

Roma Independent School District

Roma Middle School (RMS)

2025-2026 Campus Improvement Plan

Accountability Rating: B

Distinction Designation

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Postsecondary Readiness



Board Approval Date: September 24, 2025

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

Value Statement

The mission of Roma Middle School, through a partnership of students, families, staff and community, is to ensure that every student has the skills to build a strong social and academic foundation, in order to transition into a successful high school student and responsible member of society. Roma Middle School's environment of trust and mutual respect for all people reflects our beliefs that all students can learn. We are committed to promoting a positive learning atmosphere that builds self-esteem and empowers all students to reach their maximum potential. With rigorous and varied academic standards, we will work together as a team to prepare our students as productive citizens and help develop their personal commitment to lifelong learning.

Roma Middle School will continue to be an exceptional learning community where all opinions and ideas are welcomed and valued. Through collaboration and high expectations, we will work towards continuous growth, creating a safe and innovative environment that upholds a reputation of excellence and good character. By integrating Citizenship, Responsibility, Respect, Self-Leadership, Perseverance and Honesty, our students will transition into independent learners and productive members of society.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Roma Middle School was the first middle school campus in Roma, Texas. Roma Middle School would house all of the 7th and 8th graders. At that time, there was an intermediate campus as well. Later when we got the second middle school, the intermediate campus was divided; 5th grade was divided among the elementary campuses based on geographic location and the 6th graders were also divided depending of geographic location to either middle school. This change left us with 6th, 7th and 8th graders that belonged to our area.

Roma Middle School has served all three grades levels since the 2007-2008 school year to the present. Currently, Roma Middle School serves 790 students; all this based on the 2023-2024 TAPR Report. In 6th grade we have 250 students, 7th grade consists of 278 students and 8th grade consist of 262 students. The population is almost equally divided among females and males. There are 380 females and 410 male students on campus. If we break it down a bit further into other populations, we serve 675 economically disadvantaged students, 130 Section 504 students, 711 EB students, 104 Special Education students, 100 Gifted and Talented students and 55 students with intellectual disabilities. All of our student population are also Hispanic.

The staff at Roma Middle School is made up of 64.1 teachers, 7.5 para-professionals, four administrators, and 9.7 educational aides. We also count with one full-time librarian and four full-time counselors. 63.1 teachers are Hispanic .5 are African-American and .5 are White. If we look at their degrees, we have 0.7 without a degree, 47 with a Bachelors, 16.4 with a Masters and 0.0 with a Doctorate. The years of experience are also very important; Roma Middle School has 11.3 beginning teachers, 11.8 teachers with 1-5 years experience, 13.5 with 6-10 years experience, 18.9 teachers with 11-20 years experience, 7.6 teachers with 21-30 years experience and 1.0 with over 30 years experience (numbers are Count/Average on TAPR 2023-2024 Report).

Demographics Strengths

-Even though the percentages in our Emergent Bilinguals is not where we want it, a strength that we have at our campus is that our teachers are English as a Second Language certified. This is a great advantage when it comes to helping our Emergent Bilinguals because our teachers know how to help our students. Because of the pandemic, there is a huge gap that we are going to work to close.

-We have teachers that are pursuing their Master and Doctoral degrees.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students considered At-Risk for attendance have to be contacted when they are absent from school.

Root Cause: There are many reasons why a child is absent to school; making contact has positively impacted this issue and we must continue to make contact.

Problem Statement 2 (Prioritized): Attention needs to be brought to our Special Populations including At-Risk, Gifted and Talented, English Language Learners, Special Education, Migrant, Title I, Section 504.

Root Cause: Student state exams need to improve in all areas; providing enrichment for all populations will assist in student improvement.

Student Learning

Student Learning Summary

As far as TEA Accountability for the 2023-2024 school year, a rating and designation(s) was not assigned.

Student Learning Strengths

Due to the lack of a rating and designation we will base our strengths on local data. As a school, we definitely need to continue to support our student learning in the following areas:

- Our teachers will definitely continue to close any learning gaps.
- We will continue to have a strong educational support system.
- We will continue offering tutorial/Accelerated Instruction that our students need.
- Resources, supplies and materials are offered to our students so that they do not have to worry about them.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students might have anxiety issues that might keep them from focusing 100% of the time on their classes.

Root Cause: Students have to be challenged on a daily basis to excel in their classes and in the state exams.

Problem Statement 2 (Prioritized): Students still need to complete Accelerated Instruction hours to be in compliance with House Bill 1416.

Root Cause: Students were not successful in the STAAR exam and must complete 15 or 30 hours of Accelerated Instruction per unsuccessful subject depending on their scores.

Problem Statement 3 (Prioritized): Students need tutorial sessions to reach grade level in their classes.

Root Cause: There is still a learning gap that must be closed.

Problem Statement 4 (Prioritized): Students need to stay organized to be able to succeed in their classes.

Root Cause: Homework assignments or projects might not be turned in on time because students have other activities or homework assignments to complete.

Problem Statement 5 (Prioritized): There is a need to provide Reading programs that will help students raise Reading scores.

Root Cause: Reading scores were not where we expected.

Problem Statement 6 (Prioritized): Teachers and students need materials and supplies to be able to integrate the TEKS.

Root Cause: Some materials are consumables and need to be purchased when needed.

Problem Statement 7 (Prioritized): Students need extra support to be able to succeed in their education.

Root Cause: Students have needs that must be addressed through support programs such as RtI, Section 504 and other interventions.

Problem Statement 8 (Prioritized): Student State Assessment scores must be increased to 90+% in all core areas tested.

Root Cause: State Assessment scores need to meet a higher standard.

Problem Statement 9 (Prioritized): Motivate students to be college and career ready by integrating STEM concepts at the middle school level.

Root Cause: Students need to be exposed to more college and career options.

School Processes & Programs

School Processes & Programs Summary

At Roma Middle School we offer a plethora of programs to accommodate student needs. We take pride in the choices that our students have which include:

Tutorials

- Offered after school, especially before the times when we anticipate they will need that extra support.

Blocked RLA class in every grade level

- Students are blocked so that they may have extra time to expand their opportunity to learn the subject taught.

Blocked Math class in 6th Grade

- RMS had added the block Math class in 6th Grade to help with time constraints when teaching the TEKS. Teachers and students now have more time to reinforce any materials that needs extra attention. With the new Math 6/7, students that scored at the higher level of STAAR were placed in the Advanced Math 6/7 class. Teachers provided the needed supports so that next year (2025-2026) these students are well prepared to work at the 8th grade level and succeed in the Advanced Math 8 Class.

Double Math Class in 7th Grade

- Students are placed in double Math class; the double class will spiral what they learned in their primary Math class.

UIL

-We offer both academic and oral events for our students. In the UIL events, students will take advantage of the teachers' knowledge and they are able to practice what they really like.

Sports

- Our students have the opportunity to join football, volleyball, basketball, track and field, cross country, softball, swimming, golf, tennis, soccer or cheerleading.

Music

- The music programs that are available are band, orchestra, choir, mariachi or conjunto.

During the day, as a class, we also offer Robotics (helps with the STEM Program) and our Career and Technology class for our 8th graders. This class is in addition to our Spanish and Exploring Career classes that are offered as well. We recently added a Journalism class at our campus as well.

School Processes & Programs Strengths

The strengths in this area are:

- Teachers that are highly qualified to teach these areas.
- Teachers that are enthusiastic about sharing their knowledge with our students.
- Students that are eager to learn and put all their time and effort to be the best they can be.
- A great support from our district to encourage the continuation of these programs for our students.
- The support of the parents that is the most important factor in having our students participate.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We need to continue offering transportation for Accelerated Instruction, after school tutorials and other programs such as extra-curricular events.

Root Cause: Students would not stay after school if their parents did not have a method of transportation to pick up their children.

Problem Statement 2 (Prioritized): Attention needs to be brought to our students about safety protocols.

Root Cause: Even after a pandemic, we must continue to educate our children to stay safe and take care of themselves and others.

Problem Statement 3: We do not offer many elective classes, making it a bit difficult to even out the numbers in our classes.

Root Cause: The population of our campus this year (2023-2024) is up to an average of 790 students.

Problem Statement 4: Teachers need time to work on the curriculum and make the necessary changes to ensure that curriculum is aligned.

Root Cause: There might be adjustments that need to be made to align the curriculum that is being taught.

Problem Statement 5 (Prioritized): Teachers need the necessary trainings to be ready to assist them in special circumstances.

Root Cause: There are issues that affect our students that will not allow for them to perform well in school. (Bullying, Mental health, etc)

Problem Statement 6 (Prioritized): Teachers need continued professional development time (PLC) to ensure that they are well prepared for our students.

Root Cause: Curriculum needs to be constantly visited and aligned to the needs of our students.

Problem Statement 7 (Prioritized): Keeping our students and staff safe and secure in our school buildings.

Root Cause: There have been cases where students and staff are not safe at other districts; therefore, we must be proactive and maintain safety and security at our district.

Perceptions

Perceptions Summary

Roma Middle School is a campus that is known for having friendly staff that works together to maintain student excellence. Our staff is made up of a diverse age group population. We have veteran teachers and new teachers as well. This is a perfect combination because our teachers work together and share ideas and strategies to work with our students. Our teachers are very happy overall and it is reflected under Campus Strengths. There are a few areas that we must work on and thanks to our teacher input we can pinpoint our areas of need.

Click on the link to view our campus Comprehensive Needs Assessment: [RMS 2025 TEACHER PERCEPTION.pdf](#) Roma ISD Comprehensive Needs Assessment

Perceptions Strengths

Based on Roma Middle School Staff, they have listed what they feel are the strengths of our campus. Our strengths are:

1. Student achievement and student readiness.
2. Teachers working together.
3. Leadership, communication and school community.
4. Teachers working together and collaborating effectively.
5. Strong Faculty – Teachers with experience, industry connections, and a passion for teaching.
6. Modern Resources – Well-equipped libraries, online databases, and up-to-date technology.
7. Leadership is very knowledgeable and skilled.
8. Math department is excellent in aligning standards with the instruction. I believe that our department head does an extraordinary job at creating the curriculum and analyzing all data to ensure student success. I am honored to be learning from her. This year we had 3 math teachers in 8th grade, and I believe that it was an ideal decision because student population keeps increasing.
9. Cooperation amongst teachers and administrators.
10. Positive environment for all.
11. Administration is really good about giving the teachers what they need in terms of resources.

12. Having knowledgeable administrators. Having them show they care about us and having them constantly asking about what we need.

13. Our campus strengths is that we are very united and always striving for students academic growth.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Staff at RMS have expressed that the need for technology still exists. They have mentioned that they need more computer labs, better internet, and training in technology as well.

Root Cause: Technology is something that needs to be upgraded as we rely on it more and more as time passes. IF new technology is implemented, teachers need that training as well.

Problem Statement 2 (Prioritized): RMS staff mentioned that they need more professional development. They feel that way because there are new TEKS and new test sample questions that will be implemented.

Root Cause: The change in TEKS, STAAR test format and new sample questions makes teachers feel that they need more training and support in order to help them be more successful with students in the classroom.

Problem Statement 3 (Prioritized): Family/Parental Engagement is low at the secondary level.

Root Cause: As students get older, they become more independent and parents tend to allow that extra space.

Problem Statement 4: RMS Staff sees the need for new desks so that students are in a comfortable state and focus on learning.

Root Cause: Some desks might be old/broken and in other cases there are missing desks in the classroom.

Priority Problem Statements

Problem Statement 1: Attention needs to be brought to our students about safety protocols.

Root Cause 1: Even after a pandemic, we must continue to educate our children to stay safe and take care of themselves and others.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Family/Parental Engagement is low at the secondary level.

Root Cause 2: As students get older, they become more independent and parents tend to allow that extra space.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: RMS staff mentioned that they need more professional development. They feel that way because there are new TEKS and new test sample questions that will be implemented.

Root Cause 3: The change in TEKS, STAAR test format and new sample questions makes teachers feel that they need more training and support in order to help them be more successful with students in the classroom.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Students need to stay organized to be able to succeed in their classes.

Root Cause 4: Homework assignments or projects might not be turned in on time because students have other activities or homework assignments to complete.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: We need to continue offering transportation for Accelerated Instruction, after school tutorials and other programs such as extra-curricular events.

Root Cause 5: Students would not stay after school if their parents did not have a method of transportation to pick up their children.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Students still need to complete Accelerated Instruction hours to be in compliance with House Bill 1416.

Root Cause 6: Students were not successful in the STAAR exam and must complete 15 or 30 hours of Accelerated Instruction per unsuccessful subject depending on their scores.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There is a need to provide Reading programs that will help students raise Reading scores.

Root Cause 7: Reading scores were not where we expected.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Teachers and students need materials and supplies to be able to integrate the TEKS.

Root Cause 8: Some materials are consumables and need to be purchased when needed.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Teachers need the necessary trainings to be ready to assist them in special circumstances.

Root Cause 9: There are issues that affect our students that will not allow for them to perform well in school. (Bullying, Mental health, etc)

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Teachers need continued professional development time (PLC) to ensure that they are well prepared for our students.

Root Cause 10: Curriculum needs to be constantly visited and aligned to the needs of our students.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Students need extra support to be able to succeed in their education.

Root Cause 11: Students have needs that must be addressed through support programs such as Rtl, Section 504 and other interventions.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: Keeping our students and staff safe and secure in our school buildings.

Root Cause 12: There have been cases where students and staff are not safe at other districts; therefore, we must be proactive and maintain safety and security at our district.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: Student State Assessment scores must be increased to 90+% in all core areas tested.

Root Cause 13: State Assessment scores need to meet a higher standard.

Problem Statement 13 Areas: Student Learning

Problem Statement 14: Students considered At-Risk for attendance have to be contacted when they are absent from school.

Root Cause 14: There are many reasons why a child is absent to school; making contact has positively impacted this issue and we must continue to make contact.

Problem Statement 14 Areas: Demographics

Problem Statement 15: Staff at RMS have expressed that the need for technology still exists. They have mentioned that they need more computer labs, better internet, and training in technology as well.

Root Cause 15: Technology is something that needs to be upgraded as we rely on it more and more as time passes. IF new technology is implemented, teachers need that training as well.

Problem Statement 15 Areas: Perceptions

Problem Statement 16: Attention needs to be brought to our Special Populations including At-Risk, Gifted and Talented, English Language Learners, Special Education, Migrant,

Title I, Section 504.

Root Cause 16: Student state exams need to improve in all areas; providing enrichment for all populations will assist in student improvement.

Problem Statement 16 Areas: Demographics

Problem Statement 17: Motivate students to be college and career ready by integrating STEM concepts at the middle school level.

Root Cause 17: Students need to be exposed to more college and career options.

Problem Statement 17 Areas: Student Learning

Problem Statement 18: Students need tutorials sessions to reach grade level in their classes.

Root Cause 18: There is still a learning gap that must be closed.

Problem Statement 18 Areas: Student Learning



Goals






Goal 1: SAFETY AND WELLNESS

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

Performance Objective 1: 100% of students will continue to understand the importance of safety protocols and continue to implement them by May 2025.

Evaluation Data Sources: Students will be safe at school as far as any illnesses and threats to the school. We strive to keep our students as safe as possible.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus wide signs and staff will remind students of safety protocols. Strategy's Expected Result/Impact: All students will have a safe campus. Staff Responsible for Monitoring: All.</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2, 7 Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 <p>20%</p> <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct safety drills throughout the school year to educate our students and staff in case we have an emergency.</p> <p>Strategy's Expected Result/Impact: Students and staff will be prepared to act in case we have an emergency on campus. Staff Responsible for Monitoring: RMS Administration, Staff</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2, 7 Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 <p>25%</p> <p>Some Progress</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct building safety audits throughout the school year to ensure that the students and staff are safe in the building.</p> <p>Strategy's Expected Result/Impact: Physical plant building will be as safe as possible for students and staff.</p> <p>Staff Responsible for Monitoring: RMS Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2, 7</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 No Progress			
<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:

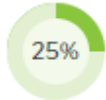





School Processes & Programs
<p>Problem Statement 2: Attention needs to be brought to our students about safety protocols. Root Cause: Even after a pandemic, we must continue to educate our children to stay safe and take care of themselves and others.</p> <p>Problem Statement 7: Keeping our students and staff safe and secure in our school buildings. Root Cause: There have been cases where students and staff are not safe at other districts; therefore, we must be proactive and maintain safety and security at our district.</p>

Goal 1: SAFETY AND 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: By the end of May 2025, all of our students that need support as far as mental health issues due to the pandemic and other related reasons will be serviced.

Evaluation Data Sources: The mental wellness of our students will be reflected in how they perform in their classes such as benchmarks, state exams and other local assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer the services of our LPC to support the needs of our students to the fullest extent possible.</p> <p>Strategy's Expected Result/Impact: Overall mental health wellness of our students.</p> <p>Staff Responsible for Monitoring: Counselors, LPC</p> <p>Problem Statements: School Processes & Programs 2, 5</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 <p>25%</p> <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide extra support for students as needed including but not limited to Social-Emotional Supports, Bullying Education, Dating Violence and the use of the Texas Child Health Access Through Telemedicine (TCHAT).</p> <p>Strategy's Expected Result/Impact: Students that need these extra supports may be able to concentrate on their learning while receiving the help they need in order to be successful in school.</p> <p>Staff Responsible for Monitoring: RMS Counselors, RMS Administrators, Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 5</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 <p>25%</p> <p>Some Progress</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 2: Attention needs to be brought to our students about safety protocols. **Root Cause:** Even after a pandemic, we must continue to educate our children to stay safe and take care of themselves and others.







Problem Statement 5: Teachers need the necessary trainings to be ready to assist them in special circumstances. **Root Cause:** There are issues that affect our students that will not allow for them to perform well in school. (Bullying, Mental health, etc)

Goal 1: SAFETY AND 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: Provide a healthy and safe environment for all students.

Evaluation Data Sources: Student records that reflect immunization records completed and logs of incidents that were addressed.

Strategy 1 Details	Reviews			
<p>Strategy 1: Comply with the Standards of Health of the State of Texas such as immunization records, medications administered, evaluation of students (height/weight, evaluation of hair, scoliosis, vision/hearing, blood pressure, acanthosis). Provide Vouchers for glasses when student qualifies.</p> <p>Strategy's Expected Result/Impact: Students that are cared for so that they can focus in class work.</p> <p>Staff Responsible for Monitoring: Head Nurse, Nurse Aid, RMS Adminsitration</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: Vouchers for Glasses (Vision) - 211 Title I, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 20% Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Comply with the Standards of Health of the State of Texas to support students' education in health such as preventative care, primary care for injuries to prevent absenteeism from school, and keeping up with conditions and incidents that come by the nurse.</p> <p>Strategy's Expected Result/Impact: Students are supported with health issues to aid them in focusing in their education.</p> <p>Staff Responsible for Monitoring: Head Nurse, Nurse Aid, RMS Administration</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 20% Some Progress			
<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:

School Processes & Programs

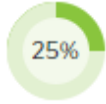




Problem Statement 2: Attention needs to be brought to our students about safety protocols. **Root Cause:** Even after a pandemic, we must continue to educate our children to stay safe and take care of themselves and others.

Goal 1: SAFETY AND 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 4: Implement the use of Raptor Technologies in our campus.

Evaluation Data Sources: With the use of Raptor in our campus we will make sure that students are not leaving campus with people who are not authorized to transport them and also to alert us if there is any person trying to come in the school that is not allowed in a public school for various reasons.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the use of Raptor Technologies in our campus.</p> <p>Strategy's Expected Result/Impact: Keep students in school safe as far as monitoring who leaves school and with who and who comes in to school.</p> <p>Staff Responsible for Monitoring: RMS Administration, Roma ISD Police Department and Front Office Staff</p> <p>Problem Statements: School Processes & Programs 7</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 <p>25%</p> <p>Some Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:


School Processes & Programs
<p>Problem Statement 7: Keeping our students and staff safe and secure in our school buildings. Root Cause: There have been cases where students and staff are not safe at other districts; therefore, we must be proactive and maintain safety and security at our district.</p>





Goal 1: SAFETY AND 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 5: Implement the use of TxSSC Audit Tool in our district/campus to aid in the safety and security of staff and students.

Evaluation Data Sources: Maintain our school buildings safe and secure.

Strategy 1 Details	Reviews			
<p>Strategy 1: By implementing TxSSC Audit Tool in our campus/district, we will ensure that our school is being supported in every way possible so that our staff and students are safe.</p> <p>Strategy's Expected Result/Impact: Maintain our schools safe and secure.</p> <p>Staff Responsible for Monitoring: Roma ISD Police Department, RMS Administration, RMS Staff</p> <p>Problem Statements: School Processes & Programs 7</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 No Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5 Problem Statements:






School Processes & Programs
<p>Problem Statement 7: Keeping our students and staff safe and secure in our school buildings. Root Cause: There have been cases where students and staff are not safe at other districts; therefore, we must be proactive and maintain safety and security at our district.</p>

Goal 1: SAFETY AND 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 6: Having a Police Officer stationed at campus daily to enforce safety and security.

Evaluation Data Sources: Maintain our school buildings safe and secure.

Strategy 1 Details	Reviews			
<p>Strategy 1: A Police Officer will be scheduled to our campus daily. Strategy's Expected Result/Impact: Maintain our school buildings safe and secure. Staff Responsible for Monitoring: Roma ISD Police Department, RMS Administration</p> <p>Problem Statements: School Processes & Programs 7 Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 25% Some Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 6 Problem Statements:







School Processes & Programs
<p>Problem Statement 7: Keeping our students and staff safe and secure in our school buildings. Root Cause: There have been cases where students and staff are not safe at other districts; therefore, we must be proactive and maintain safety and security at our district.</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 1: Students that fail to be successful in the STAAR Exams will be required to receive 15 or 30 hours of tutorials as enrichment for each of the tested areas failed. The areas are: 6th Grade: Math, RLA & Science; 7th Grade: Math & RLA; 8th Grade; Math & RLA (previous year exams taken).

Evaluation Data Sources: STAAR Exam results from the previous school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Tutorials offered to the students in order to enrich their education either after school or on Saturdays.</p> <p>Strategy's Expected Result/Impact: Students are expected to continue to close the learning gap that is present due to the pandemic.</p> <p>Staff Responsible for Monitoring: Teachers, Department Heads, Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools -</p> <p>Problem Statements: Student Learning 2, 3</p> <p>Funding Sources: - 199 State Comp Ed (SCE), Title IA, Schoolwide Acti</p>	Formative			Summative
	Sept	Nov	Jan	May
	 No Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase necessary programs that aid in the delivery of instruction to better target the areas of academic need. Examples of the programs are SIRIUS, Flocabulary, Google Classroom, STAAR Master, Summit K12, Brain POP, Read Naturally, CLEVER, or any other online instructional resources.</p> <p>Strategy's Expected Result/Impact: Students are expected to better their performance in the core areas where these programs are used.</p> <p>Staff Responsible for Monitoring: Core Area Teachers, Department Heads, Administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: - 199 State Comp Ed (SCE), Title IA, Schoolwide Acti</p>	Formative			Summative
	Sept	Nov	Jan	May
	 Some Progress			
<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:

Student Learning

Problem Statement 2: Students still need to complete Accelerated Instruction hours to be in compliance with House Bill 1416. **Root Cause:** Students were not successful in the STAAR exam and must complete 15 or 30 hours of Accelerated Instruction per unsuccessful subject depending on their scores.

Problem Statement 3: Students need tutorials sessions to reach grade level in their classes. **Root Cause:** There is still a learning gap that must be closed.







Problem Statement 6: Teachers and students need materials and supplies to be able to integrate the TEKS. **Root Cause:** Some materials are consumables and need to be purchased when needed.

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 that need tutoring will be offered those services either after school or on Saturdays to be able to close the achievement gap that still exists.

Evaluation Data Sources: STAAR Scores, local Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: After-School Tutorials and on Saturdays Strategy's Expected Result/Impact: higher student performance Staff Responsible for Monitoring: Administration and Core Area Teachers</p> <p>Problem Statements: Student Learning 2, 3 Funding Sources: - 199 State Comp Ed (SCE), Title IA, Schoolwide Acti</p>	Formative			Summative
	Sept	Nov	Jan	May
	 No Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Offer Accelerated Instruction to comply with House Bill 1416. Strategy's Expected Result/Impact: Students will close the achievement gap. Staff Responsible for Monitoring: Teachers, Facilitator, Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 2, 3 Funding Sources: - 199 State Comp Ed (SCE), Title IA, Schoolwide Acti</p>	Formative			Summative
	Sept	Nov	Jan	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Attention needs to be brought to our Special Populations including At-Risk, Gifted and Talented, English Language Learners, Special Education, Migrant, Title I, Section 504. **Root Cause:** Student state exams need to improve in all areas; providing enrichment for all populations will assist in student improvement.

Student Learning

Problem Statement 2: Students still need to complete Accelerated Instruction hours to be in compliance with House Bill 1416. **Root Cause:** Students were not successful in the STAAR exam and must complete 15 or 30 hours of Accelerated Instruction per unsuccessful subject depending on their scores.






Problem Statement 3: Students need tutorials sessions to reach grade level in their classes. **Root Cause:** There is still a learning gap that must be closed.

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: Staff will meet after school and/or Saturdays to make sure curriculum is aligned to the state standards and that all the TEKS that need to be covered are covered on a six-weeks basis.

Evaluation Data Sources: Students' six-weeks exams and other local/state assessment scores will be higher.

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will stay after school and/or Saturdays to ensue alignment of the curriculum in reading and math is aligned while being granted supplemental pay for the extra hours worked.</p> <p>Strategy's Expected Result/Impact: Students will receive a higher level of education in the classroom.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 6</p> <p>Funding Sources: - 199 State Comp Ed (SCE), Title IA, Schoolwide Acti</p>	Formative			Summative
	Sept	Nov	Jan	May
	 No Progress			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:


School Processes & Programs
<p>Problem Statement 6: Teachers need continued professional development time (PLC) to ensure that they are well prepared for our students. Root Cause: Curriculum needs to be constantly visited and aligned to the needs of our 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: Provide school supplies to students and staff including planners to aid in organization.

Evaluation Data Sources: Increased performance in the classroom as far as returning homework assignments, projects and meeting deadlines in general.

Strategy 1 Details	Reviews			
<p>Strategy 1: Use the planners and other provided supplies on a daily basis to track objectives that are covered in class and keep track of the deadlines to return assignments in class.</p> <p>Strategy's Expected Result/Impact: Students will be more organized, responsible and accountable for their school work.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 No Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:







Student Learning
<p>Problem Statement 4: Students need to stay organized to be able to succeed in their classes. Root Cause: Homework assignments or projects might not be turned in on time because students have other activities or homework assignments to complete.</p>

Goal 2: STUDENT LEARNING

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

Performance Objective 5: Offer AR Reading Program and Battle of the Book through the Library to motivate students to read more during the day.

Evaluation Data Sources: Students will do better in reading fluency and comprehension while at the same time engaging in friendly competition.

Strategy 1 Details	Reviews			
<p>Strategy 1: AR Reading Program where students read books then test to earn points and also get their words counted as part of friendly academic competition.</p> <p>Strategy's Expected Result/Impact: Motivate students to read more.</p> <p>Staff Responsible for Monitoring: Teachers, Librarian, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 25% Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Offer students the opportunity to join The Battle of the Books Competition where they compete with students from our sister middle school. They have to read the assigned books, join in discussions and ultimately compete for places (1st, 2nd, etc..) Ultimately, the first place will compete at the Region level.</p> <p>Strategy's Expected Result/Impact: Increase their reading fluency and comprehension.</p> <p>Staff Responsible for Monitoring: Librarian, overseen by Administration</p> <p>Problem Statements: Student Learning 5</p> <p>Funding Sources: - 289 Title IV, Part A -SSAEP</p>	Formative			Summative
	Sept	Nov	Jan	May
	 20% Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 5: There is a need to provide Reading programs that with help students raise Reading scores. **Root Cause:** Reading scores were not where we expected.

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: Implement intervention programs and any support systems (RtI Process/Section 504) to aid in student learning.

High Priority

Evaluation Data Sources: Close the learning gap to encourage students to be successful.

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

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: Integrate Multi-Tiered System of Supports (MTSS), Response to Intervention (RtI) Process, Section 504 and other interventions to enhance student learning.</p> <p>Strategy's Expected Result/Impact: Students will receive the necessary supports to be successful in their learning.</p> <p>Staff Responsible for Monitoring: RMS Administration, Staff</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 7</p> <p>Funding Sources: - 289 Title IV, Part A -SSAEP</p>	Formative			Summative
	Sept	Nov	Jan	May
	 <p>25%</p> <p>Some Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 6 Problem Statements:






Student Learning
<p>Problem Statement 7: Students need extra support to be able to succeed in their education. Root Cause: Students have needs that must be addressed through support programs such as RtI, Section 504 and other interventions.</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: Roma ISD will monitor attendance, grades, enrollment, and benchmark scores for students receiving and/or identified as Migrant throughout the school year.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: RMS will have the attendance clerk make the necessary phone calls home to those students that are absent from school and document.</p> <p>Strategy's Expected Result/Impact: Higher student attendance.</p> <p>Staff Responsible for Monitoring: Attendance Clerk</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 <p>25%</p> <p>Some Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 7 Problem Statements:






Demographics
<p>Problem Statement 1: Students considered At-Risk for attendance have to be contacted when they are absent from school. Root Cause: There are many reasons why a child is absent to school; making contact has positively impacted this issue and we must continue to make contact.</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: Roma ISD will monitor attendance, grades, enrollment, and benchmark scores for students receiving McKinney-Vento (Homeless) services and/or identified as homeless throughout the school year.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: RMS will have the attendance clerk make the necessary phone calls home to those students that are absent from school and document.</p> <p>Strategy's Expected Result/Impact: Higher student attendance.</p> <p>Staff Responsible for Monitoring: Attendance Clerk</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Sept	Nov	Jan	May
	 <p>25%</p> <p>Some Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 8 Problem Statements:

Demographics
<p>Problem Statement 1: Students considered At-Risk for attendance have to be contacted when they are absent from school. Root Cause: There are many reasons why a child is absent to school; making contact has positively impacted this issue and we must continue to make contact.</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: STAAR scores will increase in all core areas tested (Math, RLA, Science, Social Studies) to 80+%.


High Priority


Evaluation Data Sources: State Assessment scores will increase by


1. Aligning curriculum
2. Providing tutorial sessions
3. Providing extra supports during the instructional day

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement an aligned curriculum, tutorials and extra supports during the instructional day. Strategy's Expected Result/Impact: Student STAAR Scores will increase to an 90+% in all core areas that are tested. Staff Responsible for Monitoring: RMS Administration, Counselors</p> <p>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 3, 7, 8 Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 25% Some Progress			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 9 Problem Statements:




Student Learning
<p>Problem Statement 3: Students need tutorials sessions to reach grade level in their classes. Root Cause: There is still a learning gap that must be closed.</p> <p>Problem Statement 7: Students need extra support to be able to succeed in their education. Root Cause: Students have needs that must be addressed through support programs such as RtI, Section 504 and other interventions.</p> <p>Problem Statement 8: Student State Assessment scores must be increased to 90+% in all core areas tested. Root Cause: State Assessment scores need to meet a higher standard.</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 10: Gifted Talented students will have the opportunity to participate in Genius Hour after school to enrich their learning and interest in diverse topics.

Evaluation Data Sources: Students will be presenting their findings on diverse topics. There will be projects turned in to the Counseling Department.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide incentives for students to attend Genius Hour such as basketballs, volleyballs, footballs, etc. Strategy's Expected Result/Impact: We expect to have more Gifted Talented students to participate in projects and activities. Staff Responsible for Monitoring: RMS Counselors</p> <p>Problem Statements: Demographics 2 Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 10% Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide after school snacks for students participating in Genius Hour. Strategy's Expected Result/Impact: Students will be able to focus on their project when staying after school. Staff Responsible for Monitoring: RMS Counselors</p> <p>Problem Statements: Demographics 2 Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 10% Some Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: Invite students to participate in field trips to explore new career environments. Strategy's Expected Result/Impact: Students that are part of Gifted Talented will also have the opportunity to investigate and explore career environments, making them more aware of future life choices. Staff Responsible for Monitoring: RMS Counselors</p> <p>Problem Statements: Demographics 2 Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 0% No Progress			

Strategy 4 Details	Reviews			
Strategy 4: Provide incentive stipends for staff that will be working with Gifted Talented students in various projects. Strategy's Expected Result/Impact: Motivate staff to be part of the Gifted Talented program where students will have the opportunity to grow even more. Staff Responsible for Monitoring: RMS Counselors Problem Statements: Demographics 2 Funding Sources: - 211 Title I, Part A	Formative			Summative
	Sept	Nov	Jan	May
	 10% Some Progress			
Strategy 5 Details	Reviews			
Strategy 5: Provide materials and supplies for students and teachers needed to complete projects within the Gifted Talented program. Strategy's Expected Result/Impact: Students and teachers will have the necessary materials and supplies to work on the projects they have selected. Staff Responsible for Monitoring: RMS Counselors Problem Statements: Student Learning 6 Funding Sources: - 211 Title I, Part A	Formative			Summative
	Sept	Nov	Jan	May
	 10% Some Progress			
Strategy 6 Details	Reviews			
Strategy 6: Provide Gifted Talented Professional Development for our staff to better service our students. Strategy's Expected Result/Impact: Students that are part of our Gifted Talented Program will have a better opportunity to enhance their learning through teacher knowledge. Staff Responsible for Monitoring: RMS Administration ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 6 Funding Sources: Contracted Services, Presenter - 199 State Comp Ed (SCE), Title IA, Schoolwide Acti	Formative			Summative
	Sept	Nov	Jan	May
	 100% Accomplished	 100% Accomplished	 100% Accomplished	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 10 Problem Statements:

Demographics
Problem Statement 2: Attention needs to be brought to our Special Populations including At-Risk, Gifted and Talented, English Language Learners, Special Education, Migrant, Title I, Section 504. Root Cause: Student state exams need to improve in all areas; providing enrichment for all populations will assist in student improvement.

Student Learning


Problem Statement 6: Teachers and students need materials and supplies to be able to integrate the TEKS. **Root Cause:** Some materials are consumables and need to be purchased when needed.





Goal 2: STUDENT LEARNING

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

Performance Objective 11: Offer Robotics through the STEM Program (Career and Technology) to motivate students to look in to different Careers related to Engineering.

Evaluation Data Sources: Students will be working on projects that have to be presented at the end of the school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer students the opportunity to join Robotics where they compete with students from our sister middle school. The have to complete a project, join in discussions with the group and ultimately compete for places (1st, 2nd, etc..) Ultimately, the first place will compete at the Region level.</p> <p>Strategy's Expected Result/Impact: Goal is to motivate students into the Engineering field.</p> <p>Staff Responsible for Monitoring: Robotics Instructor</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 9</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 <p>Some Progress</p>			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 11 Problem Statements:


Student Learning
<p>Problem Statement 9: Motivate students to be college and career ready by integrating STEM concepts at the middle school level. Root Cause: Students need to be exposed to more college and career options.</p>


Goal 2: STUDENT LEARNING


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


Performance Objective 12: Establish an efficient college going culture through the delivery of effective academic and social emotional learning strategies that ensure ALL learners, particularly those at-risk of educational failure and disadvantaged individuals, are college, career, or military ready. (GEAR UP)


Evaluation Data Sources: GEAR UP Facilitator, RMS Principal

Strategy 1 Details	Reviews			
<p>Strategy 1: Obj 1: Increase the academic performance to adequately prepare students for postsecondary education. Obj 2: Increase the rate of high school graduation, and participation in postsecondary education. Obj 3: Increase GEAR UP students' education expectations and families' knowledge of postsecondary education, options, preparation, and financing. Obj 4: Increase students'/parents' knowledge and skills, regarding STEM, work-based and online learning, technology, and social emotional learning (mental health) to positively impact students' competencies, skills, aptitudes, and behavior will implement evidence-based strategies.</p> <p>Strategy's Expected Result/Impact: The expected result of implementing GEAR UP in our schools is to prepare our students to be college, career or military ready.</p> <p>Staff Responsible for Monitoring: GEAR UP Facilitator, RMS Principal</p> <p>Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534</p> <p>Problem Statements: Student Learning 9</p> <p>Funding Sources: Materials/Supplies - 211 Title I, Part A, Student Travel - 211 Title I, Part A, Employee Travel - 211 Title I, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>20%</p> <p>Some Progress</p> </div> <div style="border: 1px solid black; width: 100px; height: 100px;"></div> <div style="border: 1px solid black; width: 100px; height: 100px;"></div> <div style="border: 1px solid black; width: 100px; height: 100px;"></div> </div>			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 12 Problem Statements:

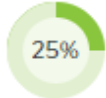

Student Learning
<p>Problem Statement 9: Motivate students to be college and career ready by integrating STEM concepts at the middle school level. Root Cause: Students need to be exposed to more college and career options.</p>







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: 100% of our staff will be trained in different areas throughout the school year.

Evaluation Data Sources: Teacher surveys and feedback on trainings

Strategy 1 Details	Reviews			
<p>Strategy 1: Use PLC time effectively in order to train our staff in the latest updates. Strategy's Expected Result/Impact: Ensure that all teachers are up-to-date with new or updated information that will enhance their teaching. Staff Responsible for Monitoring: Administration, Faciliator Problem Statements: School Processes & Programs 6 - Perceptions 2 Funding Sources: - 255 Title II, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 25% Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Get trainers from Region One or other entities to train our staff in areas of need as deemed necessary. Strategy's Expected Result/Impact: Our staff will be more confident in what they are doing in the classroom to help our students succeed. Staff Responsible for Monitoring: Administration, Department Leaders TEA Priorities: Recruit, support, retain teachers and principals - Problem Statements: School Processes & Programs 6 - Perceptions 2 Funding Sources: - 255 Title II, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 50% Moderate Progress			

Strategy 3 Details	Reviews			
<p>Strategy 3: Send our teachers to conferences and workshops outside the school district to enhance their knowledge.</p> <p>Strategy's Expected Result/Impact: Teachers/Staff will be better prepared to service our students.</p> <p>Staff Responsible for Monitoring: Admin/Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: School Processes & Programs 6 - Perceptions 2</p> <p>Funding Sources: - 255 Title II, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 20% Some Progress			
Strategy 4 Details	Reviews			
<p>Strategy 4: Train our staff as per recommendations under Clearinghouse (Suicide Prevention, Positive Relationships Among Students, Conflict Resolution, Bullying Prevention, Safety, Awareness of Sexual Abuse, Sex Trafficking and Maltreatment of Children, Trauma-Informed Care and EpiPen Auto-injector).</p> <p>Strategy's Expected Result/Impact: Have a staff that is ready to aid the students in special circumstances.</p> <p>Staff Responsible for Monitoring: RMS Administration</p> <p>Problem Statements: School Processes & Programs 5</p> <p>Funding Sources: - 255 Title II, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 40% Some Progress			
<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 5: Teachers need the necessary trainings to be ready to assist them in special circumstances. Root Cause: There are issues that affect our students that will not allow for them to perform well in school. (Bullying, Mental health, etc)</p>
<p>Problem Statement 6: Teachers need continued professional development time (PLC) to ensure that they are well prepared for our students. Root Cause: Curriculum needs to be constantly visited and aligned to the needs of our students.</p>
Perceptions
<p>Problem Statement 2: RMS staff mentioned that they need more professional development. They feel that way because there are new TEKS and new test sample questions that will be implemented. Root Cause: The change in TEKS, STAAR test format and new sample questions makes teachers feel that they need more training and support in order to help them be more successful with students in the classroom.</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 2: Ensure that the needs of all staff members are being addressed.

Evaluation Data Sources: teacher evaluations

Strategy 1 Details	Reviews			
<p>Strategy 1: Train staff in T-TESS to help them set a higher standard in the quality of education that is offered to our students.</p> <p>Strategy's Expected Result/Impact: Higher teacher evaluation.</p> <p>Staff Responsible for Monitoring: Teachers, RMS Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: - 255 Title II, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 25% Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Hire a facilitator to empower teachers by providing them with curricular support, needed resources and monitor student data.</p> <p>Strategy's Expected Result/Impact: Teachers will have the resources needed to teach and monitor student progress. With the assistance of a facilitator, our staff will receive additional support needed to work on curriculum, get the resources needed to teach and have a smooth testing and test score monitoring experience.</p> <p>Staff Responsible for Monitoring: RMS Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools -</p> <p>Problem Statements: Student Learning 6, 7</p> <p>Funding Sources: - 255 Title II, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 40% Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 6: Teachers and students need materials and supplies to be able to integrate the TEKS. **Root Cause:** Some materials are consumables and need to be purchased when needed.

Problem Statement 7: Students need extra support to be able to succeed in their education. **Root Cause:** Students have needs that must be addressed through support programs such as Rtl, Section 504 and other interventions.

Perceptions






Problem Statement 2: RMS staff mentioned that they need more professional development. They feel that way because there are new TEKS and new test sample questions that will be implemented. **Root Cause:** The change in TEKS, STAAR test format and new sample questions makes teachers feel that they need more training and support in order to help them be more successful with students in the classroom.

Goal 3: EMPOWERING TEACHERS AND ADMINISTRATORS

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

Performance Objective 3: Provide department conference time so that teachers may meet in PLCs.

Evaluation Data Sources: Ensuring that our teachers have time to meet with other professionals so that they are better prepared to educate our students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Meet in PLCs during department conference time.</p> <p>Strategy's Expected Result/Impact: Students should perform better because their teachers are prepared for them. Teachers get to meet to align instruction for the students based on their class instruction outcomes.</p> <p>Staff Responsible for Monitoring: RMS Administration, Head Teachers, Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 6 - Perceptions 2</p> <p>Funding Sources: - 255 Title II, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 <p>25%</p> <p>Some Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

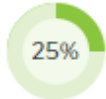




School Processes & Programs
<p>Problem Statement 6: Teachers need continued professional development time (PLC) to ensure that they are well prepared for our students. Root Cause: Curriculum needs to be constantly visited and aligned to the needs of our students.</p>
Perceptions
<p>Problem Statement 2: RMS staff mentioned that they need more professional development. They feel that way because there are new TEKS and new test sample questions that will be implemented. Root Cause: The change in TEKS, STAAR test format and new sample questions makes teachers feel that they need more training and support in order to help them be more successful with students in the classroom.</p>

Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT

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

Performance Objective 1: 100% of our parents will be informed of upcoming monthly meetings throughout the school year.

Evaluation Data Sources: sign-in rosters of monthly meetings
teacher/parent contact logs

Strategy 1 Details	Reviews			
<p>Strategy 1: Send flyers home, mass texting, publish information on our school website, post on social media, have teachers contact parents by phone. (ParentSquare)</p> <p>Strategy's Expected Result/Impact: We expect to have a higher number of parents attend our monthly informational parent meetings.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Family/Parental Engagement Contact</p> <p>Problem Statements: Perceptions 3</p> <p>Funding Sources: - 289 Title IV, Part A -SSAEP</p>	Formative			Summative
	Sept	Nov	Jan	May
	 <p>25%</p> <p>Some Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:



Perceptions
<p>Problem Statement 3: Family/Parental Engagement is low at the secondary level. Root Cause: As students get older, they become more independent and parents tend to allow that extra space.</p>

Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT

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


Performance Objective 2: Improve family involvement in student learning particularly with At-Risk students.

Evaluation Data Sources: Filed correspondence, sign-in rosters, meeting agendas, attendance records

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunity to expand the line of communication between home and school with school website, monthly meetings, parent-teacher conferences, phone calls/emails/letters, progress reports, report cards, parent portal, Meet the Teacher, Open House, School Fests, UIL events, stipends for parents.</p> <p>Strategy's Expected Result/Impact: Increased parental/family engagement in the school setting.</p> <p>Staff Responsible for Monitoring: Family/Parental Engagement person of contact, Counselors, RMS Administration and staff</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</p> <p>Funding Sources: - 289 Title IV, Part A -SSAEP</p>	Formative			Summative
	Sept	Nov	Jan	May
	 <p>25%</p> <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct parent meetings where parents will learn how to incorporate literacy at home by engaging in craft-making including but not limited to hands-on projects and healthy snacks. Materials/supplies will have to be purchased as needed in order to incorporate these crafts and hands-on projects.</p> <p>Strategy's Expected Result/Impact: Stronger relationships among parents and their children.</p> <p>Staff Responsible for Monitoring: Family/Parental Engagement person of contact, Counselors, RMS Administration and staff</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</p> <p>Funding Sources: - 289 Title IV, Part A -SSAEP</p>	Formative			Summative
	Sept	Nov	Jan	May
	 <p>25%</p> <p>Some Progress</p>			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:









Perceptions

Problem Statement 3: Family/Parental Engagement is low at the secondary level. **Root Cause:** As students get older, they become more independent and parents tend to allow that extra space.

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: 100% of all campus activities and resources will be conducted to advance student outcomes supporting students in closing achievement gaps (including students from all of our special populations: EB, At-Risk, Migrant, Gifted/Talented, Special Education, Section 504, Economically Dis.).

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide every teacher with a stipend to help with instructional resources for their classroom. Strategy's Expected Result/Impact: Provide teachers with a stipend to purchase the necessary instructional materials for their classrooms. Staff Responsible for Monitoring: Principals, administrative assistants</p> <p>TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Learning 6 Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 Accomplished	 Accomplished	 Accomplished	
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide every teacher with copy paper and other essential materials to ensure that the necessary assessments are being addressed. Strategy's Expected Result/Impact: Provide teachers with copy paper and other materials for their classrooms. Staff Responsible for Monitoring: Principals, administrative assistants</p> <p>Title I: 2.51, 2.52, 2.53, 2.532, 2.533 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 6 Funding Sources: - 211 Title I, Part A, - 199 State Comp Ed (SCE), Title IA, Schoolwide Acti</p>	Formative			Summative
	Sept	Nov	Jan	May
	 Some Progress			
<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:

Student Learning






Problem Statement 6: Teachers and students need materials and supplies to be able to integrate the TEKS. **Root Cause:** Some materials are consumables and need to be purchased when needed.

Goal 5: EFFECTIVE USE OF DISTRICT RESOURCES

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

Performance Objective 2: 100% of all students that need after-school transportation during tutorials will be bused home.

Evaluation Data Sources: students getting home on school bus after tutorials

Strategy 1 Details	Reviews			
<p>Strategy 1: Contact the transportation department to make arrangements for these routes to be created. Strategy's Expected Result/Impact: All students that stay for tutorials will have a ride home. Staff Responsible for Monitoring: Administration and Transportation Department</p> <p>Problem Statements: School Processes & Programs 1 Funding Sources: - 282 ESSER III</p>	Formative			Summative
	Sept	Nov	Jan	May
	 No Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:



School Processes & Programs
<p>Problem Statement 1: We need to continue offering transportation for Accelerated Instruction, after school tutorials and other programs such as extra-curricular events. Root Cause: Students would not stay after school if their parents did not have a method of transportation to pick up their children.</p>


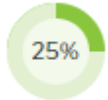

Goal 5: EFFECTIVE USE OF DISTRICT RESOURCES

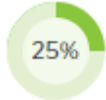




Roma ISD will effectively and efficiently manage district resources and operations to maximize opportunities for all students and staff.

Performance Objective 3: All RMS Staff members will be provided with necessary materials to incorporate and enhance the TEKS that are required to be covered by the state.

Evaluation Data Sources: Student engagement and higher scores.

Strategy 1 Details	Reviews			
<p>Strategy 1: Allow for teacher (Spanish/Environmental Dept.) to order materials and supplies needed in the classroom.</p> <p>Strategy's Expected Result/Impact: Students and teachers will be getting the necessary materials to enhance learning.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 25% Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Allow for teacher (History Dept.) to order materials and supplies needed in the classroom.</p> <p>Strategy's Expected Result/Impact: Students and teachers will be getting the necessary materials to enhance learning.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 25% Some Progress			

Strategy 3 Details	Reviews			
<p>Strategy 3: Allow for teacher (STEAM Dept.) to order materials and supplies needed in the classroom.</p> <p>Strategy's Expected Result/Impact: Students and teachers will be getting the necessary materials to enhance learning.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 <p>25%</p> <p>Some Progress</p>			
Strategy 4 Details	Reviews			
<p>Strategy 4: Allow for Librarian to order materials and supplies needed in the library.</p> <p>Strategy's Expected Result/Impact: Students and librarian will be getting the necessary materials to enhance learning.</p> <p>Staff Responsible for Monitoring: Librarian and Administrators</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 <p>25%</p> <p>Some Progress</p>			
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide funds for materials need for Summer School Program.</p> <p>Strategy's Expected Result/Impact: Students and teachers will be getting the necessary materials to enhance learning.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6, 9</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 <p>0%</p> <p>No Progress</p>			

Strategy 6 Details	Reviews			
<p>Strategy 6: Allow for teachers (RLA/Math) to order materials and supplies needed in the classroom.</p> <p>Strategy's Expected Result/Impact: Students and teachers will be getting the necessary materials to enhance learning.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 25% Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 6: Teachers and students need materials and supplies to be able to integrate the TEKS. Root Cause: Some materials are consumables and need to be purchased when needed.</p> <p>Problem Statement 9: Motivate students to be college and career ready by integrating STEM concepts at the middle school level. Root Cause: Students need to be exposed to more college and career options.</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 4:

Provide the necessary technological updates to internet and electronic devices to ensure that students and staff have the most up-to-date technology to enhance their learning experience.

Evaluation Data Sources: Higher scores in general (classroom, state exams).

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide the necessary technology for the students and staff.</p> <p>Strategy's Expected Result/Impact: Students and staff will have the needed technology to be able to perform better in online state assessments.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 25% Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Perceptions
<p>Problem Statement 1: Staff at RMS have expressed that the need for technology still exists. They have mentioned that they need more computer labs, better internet, and training in technology as well. Root Cause: Technology is something that needs to be upgraded as we rely on it more and more as time passes. IF new technology is implemented, teachers need that training as well.</p>

State Compensatory

Budget for Roma Middle School (RMS)

Total SCE Funds: \$12,408.00

Total FTEs Funded by SCE: 11

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 Middle School (RMS)

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alvarez, Johanna	Teacher	1
Eliserio, Karina	Teacher	1
Garcia, Jose Roberto	Facilitator	1
Gonzalez, Marissa	Teacher	1
Hinojosa, Aleida	Teacher	1
Loera, Adriana	Teacher	1
Rendon, Daniela	Teacher	1
Salinas, Jose Luis	Teacher	1
Trevino, Juan J.	Teacher	1
Trevino, Lilia S.	Teacher	1
Urbano, Ana P.	Teacher	1

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

The Comprehensive Needs Assessment was completed by our teachers at the end of the 2024-2025 school year. Our teachers were sent a link to their school email where they could answer the CNA using a google form. The anonymous results from the survey were then forwarded to our principal. There is a link to the RMS Perceptions Survey in the Perceptions Section of our Campus Improvement Plan.

1.2: Location for Evidence of Multiple Meetings Held

Our meetings are usually held at our library at Roma Middle School at the designated date and times.

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

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

In order to ensure that our Campus Improvement Plan is being developed, monitored and revised we will meet as a committee at the beginning and towards the end of the school year. There will be another meeting in the middle of the year if needed. Roma Middle School will visit and revise our plan throughout the school year and note any changes that must be made towards our improvement. Our committee meeting schedule is tentative and will remain close to these dates:

Wednesday, August 27, 2025

Wednesday, December 3, 2025 (if needed)

Wednesday, April 29, 2026

*Documentation of our first meeting on Wednesday, Tuesday, August 27, 2025 will be attached to the Committee Section (Agenda, Sign-In and Minutes).

2.2: Stakeholders 1114(b)(2)

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

Principal - Danelo Gonzalez

Associate Principal - Melissa Elizondo

Pupil Services Personnel - Erika Guillen

Pupil Services Personnel - Santos Diaz

Special Education - Julieta Villarreal

Paraprofessional - Sandra Cadena

Paraprofessional - JoAnn Lopez

Business Representative - Jesus Ramos

Community Representative - Maria Eliza Garza

Classroom Teacher - Viviana Guerra, 6th Grade ELA Teacher

Classroom Teacher - Daniela Rendon, 7th Grade MathTeacher

Classroom Teacher - Karina Eliserio, 8th Grade ELA Teacher

Classroom Teacher - Ana Palacios, 8th Grade Math Teacher

Parent - Talia Guerra, 8th Grade Parent

Parent - Polette Rios, 7th Grade Parent

Parent - Priscilla Saenz, 6th Grade Parent

Student - Montserrat Rodriguez, 8th Grade

Student - Brianna Dominguez, 7th Grade

Student - Alessandra Hinojosa, 6th Grade

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

Roma Middle School's Campus Improvement Plan, once approved by the Roma I.S.D. School Board, will be posted and made public on our school webpage (rms.romaisd.com) under Campus > Accountability for RMS > Campus Improvement Plan > 2025-2026 Campus Improvement Plan. The Campus Improvement Plan will also be printed and available at the Roma Middle School front office. It is our understanding that the Campus Improvement Plan will also be available in Spanish.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Roma Middle School will provide opportunities for all children to meet State standards by providing a plethora of interventions, strategies and resources to close the achievement gaps. In order to facilitate learning for our students, Roma Middle School offers the following:

- SIRIUS
- Flocabulary
- Google Classroom

- STAAR Master
- Summit K12
- Brain POP
- Read Naturally
- CLEVER
- IXL
- Accelerated Instruction under House Bill 1416
- Accelerated Reading Program
- integrating RtI and Section 504 interventions
- tutorials during school
- tutorials after school
- tutorials on select Saturdays
- Social-Emotional Supports
- Bullying Education

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Roma Middle School increases student learning time in the area of Reading by providing the 90-minute blocked classes in the master schedule in all grade levels. In the area of Math, 6th grade also has the 90-minute blocked classes incorporated in the master schedule. In 7th grade, RMS offers 2 support Math classes (Success Maker) to reinforce daily Math lessons. In 8th grade, RMS has incorporated an additional Math teacher to help with class counts making it easier for teachers to provide interventions and work on a one-to-one with students that need extra supports.

3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Roma Middle School uses State Assessment data along with local data (benchmarks) collected to ensure that the improvement plan is being evaluated and revised as needed.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alvarez, Johanna	Teacher		
Garcia, Jocelyn L.	Teacher		
Garcia, Jose Roberto	Facilitator		
Rendon, Daniela	Teacher		
Rios, Aleida	Teacher		
Trevino, Juan J.	Teacher		
Urbano, Ana P	Teacher		

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Danelo Gonzalez	Principal
Parent	Mary Cobos	Parent
Parent	Talia Guerra	Parent
Pupil Services Personnel	Santos Diaz	School Counselor
Non-classroom Professional	Sandra Cadena	Front Office Secretary
Business Representative	Jesus Ramos	Business Representative
Community Representative	Armando Martinez	Community Representative
Community Representative	Yolanda Gonzalez	Community Representative
Classroom Teacher	Melba Perez	6th Grade, RLA
Classroom Teacher	Marissa Gonzalez	6th Grade, Social Studies
Classroom Teacher	Morahima Cepeda	7th Grade, Science
Classroom Teacher	Daniela Rendon	7th Grade, Math
Classroom Teacher	Jocelyn Garcia	8th Grade, Math
Classroom Teacher	Karina Eliserio	8th Grade, RLA

CNA Committee

Committee Role	Name	Position
Administrator	Danelo Gonzalez	Principal
Administrator	Melissa Elizondo	Associate Principal
Pupil Services Personnel	Erika Guillen	Counselor
Pupil Services Personnel	Santos Diaz	Alternate Counselor
Special Education Staff	Julieta Villarreal	Special Education Teacher
Paraprofessional	Sandra Cadena	Front Office Secretary
Paraprofessional	JoAnn Lopez	Bilingual Clerk
Business Representative	Jesus Ramos	Business Owner
Community Representative	Maria Eliza Garza	Community Representative
Classroom Teacher	Viviana Guerra	6th Grade ELA Teacher
Classroom Teacher	Daniela Rendon	7th Grade MathTeacher
Classroom Teacher	Karina Eliserio	8th Grade ELA Teacher
Classroom Teacher	Ana Palacios	8th Grade Math Teacher
Parent	Priscilla Saenz	6th Grade Parent
Parent	Polette Rios	7th Grade Parent
Parent	Talia Guerra	8th Grade Parent
Student	Montserrat Rodriguez	Student
Student	Brianna Dominguez	Student
Student	Alessandra Hinojosa	Student

Campus Funding Summary

199 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
199 State Comp Ed (SCE), Title IA, Schoolwide Acti					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	1	2			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	3	1			\$0.00
2	10	6	Contracted Services, Presenter		\$0.00
5	1	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$12,408.00
+/- Difference					\$12,408.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	1	Vouchers for Glasses (Vision)		\$0.00
1	3	2			\$0.00
1	4	1			\$0.00

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1			\$0.00
1	6	1			\$0.00
2	4	1			\$0.00
2	5	1			\$0.00
2	7	1			\$0.00
2	9	1			\$0.00
2	10	1			\$0.00
2	10	2			\$0.00
2	10	3			\$0.00
2	10	4			\$0.00
2	10	5			\$0.00
2	11	1			\$0.00
2	12	1	Materials/Supplies		\$0.00
2	12	1	Employee Travel		\$0.00
2	12	1	Student Travel		\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	3	1			\$0.00
5	3	2			\$0.00
5	3	3			\$0.00
5	3	4			\$0.00
5	3	5			\$0.00
5	3	6			\$0.00
5	4	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$479,536.00
+/- Difference					\$479,536.00
255 Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00

255 Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	3	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,173.00
+/- Difference					\$1,173.00
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					\$1,923.00
+/- Difference					\$1,923.00
289 Title IV, Part A -SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	2			\$0.00
2	6	1			\$0.00
4	1	1			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$8,238.00
+/- Difference					\$8,238.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$65,167.00

282 ESSER III						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					+/- Difference	\$65,167.00
270 Title V, Part B Rural & Low-Income School						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$19,616.00
					+/- Difference	\$19,616.00
					Grand Total Budgeted	\$588,061.00
					Grand Total Spent	\$0.00
					+/- Difference	\$588,061.00

Addendums

Roma Independent School District

Roma Middle School

School Parent & Family Engagement Policy ESSA Section 1116

2025 - 2026

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:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute the policy to parents in a language the parents can understand.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's school-parent compact as a component of its School Parental Involvement 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 with this definition:

Parental Involvement and the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) Parents play an integral role in assisting their child's learning;
- (B) Parents are encouraged to be actively involved in their child's education at school;
- (C) 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;
- (D) The carrying out of other activities, such as those described in section 1118 of the ESEA.

1. Roma Middle 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>
All meetings, events, and invitations are offered/presented to parents in English or Spanish and at flexible times.	Ongoing
Virtual or In-Person Parent and Family Engagement Meetings	Ongoing
Campus Parent/Student Handbook	Ongoing
Posted on school website	Ongoing
Virtual Title I Parent Meeting	Ongoing
Hardcopy or Online Registration	Ongoing
Meet with CIP committee twice a year	Fall & Spring

<p>2. Roma Middle 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)</p>	
<p style="text-align: center;"><u>ACTIVITIES/STRATEGIES</u></p>	<p style="text-align: center;"><u>Timeline</u></p>
<p>Virtual Title I Meeting</p>	<p>Fall Semester</p>
<p>Bilingual Program</p>	<p>Fall Semester</p>
<p>Gifted and Talented Program</p>	<p>Fall Semester</p>
<p>6th Grade Day</p>	<p>Fall Semester</p>
<p>Meet the Teacher</p>	<p>Fall Semester</p>
<p>Open House</p>	<p>Fall & Spring</p>
<p>STAAR Overview and Testing Dates</p>	<p>Spring</p>
<p>May Events (School Fieldtrips and Activities)</p>	<p>Spring</p>
<p>Parent – Child Relationship Meeting</p>	<p>Spring</p>
<p>Understanding Teen Development Meeting</p>	<p>Spring</p>
<p></p>	<p></p>
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3. Roma Middle 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>
Virtual or In-Person Parent and Family Engagement Meetings (AM / PM)	Ongoing
In-Person / Phone Parent – Teacher Conferences (Flexible Hrs.)	Ongoing
Annual Title I Meeting (AM / PM)	Fall
State Academic Standards (AM/ PM)	Fall & Spring
State and Local Assessments (AM / PM)	Fall & Spring
How to Monitor a Teen’s Progress (AM/ PM)	Fall & Spring

4. Roma Middle 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>
During the first spring Parental Involvement Meeting parents are invited to volunteer their time to the planning, review, and improvement of school improvement programs.	Fall Semester
Invitation to volunteer is extended to all parents	Ongoing
Title I, Parent & Family Engagement Policy, and School Parent Compact	Ongoing

5. Roma Middle 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>
Letter sent home via mail and email	Ongoing
Invitations mailed / posted on school's social media	Ongoing
Phone calls, text messages, emails, and letters	Ongoing
Newsletters (mail and / or posted)	Ongoing
Memos	Ongoing
Student Handbook	Ongoing
Parent Square	Ongoing
Parent – Teacher / Administrator Conferences	Ongoing

6. If the school wide program plan (Campus Improvement Plan, CIP) under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency. Section 1116 {c)(5)

<u>ACTIVITIES/STRATEGIES</u>	<u>Timeline</u>
Open House	Fall & Spring
Parent – Teacher / Administrator Conferences	Ongoing
Feedback gathered from Parent Meetings will be documented and reviewed for implementation	Ongoing

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 Middle 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>
Internet Options (Ascender Parent Portal)	Ongoing
Online Gradebook	Ongoing
Student Progress Reports	Every 3 Weeks
Student Report Cards	Every 6 Weeks
Virtual or In-Person Parent and Family Engagement Meetings	Monthly
In-Person / Phone Parent - Teacher Conference	Ongoing
STAAR Overview and Testing Dates	Spring
May Events (School Fieldtrips and Activities)	Spring

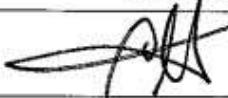
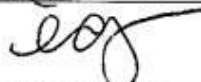
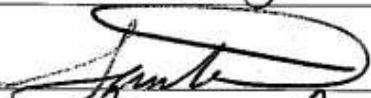
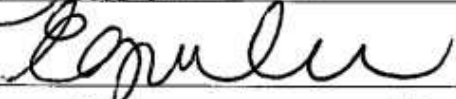

<p>(ii) provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; Section 1116 (e)(2)</p>	
<p style="text-align: center;"><u>ACTIVITIES/STRATEGIES</u></p>	<p style="text-align: center;"><u>Timeline</u></p>
<p>Virtual or In-Person Parent and Family Engagement Meetings</p>	<p>Ongoing</p>
<p>Accelerated Readers Program</p>	<p>Ongoing</p>
<p>Informing Parents of English Language Classes / GED (District)</p>	<p>Fall Semester</p>
<p>Strategies for Families of ELL Students</p>	<p>Fall Semester</p>
<p>Parent Connect Portal</p>	<p>Ongoing</p>
<p>Virtual Workshops</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 style="text-align: center;"><u>ACTIVITIES/STRATEGIES</u></p>	<p style="text-align: center;"><u>Timeline</u></p>
<p>Staff Development</p>	<p>Ongoing</p>
<p>Home Visits</p>	<p>Ongoing</p>
<p>Parent Liaison Virtual or In-Person Meeting</p>	<p>Ongoing</p>
<p>Social Media School Account</p>	<p>Ongoing</p>
<p>Parent Square Message System</p>	<p>Ongoing</p>
<p></p>	<p></p>
<p></p>	<p></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 align="center"><u>ACTIVITIES/STRATEGIES</u></p>	<p align="center"><u>Timeline</u></p>
<p>School Website</p>	<p>Ongoing</p>
<p>Parent Square</p>	<p>Ongoing</p>
<p>Memos</p>	<p>Ongoing</p>
<p>Newsletter (mail / online)</p>	<p>Ongoing</p>
<p>Virtual / Phone Parent - Teacher Conferences</p>	<p>Ongoing</p>
<p>Phone calls, emails, text messages, letters, and invitations</p>	<p>Ongoing</p>
<p>Progress Reports / Report Cards</p>	<p>Ongoing</p>
<p>Gladiator Television Network (GTN)</p>	<p>Ongoing</p>
<p>District Social Media Accounts</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 align="center"><u>ACTIVITIES/STRATEGIES</u></p>	<p align="center"><u>Timeline</u></p>
<p>Virtual or In-Person PTA Board Meetings</p>	<p>Ongoing</p>
<p>New to the District Registrations</p>	<p>Ongoing</p>
<p>Personal Graduation Plan Meetings (PGP)</p>	<p>Spring Semester</p>

Awards Assembly	Spring Semester
Promotional Exercises	Spring Semester
Virtual or In-Person Parental Involvement Meetings	Monthly
Career Day	Spring Semester
Genius Hour	Fall & Spring

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

TODAY'S DATE: AUGUST 2025

NAME	SIGNATURE	ROLE
Mr. Danelo Gonzalez Jr.		Principal
Mrs. Martha Martinez	Martha Martinez	Assistant Principal
Mrs. Elvira Garza		Parent Contact Person/Parent Liaison
Mr. Santos Diaz		Staff Member
Mrs. Erika Guillen		Staff Member
Mrs. Julieta Villarreal	Julieta Villarreal	Staff Member
Mrs. Yarely Pena	Yarely Peña	Parent
Mrs. Yvette Sepulveda	Y Sepulveda	Parent
Mrs. Damaris Garcia	Dama Garcia	Parent
Mrs. Chantel Estrada		Parent
Mrs. Paloma Resendez	Paloma Re.	Parent

Roma Independent School District

Roma Middle School

Politica de Participacion Para Padres en la Escuela ESSA Section 1116

2025 - 2026

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 Política 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 política 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.

PARTE I. ESPECTATIVAS 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 política 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 Política de participación de los padres en la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá esta política a los padres en un idioma que los padres puedan entender.

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

La escuela adoptará el compacto entre padres / escuela de la escuela como un componente de su Política 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 Middle School desarrollara conjuntamente y distribuirá a los padres y miembros de la familia de los niños participantes una política 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 (c) de la sección 1116 de ESSA a través de (f). Los padres serán notificados de la política en un formato comprensible y uniforme y, en la medida de lo posible, en un idioma que los padres puedan entender. Dicha política se pondrá a disposición de la comunidad local y se actualizara periódicamente para satisfacer las necesidades cambiantes de los padres y la escuela. Sección 1116 (b)(1) & (e)(5)

<u>ACTIVIDADES/ESTRATEGIAS</u>	<u>Línea de Tiempo</u>
Todas las reuniones, eventos e invitaciones se ofrecen/presentan a los padres en inglés o español y en horarios flexibles.	Otoño & Primavera
Reunión con el comité CIP dos veces al año	Otoño & Primavera
Juntas Virtuales y Presenciales de Padres de Familia	Continuo
Boletín Informativo del Compromiso entre Padres y Escuela	Continuo
Publicaciones en la página web escolar	Continuo
Junta Virtual de padres sobre el Título I	Otoño
Copia fuerte o en línea del paquete de Inscripción	Continuo

2. Roma Middle School convocara 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 virtud de esta parte y para explicar los requisitos de esta parte y el derecho de los padres involucrados; Sección 1116 (c)(1)

<u>ACTIVIDADES/ESTRATEGIAS</u>	<u>Línea de Tiempo</u>
Junta Virtual y Presencial de Padres de Familia	Continuo
Open House	Otoño & Primavera
Junta de Padres sobre el Título I	Otoño
Política de Participación de los Padres en la Escuela	Otoño
Programa de estudiantes Dotados y Talentosos (GT)	Otoño
Programa Bilingue	Otoño
Escuela / Manual del Compromiso de los Padres	Continuo
Información sobre STAAR y fechas de exámenes	Primavera
Eventos del Mes de mayo (Viajes y Actividades Escolares)	Primavera
Relación entre Padres e Hijos	Primavera
Entendiendo el Desarrollo de los Jóvenes	Primavera

3. Roma Middle School ofrecerá un número flexible de reuniones, como reuniones en la mañana o en la tarde, 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>Línea de Tiempo</u>
Junta Virtual de Padres sobre el Título I	Otoño
Juntas Telefónicas y Presenciales de Padres (AM / PM)	Continuo
Conferencias entre padres y maestros (Horarios Flexibles)	Continuo
Normas Académicas Estatales (AM / PM)	Otoño & Primavera
Exámenes Locales y Estatales (AM / PM)	Otoño & Primavera
Como Monitorear el Progreso de un Joven (AM / PM)	Otoño & Primavera

4. Roma Middle School involucrara a los padres, de manera organizada, continua y oportuna, en la planificación, revisión y mejora de los programas en virtud de esta parte, incluida la planificación, revisión y mejora de la política escolar de participación de padres y familias y el desarrollo conjunto de plan de programa a nivel escolar bajo la sección 1114 9b) (Plan de mejora de la escuela), 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>Línea de Tiempo</u>
Durante la primera reunión de primavera de participación de los padres, los padres están invitados a ofrecer su tiempo como voluntarios para la planificación, revisión y mejora de los programas escolares.	Otoño
La invitación para ser voluntario se extiende a todos los padres	Otoño
Título I, Política de Participación de los Padres, y la Política del Compromiso de los Padres	Continuo

5. Roma Middle School proporcionara 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 logro de los desafiantes estándares académicos y estatales; y
(C) si los padres lo solicitan, oportunidades para reuniones regulares para formular sugerencias y participar, según correspondas, en las decisiones relacionadas con la educación de sus hijos, y responder a tales sugerencias lo antes posible.
Section 1116 {c}(4)

<u>ACTIVIDADES/ESTRATEGIAS</u>	<u>Línea de Tiempo</u>
Carta enviada a casa por correo o correo electrónico	Continuo
Invitaciones enviadas por correo / publicadas en la página web de la escuela	Continuo
Llamadas telefónicas, correos electrónicos, mensajes de texto, y cartas enviadas por correo	Continuo
Boletín Informativo (correo y / o publicado en línea)	Continuo
Memos	Continuo
Manual del Estudiante	Continuo
Mensajes del Programa Parent Square	Continuo
Conferencia entre Padres – Maestros / Personal Administrativo	Continuo

6. Si el plan del programa a nivel escolar (Plan de Mejoramiento de la Escuela, CIP) bajo la sección 1114 (b) no es satisfactorio para los padres de los niños participantes, envíe cualquier comentario de los padres sobre el plan cuando la escuela lo ponga a disposición de la agencia educativa local. Sección 1116 {c}(5)

<u>ACTIVIDADES/ESTRATEGIAS</u>	<u>Linea de Tiempo</u>
Paquete de Inscripción Estudiantil (Copia Fuerte o En Línea)	Otoño & Primavera
Comentarios o Sugerencias de los Padres de Familia (Correo electrónico o teléfono)	Continuo
Juntas Virtuales y Presenciales de Padres de Familia	Continuo

7. Para garantizar la participación efectiva de los padres y apoyar una asociación entre la escuela involucrada, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes, Roma Middle 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 académicos estatales y locales, los requisitos de esta parte y como monitorear el progreso de un niño y trabajar con educadores para mejorar el logro de sus hijos;
Secciones 1116 (e)(1)**

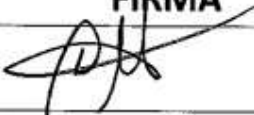
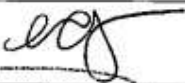
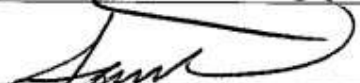

<u>ACTIVIDADES/ESTRATEGIAS</u>	<u>Línea de Tiempo</u>
Opciones de Internet (Ascender Parent Portal)	Continuo
Acceso en Línea a Grados	Continuo
Informe de Progreso del Alumno	Cada 3 Semanas
Boleta de Calificaciones del Estudiante	Cada 6 Semanas
Juntas Virtuales y Presenciales de Padres de Familia	Mensual
Conferencias (presenciales / teléfono) entre Padre y Maestro	Continuo
Información sobre STAAR y fechas de exámenes	Primavera
Eventos del Mes de mayo (Viajes y Actividades Escolares)	Primavera

<p>(ii) 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>Linea de Tiempo</u></p>
<p><u>ACTIVIDADES/ESTRATEGIAS</u></p>	
<p>Juntas Virtuales y Presenciales sobre el Compromiso entre Padres y Familias</p>	<p>Continuo</p>
<p>Programa de Lectores Acelerados (AR Reading)</p>	<p>Continuo</p>
<p>Información para padres sobre Clases para Adultos / (GED) Distrito</p>	<p>Otoño</p>
<p>Estrategias para Padres de Aprendices de Ingles</p>	<p>Otoño</p>
<p>Ascender Parent Portal</p>	<p>Continuo</p>
<p>Talleres Virtuales</p>	<p>Continuo</p>
<p>(iii) en la medida de lo posible y apropiado, coordine e integre los programas y actividades de participación de los padres con otros programas federales, estatales y locales, incluidos los programas preescolares públicos, y realice otras actividades, como centros de recursos para padres, que alienten y apoyen a los padres para que participen más plenamente en la educación de sus hijos; Sección 1116 (e)(4)</p>	<p><u>Linea de Tiempo</u></p>
<p><u>ACTIVIDADES/ESTRATEGIAS</u></p>	
<p>Página Web de la Escuela</p>	<p>Continuo</p>

Mensajes del Sistema Parent Square	Continuo
Memos	Continuo
Boletín Informativo (correo y / o publicado en línea)	Continuo
Conferencias entre Padre y Maestro	Continuo
Llamadas telefónicas, correos electrónicos, y cartas enviadas por correo	Continuo
Informe de Progreso del Alumno / Boleta de Calificaciones del Estudiante	Continuo
Gladiator Television Network (GTN)	Continuo
Página de Facebook del Distrito	Continuo
(iv) proporcionar otro tipo de apoyo razonable para las actividades de participación de los padres que los padres puedan solicitar; Sección 1116 (e)(14)	<u>Linea de Tiempo</u>
<u>ACTIVIDADES/ESTRATEGIAS</u>	
Juntas Virtuales y Presenciales de Padres de Familia	Continuo
Registración de Alumnos Nuevos al Distrito	Continuo
Junta sobre el Plan Personal de Graduación de Octavo Grado	Primavera
Asemblea de Premios	Primavera
Asemblea de Promociones	Primavera
Juntas Virtuales y Presenciales de Padres de Familia	Mensual
Dia de La Carrera	Primavera
Hora Genio	Continuo

LOS MIEMBROS DEL COMITE DE PARTICIPACION DE LOS PADRES RECONOCEN SU PARTICIPACION EN EL PROCESO DE ESCRITURA, REVISION, Y ADOPCION DE ESTA POLITICA:

FECHA: AGOSTO 2025

NOMBRE	FIRMA	PAPEL
Mr. Danelo Gonzalez Jr.		Director
Mrs. Martha Martinez	Martha Martinez	Asistente de Director
Mrs. Elvira Garza		Persona de Contacto con los Padres
Mr. Santos Diaz		Miembro del Plantel
Mrs. Erika Guillen	Erika Guillen	Miembro del Plantel
Mrs. Julieta Villarreal	Julieta Villarreal	Miembro del Plantel
Mrs. Yarely Pena	Yarely Peña	Padre de Familia
Mrs. Yvette Sepulveda	Y Sepulveda	Padre de Familia
Mrs. Damaris Garcia	Damaris Garcia	Padre de Familia
Mrs. Chantel Estrada		Padre de Familia
Mrs. Paloma Resendez	Paloma Resendez	Padre de Familia

