers that are not scheduled for a first period class are expected to monitor hallways and ensure overall safety of the building during breakfast on wheels.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our newcomers (recent immigrants) are provided language support through ESL.   **Root Cause:** The learning of a new language takes about 6 years to develop.

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

Perceptions

Perceptions Summary

Ramiro Barrera Middle School works to ensure our school is a family friendly environment. Family involvement is a key component of student success and it is imperative to us that we support parents by creating a climate that is responsive and communicative in nature allowing the school and family to work as partners in the educational process. Various opportunities for family engagement are offered each year. Monthly parent meetings are scheduled with opportunities for parent trainings and information sessions to educate the parents to have a better foundation of parental skills. A campus website is regularly updated with important information and serves as a repository for school based schedules, forms, parent portal, contact links, achievements. Parents are trained and encouraged to have communication through the use of Parent Square also. RBMS promotes continuous support to end bullying and provide an environment conducive to teaching and learning. Our attendance goal is to maintain at least 97%+ attendance. We plan to work towards this goal by continuing to promote student engagement and implement attendance incentives.

Perceptions Strengths

- Family events which focus on the importance of a positive relationship between home and school - Parents' Night, 6th grade. Orientation Meeting, Grandparents Day, Meet the Teacher, Open House, Fine Arts Concerts, Art Exhibits, Awards Assemblies, 8th Grade Promotional Ceremony,etc.
- Variety of communication methods used to contact parents and keep them informed (website, social media, mail, email, Parent Square)
- Use of Raptor and magnetic door entry to ensure the safety of our staff and students
- Counseling program that includes guidance lessons on bullying, self esteem, dating violence, hygiene, character education, etc.
- Regular surveys to monitor students, parents and staff feedback and meet the needs of our community.
- We provide all staff members the opportunity to improve our culture through the creation and implementation of campus committees, clubs, and other organizations
- There are numerous organizations available for student participation (Student Council, Cheer, Fishing Club, Robotics Club, Book Club, Leadership Class, etc.)
- Celebrations are held throughout the year to promote a positive school culture and environment. (Red Ribbon Week, Pep Rallies, College and Career Fair, STAAR Rallies, etc.)
- A well maintained facility and numerous options to support growth and development (via before and after school tutoring) are additional strengths offered by RBMS.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to support the mental well being of students and staff.   **Root Cause:** Mental and other health related issues have been on the rise especially after COVID-19.

Problem Statement 2 (Prioritized): We would like to see an increase in our parent and family engagement program.   **Root Cause:** The majority of our students live with their grandparents or other legal guardians.

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

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

Priority Problem Statements

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

Problem Statement 2: Our special education students are not passing their state exams nor preforming at grade level.
Root Cause 2: Students are not reading at grade level and lack comprehension.
Problem Statement 2 Areas: Demographics

Problem Statement 3: The percentage of at-risk students has been increasing slightly for the past several years.
Root Cause 3: Immigrants enrolling in our district coming from Mexico are considered at-risk due to their language barrier.
Problem Statement 3 Areas: Demographics

Problem Statement 4: Our Emergent Bilingual population is not performing at grade level in Reading Language Arts and Math.
Root Cause 4: Students lack basic English language and lack the foundational skills to gain academic vocabulary.
Problem Statement 4 Areas: Demographics

Problem Statement 5: Based on previous STAAR data, our EB population scores have decreased in both reading and math.
Root Cause 5: Our EB students lack comprehension and reading fluency. They also lack basic math computation skills.
Problem Statement 5 Areas: Student Learning

Problem Statement 6: Our newcomers (recent immigrants) are provided language support through ESL.
Root Cause 6: The learning of a new language takes about 6 years to develop.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: We would like to see an increase in our parent and family engagement program.
Root Cause 7: The majority of our students live with their grandparents or other legal guardians.
Problem Statement 7 Areas: Perceptions

Problem Statement 8: We do not have a parent center to promote more parental involvement on campus.
Root Cause 8: We have slowly come back to in person meetings and activities after the pandemic where virtual meeting was widely used.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Based on previous STAAR data, our special education students are not meeting the state performance standards in reading and math.
Root Cause 9: Our students are working at below grade level.
Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: There is a need to support the mental well being of students and staff.
Root Cause 10: Mental and other health related issues have been on the rise especially after COVID-19.
Problem Statement 10 Areas: Perceptions

Problem Statement 11: There is a need to implement safety measures to ensure that all students and staff members are in the safest environment.
Root Cause 11: With the recent occurences of violence such as Uvalde school shootings and others people are afraid that schools are not safe.
Problem Statement 11 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Revised/Approved: October 9, 2024

Goal 1: SAFETY & WELLNESS

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

Performance Objective 1: For the 2024-2025 school year, RBMS will have fulfilled 100% of all the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Sources: Training Documentation, Raptor Drill checklists

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: RBMS will continue to use Raptor to practice monthly drills effectively and routinely and prepare everyone for real emergencies. A minimum of one police officer will be stationed at RBMS daily to monitor safety and conduct safety audits on a daily basis.	**Nov**	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: Our school staff will be trained on the use of standard response protocols and using Raptor to know the difference between all drills and will be able to follow protocol . Our school will complete all drills and pass all intruder drill audits. RBMS will be proactive and prepared to address a variety of emergency situations. **Staff Responsible for Monitoring:** Administration, all staff,School Safety Director **Title I:** 2.4 **Problem Statements:** Perceptions 4	40%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

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

Goal 1: SAFETY & WELLNESS

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

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

Evaluation Data Sources: Counseling referrals

Strategy 1 Details	Reviews			
Strategy 1: Counselors will train students on the identification and reporting of bullying, harrassment, dating violence, sexual abuse, and self harm by using videos and presentations in group discussions to spread awareness. Group counseling will be provided to students. Students will be seen by counselor after In School Suspension or out of school suspension .	**Formative**			**Summative**
	Nov	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: Students will have a positive attitude on self worth and the worth of peers as well as those that surround them. **Staff Responsible for Monitoring:** Counselors, teachers, administration, **Title I:** 2.6 **Problem Statements:** Perceptions 1	35%			

Strategy 2 Details	Reviews			
Strategy 2: RBMS will provide staff with mental health services through PLCs and staff development opportunities. RBMS will provide nurse swith supplies for health services.	**Formative**			**Summative**
	Nov	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: Provide mental health awareness and support to staff members and prevent burn outs. **Staff Responsible for Monitoring:** Counselors,LPC,Administration **Problem Statements:** Perceptions 1	30%			

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

Performance Objective 2 Problem Statements:

Perceptions

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

Goal 1: SAFETY & WELLNESS

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

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

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Office staff will utilize Raptor security systems to check and monitor all visitors. Teachers and staff will utilize magnetic key less entry on their ID badge to enter building and be easily identified as school employees. **Strategy's Expected Result/Impact:** RBMS will increase the safety of our school. **Staff Responsible for Monitoring:** Administration, office personnel, staff **Problem Statements:** Perceptions 4	**Formative**			**Summative**
	Nov	**Mar**	**June**	**June**
	50%			

Strategy 2 Details	Reviews			
Strategy 2: RBMS will promote ,educate, and raise awareness for all students and staff on the effects of substance abuse. This will include the use of posters, presentations,events,rallies, and guest speakers **Strategy's Expected Result/Impact:** Spread awareness, promote learning and empower students to make make informed decisions and realize the consequences of drug abuse. **Staff Responsible for Monitoring:** Administration, counselors,teachers **Problem Statements:** Perceptions 4	**Formative**			**Summative**
	Nov	**Mar**	**June**	**June**
	20%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3 Problem Statements:

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

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

Performance Objective 1: All students will have the opportunity to expand their reading literacy and knowledge across texts.

High Priority

Evaluation Data Sources: Accelerated Redader Logs
Student book reports
Student reading logs
Student library book check out logs

Strategy 1 Details	Reviews			
Strategy 1: Students will participate in the Accelerated Reader program. The library will expand and update library resources to support the curriculum through diverse literacy such as books, magazines, and databases both print and digital form.RBMS will provide reading materials and general supplies for the library and provide all students with incentives and rewards every six weeks for those meeting academic goals. Additionally, the Library will provide an inviting environment conducive to learning through literacy displays and appealing yet functional furnishing and decor.	**Formative**			**Summative**
	Nov	**Mar**	**June**	**June**
	40%			
Strategy's Expected Result/Impact: Students will increase reading fluency and comprehension Exposure to multiple genres Students will be able make real world connections through multiple genres Students will expand their knowledge Students will build digital skills that are essential in toady's workforce Students fortify their ethical moral Students will develop a sense of ownership and accomplishment. Increase access for students while visiting the library and student academic achievement, motivation, and success in reading. **Staff Responsible for Monitoring:** Librarian Teachers Principal **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 3 - Student Learning 2				

Strategy 2 Details	Reviews			
Strategy 2: Students will have the opportunity to participate in the "Battle of the Books" district and regional competitions. RBMS will provide resources to students including study materials, meals, and transportation.	Formative			Summative
	Nov	Mar	June	June
Strategy's Expected Result/Impact: Students will increase reading fluency and comprehension Exposure to multiple genres Students will be able make real world connections through multiple genres Students will expand their knowledge Students will build communication, public speaking and team working skills that are essential in toady's workforce Students fortify their sportsmanship and ethical moral Students develop leadership skills which will be essential in their future endeavors Students will develop a sense of ownership and accomplishment. **Staff Responsible for Monitoring:** Librarian **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 3 - Student Learning 2	40%			

Strategy 3 Details	Reviews			
Strategy 3: The library will schedule author visits to inspire creativity and expression in reluctant readers. Additionally, presentations will assist in reinforcing key concepts students are learning in the classroom as well as motivate students to read.	Formative			Summative
	Nov	Mar	June	June
Strategy's Expected Result/Impact: Student academic achievement **Staff Responsible for Monitoring:** Librarian Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 3 - Student Learning 2	20%			

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

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

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

Goal 2: STUDENT LEARNING

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

Performance Objective 2: All students in special education or emergent bilingual will increase STAAR Reading and Math by 5% in Meets by May 2025.

    High Priority

    Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Provide extended day tutoring for 6th-8th Reading and Math and 8th grade Science/Social Studies and accelerated instruction intervention (HB 1416) classes for all struggling students based on local and state assessment assessment data from the 2023-24 school year data. Provide students with differentiated instruction such as one to one instruction so that all students needs are met and student success increases.	**Formative**			**Summative**
	Nov	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: Increased student success, increase in the number of students meeting expectations on STAAR Student mastery on STAAR through directly targeting the needs of each student. **Staff Responsible for Monitoring:** Teachers and administrators **Problem Statements:** Student Learning 2	20%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 2 Problem Statements:

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

Goal 2: STUDENT LEARNING

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

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

High Priority

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

Strategy 1 Details		Reviews			
Strategy 1: Provide extended day tutoring, RTI and/or accelerated instruction intervention classes for all struggling students based on local and state assessment assessment data from the 2023-2024 school year data.		**Formative**			**Summative**
		Nov	Mar	June	June
Strategy's Expected Result/Impact: Increased student success, increase in the number of students meeting expectations on STAAR **Staff Responsible for Monitoring:** Teachers and School Administration **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2		30%			

Strategy 2 Details		Reviews			
Strategy 2: Along with the Lead teachers, Teachers will deconstruct assessments and analyze and adjust curriculum in order to target the specific needs of all students.		**Formative**			**Summative**
		Nov	Mar	June	June
Strategy's Expected Result/Impact: Increased student success due to improved teacher preparedness. **Staff Responsible for Monitoring:** Administration and teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 2		30%			

Strategy 3 Details	Reviews			
Strategy 3: Teachers will evaluate all student progress, including EB population, Special Education, Section 504 and GT, by administering grade level district assessments. This information will be used during PLC to drive curriculum and instruction planning.	**Formative**			**Summative**
	Nov	Mar	June	June
Strategy's Expected Result/Impact: Increased success in the classroom **Staff Responsible for Monitoring:** ALL , School Administration **Problem Statements:** Demographics 2	40%			

Strategy 4 Details	Reviews			
Strategy 4: Provide transportation for all students from extended day tutorials to their homes.	**Formative**			**Summative**
Strategy's Expected Result/Impact: More students will attend tutorials leading to student academic success. **Staff Responsible for Monitoring:** Administration, Clerks **Problem Statements:** Student Learning 1	Nov	Mar	June	June
	N/A			

Strategy 5 Details	Reviews			
Strategy 5: Extended day and Saturday tutorials will be used to ensure the success of all students	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student success in the classroom **Staff Responsible for Monitoring:** Teachers, Administration **Problem Statements:** Student Learning 1	Nov	Mar	June	June
	N/A			

Strategy 6 Details	**Reviews**			
Strategy 6: RBMS will ensure access to necessary resources and materials that support student achievement and staff efficiency.	**Formative**			**Summative**
	Nov	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: All students will have equitable access to the resources and materials necessary for academic success including classroom learning and state assessments. Teachers and staff will be eqipped with tools needed to deliver high quality instruction, support services and efficient campus operations fostering a positive and well rounded learning environment. **Staff Responsible for Monitoring:** Principal Testing Coordinator Counselors Office Secretary Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1	30%			

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 3 Problem Statements:

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

Goal 2: STUDENT LEARNING

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

Performance Objective 4: RBMS will dedicate 100% of our instructional activities and resources to increase all student performance in all tested subject areas by 5% in Meets and 3% in Masters to help close achievement gaps as measured by STAAR

High Priority

Evaluation Data Sources: State testing Data
Local assessments

Strategy 1 Details	Reviews			
Strategy 1: RBMS will provide teachers with professional development in their areas, as well as professional learning communities to give teachers resources and tools to implement in their classes. Teachers will be provided with materials and resources to enhance hands on activities and create everyday learning opportunities for students in reading, math, science, and social studies, and fine arts.	**Formative**			**Summative**
	Nov	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: Increase teacher capacity and new techniques to utilize in their classrooms. **Staff Responsible for Monitoring:** Administrators, Team leaders, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1 **Funding Sources:** Student Materials - 211 Title I, Part A	40%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 4 Problem Statements:

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

Goal 2: STUDENT LEARNING

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

Performance Objective 5: Increase student motivation and pride in academic achievement by implementing an Honor Roll recognition program.

Evaluation Data Sources: Student performance data

Strategy 1 Details		Reviews			
Strategy 1: Recognizing students who achieve Honor Roll status reinforces their academic achievements by organizing events and ceremonies that acknowledge and celebrate their achievements. Examples may include incentives,certificates,recognition,small prizes, or special privileges such as participation of special events.		**Formative**			**Summative**
		Nov	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: Boost student motivation, academic achievement and promote a positive school culture **Staff Responsible for Monitoring:** Administration, Counselors, Attendance Clerk **Problem Statements:** Student Learning 1		40%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Performance Objective 5 Problem Statements:

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

Goal 2: STUDENT LEARNING

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

Performance Objective 6: RBMS will provide teachers with professional development in order meet the needs of all students.

    Evaluation Data Sources: Student academic achievement data

Strategy 1 Details		Reviews			
Strategy 1: Provide teachers with professional development opportunities to enhance their understanding of gifted education pedagogy and strategies as well as how to nominate students for GT. This can include workshops, conferences, or online courses focused on differentiating instruction and nurturing higher-level thinking skills. Teachers can then educate parents so that parents can also have the opportunity to nominate their children for GT.		**Formative**			**Summative**
		Nov	**Mar**	**June**	**June**

Strategy's Expected Result/Impact: Foster Higher Levels of Thinking for the Gifted and Talented Population
 	
    Staff Responsible for Monitoring: All staff
 	
    Problem Statements: Student Learning 1 - School Processes & Programs 2
		45%			

Strategy 2 Details		Reviews			
Strategy 2: Develop and implement strategies to differentiate the curriculum for gifted and talented students to provide opportunities for higher-level thinking. This can include compacting the curriculum, offering advanced content, providing independent research projects, or incorporating problem-solving tasks.		**Formative**			**Summative**
		Nov	**Mar**	**June**	**June**

Strategy's Expected Result/Impact: Foster Higher Levels of Thinking for the Gifted and Talented Population
    Staff Responsible for Monitoring: All staff
 	
    Problem Statements: Demographics 2 - Student Learning 1
		40%			

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue	

Performance Objective 6 Problem Statements:

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

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

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

Goal 2: STUDENT LEARNING

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

Performance Objective 7: 100% Instructional academic support will be provided to all our 504 students.

High Priority

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

Strategy 1 Details	Reviews			

Strategy 1: Teachers and support staff will discuss and monitor student individual needs to address barriers affecting academic performance through grade-level meetings throughout the school year.
    Strategy's Expected Result/Impact: Student academic success
    Staff Responsible for Monitoring: Principal, associate principals and teachers
 	
    Problem Statements: Demographics 3 - Student Learning 1
	Formative			**Summative**

	Nov	Mar	June	June
	35%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 7 Problem Statements:

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

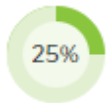| Student Learning |
|---|
| **Problem Statement 1**: There is a performance gap based on our state assessment data, weekly and bi-weekly test data, and our six weeks data.   **Root Cause**: Many students performing well on weekly and bi-weekly cannot pass six weeks and state assessment due to the rigor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

Goal 2: STUDENT LEARNING

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

Performance Objective 8: RBMS will implement the use of MTSS/RTI to provide interevention to students not meeting the grade requirement in each subject area.

High Priority

Evaluation Data Sources: Student performance records

Strategy 1 Details	Reviews			
Strategy 1: RBMSwill provide continuous targeted professional development, support, and guidance to campus administrators, special education teachers, classroom teachers, support staff and paraprofessionals. **Strategy's Expected Result/Impact:** Student academic success **Staff Responsible for Monitoring:** Principal **Problem Statements:** Demographics 1, 2, 3	**Formative**			**Summative**
	Nov	**Mar**	**June**	**June**
	40%			

Strategy 2 Details	Reviews			
Strategy 2: Provide effective MTSS for students in need **Strategy's Expected Result/Impact:** Increased student performance and growth **Staff Responsible for Monitoring:** Dyslexia lab teacher, principal and associate principals **Problem Statements:** Demographics 2	**Formative**			**Summative**
	Nov	**Mar**	**June**	**June**
	25%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 8 Problem Statements:

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

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

Goal 3: EMPOWERING TEACHERS AND ADMINISTRATORS

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

Performance Objective 1: Department and district teachers will collaborate regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students

    High Priority

    Evaluation Data Sources: Content department agendas/minutes from meetings

Strategy 1 Details		Reviews			
Strategy 1: A variety of opportunities such as Department meetings will be established as opportunities for professionals to address common issues.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Significant progress made toward meeting Objective **Staff Responsible for Monitoring:** Teachers and Administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 1		**Nov**	**Mar**	**June**	**June**
		40%			

Strategy 2 Details		Reviews			
Strategy 2: Development of teacher instructional strategies, by consistently offering a variety of professional development opportunities via in person or virtual for all teachers and administrators including transportation and meals to increase their ability to support instruction through research-based best practices.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student performance **Staff Responsible for Monitoring:** Principal, Assistant Principals **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Demographics 2 - Student Learning 1		**Nov**	**Mar**	**June**	**June**
		40%			

Strategy 3 Details		Reviews			
Strategy 3: Provide equitable and open access to the library and integrate library skills that support the school curriculum through collaborative lessons, teacher training, and motivational reading programs.		Formative			Summative
		Nov	Mar	June	June
Strategy's Expected Result/Impact: Improved student performance, Teacher Empowerment **Staff Responsible for Monitoring:** Principal Assistant Principal Librarian Counselors **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** Demographics 3 - Student Learning 1		45%			

Strategy 4 Details		Reviews			
Strategy 4: Provide teachers and processional staff opportunities to align Professional Learning Community practices to ensure consistency across campuses to improve collaboration and increase levels of teacher support.		Formative			Summative
		Nov	Mar	June	June
Strategy's Expected Result/Impact: Building a better foundation as a district to achieve student success across all subjects **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1		45%			

Strategy 5 Details		Reviews			
Strategy 5: Provide targeted professional learning to increase fidelity of implementation of best instructional practices, high quality assessments, guaranteed viable curriculum, and student learning environment to have maximum impact of student learning.		Formative			Summative
		Nov	Mar	June	June
Strategy's Expected Result/Impact: student success **Problem Statements:** Student Learning 1		30%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

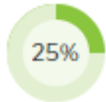| Demographics |
|---|
| **Problem Statement 1**: Our special education students are not passing their state exams nor preforming at grade level.   **Root Cause**: Students are not reading at grade level and lack comprehension. |

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

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

Goal 3: EMPOWERING TEACHERS AND ADMINISTRATORS

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

Performance Objective 2: RBMS will provide teachers with professional development in order meet the needs of all students.

Evaluation Data Sources: Student academic achievement data

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development opportunities for teachers to enhance their understanding of gifted education pedagogy and strategies. This can include workshops, conferences, or online courses focused on differentiating instruction and nurturing higher-level thinking skills.	**Formative**			**Summative**
	Nov	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: Foster Higher Levels of Thinking for the Gifted and Talented Population **Staff Responsible for Monitoring:** All staff **Problem Statements:** Student Learning 1	25%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

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

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

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

Evaluation Data Sources: Parent Perception Surveys

Strategy 1 Details		Reviews			

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

		Nov	**Mar**	**June**	**June**
		35%			
0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue					

Performance Objective 1 Problem Statements:

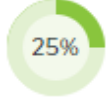| Student Learning |
|---|
| **Problem Statement 1**: There is a performance gap based on our state assessment data, weekly and bi-weekly test data, and our six weeks data.   **Root Cause**: Many students performing well on weekly and bi-weekly cannot pass six weeks and state assessment due to the rigor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

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

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

Evaluation Data Sources: Sign-in rosters, evaluations

Strategy 1 Details	Reviews			
Strategy 1: RBMS will provide PFE (parent and family engagement) activities for parents of EB students. RBMS will host events such as campus open house events, meet the teacher events, student performances, parent meetings, awareness events. RBMS will encourage open dialogue and involvement from parents and the local community. This can be done through workshops, seminars, or support groups that address the issues relating to topics that will involve and train parent to be knowledgeable of school trends and issues. RBMS will provide parents with supplies and materials needed to engage parental involvement.	**Formative**			**Summative**
	Nov	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: Increased communication; better relationships between parents, school, and community. Improved English language skills; increased ability for parents and families to help their children. This will help parents understand how they can support their children. **Staff Responsible for Monitoring:** Principal, Associate Principals and Leadership team **Problem Statements:** Perceptions 2 **Funding Sources:** Supplies and materials for PFE - 211 Title I, Part A	35%			

Strategy 2 Details	Reviews			
Strategy 2: RBMS will implement and continuously update a campus web page, parent square, campus Facebook page where parents will have easy access to all Campus and District information, policy and events.	**Formative**			**Summative**
	Nov	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: Improved school and family relationships and open communication. Increased parental involvement. **Staff Responsible for Monitoring:** Campus leaders **Title I:** 2.6, 4.1, 4.2 **Problem Statements:** Perceptions 2	40%			

Strategy 3 Details	Reviews			
Strategy 3: RBMS professional staff will be trained on research based strategies to enhance parent and family engagement at RBMS.	**Formative**			**Summative**
	Nov	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: Increased parental and family participation. Strengthened communication between parent/family and school. **Staff Responsible for Monitoring:** RBMS professional staff **Title I:** 2.6, 4.1, 4.2 **Problem Statements:** Perceptions 2	35%			

Strategy 4 Details	Reviews			
Strategy 4: By May 2025, RBMS will cultivate a mindset and commitment to customer service that promotes respect, transparency, and trust. Survey results will be utilized to determine progress in the commitment to customer service. Customer satisfaction will increase by 10% from August 2024 to June 2025.	**Formative**			**Summative**
	Nov	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: Increased customer (parents) service satisfaction **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2	25%			

Strategy 5 Details	Reviews			
Strategy 5: RBMS will provide opportunities for parent engagement at least 1 time per month such as; Title I meetings, Title 3/ESL meetings, student performances, awards programs, enrichment activities, learning events, parent-teacher social events, incoming student events, parent orientation and others.	**Formative**			**Summative**
	Nov	**Mar**	**June**	**June**
Strategy's Expected Result/Impact: Increase parental involvement **Staff Responsible for Monitoring:** Principal, Assistant Principal, All **Problem Statements:** Perceptions 2	40%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

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

Goal 5: EFFECTIVE USE OF DISTRICT RESOURCES

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

Performance Objective 1: By May 2025, RBMS will increase student participation in UIL, extra-curricular, co-curricular activities at all levels by 20%

    High Priority

    Evaluation Data Sources: Student rosters, Student performance documentation

Strategy 1 Details		Reviews			
Strategy 1: Provide for field trips, admissions and awards for students		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved success in the classroom, increased participation in school activities.		**Nov**	**Mar**	**June**	**June**
Staff Responsible for Monitoring: ALL, Counselors, Sponsors, Coaches, Administrators **Problem Statements:** Perceptions 1		30%			

Strategy 2 Details		Reviews			
Strategy 2: Provide for student travel for competition and field trips		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved success in the classroom, increased participation in school activities.		**Nov**	**Mar**	**June**	**June**
Staff Responsible for Monitoring: Administration **Problem Statements:** Perceptions 1		40%			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

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

State Compensatory

Budget for Ramiro Barrera Middle School (RBMS)

Total SCE Funds: $9,805.00
Total FTEs Funded by SCE: 9
Brief Description of SCE Services and/or Programs

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

Personnel for Ramiro Barrera Middle School (RBMS)

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

Title I

1.1: Comprehensive Needs Assessment

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

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

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

1.2 Evidence of multiple meetings held

A comprehensive needs assessment (CNA) must include:

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

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

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

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

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

2.2 Stakeholders 1114(b)(2)

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

2.2: Regular monitoring and revision

2.2 Evidence of multiple meetings held

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

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

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

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

2.4: Opportunities for all children to meet State standards

2.4 Oppurtunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

2,5 Increased learning time and well-rounded education

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

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

2.6 Address needs of all students, particularly at risk

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

3.1: Annually evaluate the schoolwide plan

3.1 Annually evaluate the schoolwide plan

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

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

4.1: Develop and distribute Parent and Family Engagement Policy

Parent and Family Engagement

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

4.1 Develop and distribute Parent and Family Engagement Policy

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

4.2: Offer flexible number of parent involvement meetings

4.2 Offer flexible number of parent involvement meetings

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

Title I Personnel

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

Site-Based Decision Making Committee

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

Campus Needs Assessment Team

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

Campus Funding Summary

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

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