

**Roma Independent School District**  
**Ramiro Barrera Middle School (RBMS)**  
**2025-2026 Campus Improvement Plan**

**Accountability Rating: B**



**Board Approval Date:** September 24, 2025

# Mission Statement

## Ramiro Barrera Middle School

### *Mission*

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

# Vision

### *Vision*

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

# Value Statement





# Table of Contents

Comprehensive Needs Assessment .....	5
Needs Assessment Overview .....	5
Demographics .....	8
Student Learning .....	10
School Processes & Programs .....	15
Perceptions .....	17
Priority Problem Statements .....	19
Comprehensive Needs Assessment Data Documentation .....	20
Goals .....	22
Goal 1: SAFETY & WELLNESS Roma ISD will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety and wellness for all students and staff. ....	22
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. ....	26
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. ....	40
Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT Roma ISD will engage all stakeholders in developing positive, collaborative relationships and community partnerships. ....	44
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. ....	47
State Compensatory .....	49
Budget for Ramiro Barrera Middle School (RBMS) .....	49
Personnel for Ramiro Barrera Middle School (RBMS) .....	49
Title I .....	50
1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) .....	50
1.1: Description of CNA Process .....	50
1.2: Location for Evidence of Multiple Meetings Held .....	50
Title I Personnel .....	51
Site-Based Decision Making Committee .....	52
Campus Needs Assessment Team .....	53
Campus Funding Summary .....	54
Addendums .....	56

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

CAMPUS NEEDS ASSESSMENT

RAMIRO BARRERA MIDDLE SCHOOL 2025

DEMOGRAPHICS	RBMS
1.Student demographic information is analyzed and interpreted by teachers and administrators on a six-weeks basis.	4.67
2.Attendance information is analyzed and promptly acted upon by teachers and administration if needed.	4.67
3.Teachers identify struggling and high achieving students and provide them opportunities to meet or exceed the expectations set by the teachers.	4.61

STUDENT ACHIEVEMENT	RBMS
1. All test data is disaggregated and analyzed by teachers and campus administrators in a timely manner.	4.61
2. All test data is used to determine student intervention needs.	4.67
3. Test data results are compared to local, regional, and state results as appropriate to create academic goals and evaluate program effectiveness to plan for student academic success.	4.72
4. Attendance rate, Completion rate, Graduation plans, Graduation rate, and Dropout rate (where applicable) are analyzed to determine campus intervention plans.	4.44

SCHOOL CULTURE AND CLIMATE	RBMS
1. Student and teacher interactions are positive and lead to student success.	4.83
2. Administrators effectively work, communicate and collaborate with teachers resulting in a positive environment and culture at the campus.	4.5
3. Parent and family engagement is an active part of our campus and is seen as an important factor in student achievement.	4.38
4. High expectations focusing on academic achievement are communicated to staff members, students, and parents/community.	4.67

<b>SCHOOL CULTURE AND CLIMATE</b>	<b>RBMS</b>
5. Students are expected to meet recognized state standards of learning established jointly by special programs and regular teachers.	4.72
6. All school staff members believe that all students can and will learn, provided the necessary time/resources are in place.	4.55
7. PLCs are an integral part of the district's and campus' vision and mission statements.	4.67
8. PLCs provide staff the opportunity to work collaboratively in cycles of collective inquiry that result in improved student and staff learning.	4.55
<b>STAFF QUALITY/PROFESSIONAL DEVELOPMENT</b>	<b>RBMS</b>
1. Emphasis is given to professional development topics by collaborating with teachers to determine relevance and priority of topics.	4.44
2. Professional development opportunities are relevant to the instructional program.	4.5
3. Professional development is supported with time and other necessary resources.	4.44
4. Professional development emphasizes improvement of the delivery of instruction that is rigorous and challenging, and leads to increased student achievement.	4.44
5. The PLC process of sharing innovative and best teaching practices amongst the teachers leads to high quality instruction.	4.5
<b>CURRICULUM &amp; INSTRUCTION AND ASSESSMENT</b>	<b>RBMS</b>
1. The necessary materials and resources are available to teachers for the delivery of appropriate and high-quality instruction.	4.66
2. Teachers effectively implement a variety of instructional methods and strategies.	4.72
3. Teachers and students effectively manage and maximize their use of class time.	4.72
4. Administrators ensure that interruptions to instructional time are kept to a minimum.	4.72
5. Teachers effectively implement strategies to keep students successfully engaged and motivated to maximize their learning.	4.72
6. Instructional programs for special populations effectively address the needs of the students to meet high academic standards.	4.66
7. Instructional leaders plan, promote and carefully monitor instructional practices, such as curriculum alignment, student assessment, and professional development.	4.61
8. Teachers' instructional objectives, activities, materials, and assessments are aligned with state standards.	4.66
9. Goals and desired outcomes are based on data analysis, are stated in measurable terms and communicated to teachers, students, and parents.	4.61
<b>FAMILY AND COMMUNITY ENGAGEMENT</b>	<b>RBMS</b>
1. Procedures for parent and family engagement are clearly communicated to parents and used consistently.	4.5

<b>FAMILY AND COMMUNITY ENGAGEMENT</b>	<b>RBMS</b>
2. Parents are informed of their responsibilities for the success of their children using various methods. (students' handbook, training's, meetings, website, local media, etc.)	4.55
3. Communication with the parents and staff is frequent and done in the primary language of the parents using a variety of delivery methods.	4.55
4. Parent and family engagement meetings take place throughout the year and focus on a variety of topics.	4.66
5. Parents are encouraged to volunteer in school and participate in school events throughout the school year.	4.33
<b>SCHOOL CONTEXT AND ORGANIZATION</b>	<b>RBMS</b>
1. School facilities are well maintained and provide an appropriate learning environment for all students.	4.72
2. The school maintains Emergency Operation Procedures to maintain a safe and secure environment for all.	4.72
3. School facilities are developmentally appropriate for students in order to carry out our instructional goal.	4.72
4. School facilities promote a positive and active learning environment (classroom size, lighting, temperature, noise level, location, traffic, etc).	4.72
5. The school has procedures in place that allow for open communication on concerns and issues affecting the campus.	4.72
6. Site Based Decision-Making is an integral part of the decision-making process at the campus.	4.44
7. Instructional leaders recognize and celebrate the contributions of all stakeholders.	4.44
8. Administrators are viewed by teachers as having relevant instructional expertise as well as appropriate leadership skills.	4.5
<b>TECHNOLOGY</b>	<b>RBMS</b>
1. The delivery of instruction is enhanced through the integration of technology at the classroom level.	4.72
2. Instructional technology strategies that lead to increased student achievement are emphasized and encouraged by the campus administration.	4.61
3. Professional development sessions focus on improving the effective use of instructional technology in the classroom.	4.5
4. Hardware and software to effectively enhance the delivery of instruction are available to all teachers.	4.5
5. Instructional technology resources, technology infrastructure, and networks are appropriate and adequate for our instructional programs and needs.	4.5

# Demographics

## Demographics Summary

### Campus Profile

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

### Demographics Strengths

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

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Our special education students are not passing their state exams nor performing at grade level.

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

**Problem Statement 2:** The percentage of at-risk students has been increasing slightly for the past several years.

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

**Problem Statement 3 (Prioritized):** Our Emergent Bilingual population is not performing at grade level in Reading Language Arts and Math.

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

**Problem Statement 4 (Prioritized):** There is a need to continue building a strong foundation of reading and math at the secondary level.

**Root Cause:** Based on state assessment data there is a decrease in scores in math and reading when students reach middle school as compared to elementary.

**Problem Statement 5 (Prioritized):** We need to increase academic achievement and test scores on state and local assessments.

**Root Cause:** There is a decrease in scores when students reach middle school.

# Student Learning

## Student Learning Summary

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

Ramiro Barrera Middle School							
Cumulative Comparative Table							
		20-21 Report	21-22 Report	22-23 Report	23-24 Report	24-25 Report	
STAAR	6th Grade Reading	51%	52%	71%	67%		
All Students:	6th Grade Math	48%	43%	60%	66%		
	7th Grade Reading	43%	69%	71%	61%		
	7th Grade Math	20%	56%	59%	56%		
	7th Grade Writing	32%					
	8th Grade Reading	68%	74%	80%	80%		
	8th Grade Math	51%	75%	83%	92%		
	8th Grade Science	55%	65%	70%	60%		
	8th Grade Social Studies	38%	52%	62%	54%		
Economic	6th Grade Reading	47%	52%	71%	67%		
Disadvantaged:	6th Grade Math	46%	43%	58%	62%		
	7th Grade Reading	41%	64%	72%	62%		
	7th Grade Math	20%	53%	59%	56%		
	7th Grade Writing	30%					
	8th Grade Reading	59%	73%	78%	82%		
	8th Grade Math	48%	74%	81%	92%		
	8th Grade Science	48%	63%	67%	60%		
	8th Grade Social Studies	28%	49%	57%	53%		
Hispanic	6th Grade Reading	51%	52%				

Ramiro Barrera Middle School							
		6th Grade Math	49%	43%			
		7th Grade Reading	43%	70%			
		7th Grade Math	20%	57%			
		7th Grade Writing	32%				
		8th Grade Reading	69%	74%			
		8th Grade Math	49%	75%			
		8th Grade Science	53%	65%			
		8th Grade Social Studies	34%	54%			
	Cumulative Comparative Table		20-21 Report	21-22 Report	22-23 Report	23-24 Report	24-25 Report
	EB	6th Grade Reading	51%	51%			
		6th Grade Math	49%	42%			
		7th Grade Reading	42%	66%			
		7th Grade Math	21%	55%			
		7th Grade Writing	33%				
		8th Grade Reading	63%	72%			
		8th Grade Math	50%	74%			
		8th Grade Science	50%	63%			
		8th Grade Social Studies	32%	49%			
	Title I	6th Grade Reading					
		6th Grade Math					
		7th Grade Reading					
		7th Grade Math					
		7th Grade Writing					
		8th Grade Reading					
		8th Grade Math					
		8th Grade Science					

Ramiro Barrera Middle School							
		8th Grade Social Studies					
	Migrant	6th Grade Reading					
		6th Grade Math					
		7th Grade Reading					
		7th Grade Math					
		7th Grade Writing					
		8th Grade Reading					
		8th Grade Math					
		8th Grade Science					
		8th Grade Social Studies					
	Cumulative Comparative Table		20-21 Report	21-22 Report	22-23 Report	23-24 Report	24-25 Report
	G/T	6th Grade Reading					
		6th Grade Math					
		7th Grade Reading					
		7th Grade Math					
		7th Grade Writing					
		8th Grade Reading					
		8th Grade Math					
		8th Grade Science					
		8th Grade Social Studies					
	At Risk	6th Grade Reading					
		6th Grade Math					
		7th Grade Reading					
		7th Grade Math					
		7th Grade Writing					
		8th Grade Reading					

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

### Student Learning Strengths

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

### Problem Statements Identifying Student Learning Needs

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

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

**Problem Statement 2:** Based on previous STAAR data, our EB population scores have decreased in both reading and math.

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

# School Processes & Programs

## School Processes & Programs Summary

### Curriculum and Instruction

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

### Special Education

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

### Bilingual Education

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

### Athletic

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

### Gifted and talented

### 504/Dyslexia

### Personnel

## School Processes & Programs Strengths

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

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

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

#### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Our newcomers (recent immigrants) are provided language support through ESL.

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

**Problem Statement 2:** Based on previous STAAR data, our special education students are not meeting the state performance standards in reading and math.

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

# Perceptions

## Perceptions Summary

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

## Perceptions Strengths

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

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** There is a need to support the mental well being of students and staff.

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

**Problem Statement 2 (Prioritized):** We would like to see an increase in our parent and family engagement program.

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

**Problem Statement 3:** We do not have a parent center to promote more parental involvement on campus.

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

**Problem Statement 4 (Prioritized):** There is a need to implement safety measures to ensure that all students and staff members are in the safest environment.

**Root Cause:** With the recent occurrences of violence such as Uvalde school shootings and others people are afraid that schools are not safe.

# Priority Problem Statements

**Problem Statement 1:** Our Emergent Bilingual population is not performing at grade level in Reading Language Arts and Math.

**Root Cause 1:** Students lack basic English language and lack the foundational skills to gain academic vocabulary.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** We would like to see an increase in our parent and family engagement program.

**Root Cause 2:** The majority of our students live with their grandparents or other legal guardians.

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** There is a need to support the mental well being of students and staff.

**Root Cause 3:** Mental and other health related issues have been on the rise especially after COVID-19.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** There is a need to implement safety measures to ensure that all students and staff members are in the safest environment.

**Root Cause 4:** With the recent occurrences of violence such as Uvalde school shootings and others people are afraid that schools are not safe.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** We need to increase academic achievement and test scores on state and local assessments.

**Root Cause 5:** There is a decrease in scores when students reach middle school.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** There is a need to continue building a strong foundation of reading and math at the secondary level.

**Root Cause 6:** Based on state assessment data there is a decrease in scores in math and reading when students reach middle school as compared to elementary.

**Problem Statement 6 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

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

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Class size averages by grade and subject
- School safety data

#### **Employee Data**

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

#### **Parent/Community Data**

- Parent surveys and/or other feedback

# Goals

Revised/Approved: September 24, 2025


## Goal 1: SAFETY & WELLNESS





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

**Performance Objective 1:** For the 2025-2026 school year, RBMS will have fulfilled 100% of all the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

**Evaluation Data Sources:** Training Documentation, Raptor Drill checklists

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> RBMS will continue to use Raptor to practice monthly drills effectively and routinely and prepare everyone for real emergencies. A minimum of one police officer will be stationed at RBMS daily to monitor safety and conduct safety audits on a daily basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Our school staff will be trained on the use of standard response protocols and using Raptor to know the difference between all drills and will be able to follow protocol . Our school will complete all drills and pass all intruder drill audits. RBMS will be proactive and prepared to address a variety of emergency situations.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, all staff,School Safety Director</p> <p><b>Problem Statements:</b> Perceptions 4</p>	Formative			Summative
	Sept	Nov	Jan	May
	 <p>25%</p> <p>Some Progress</p>			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 1 Problem Statements:

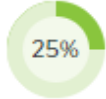
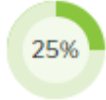




Perceptions
<p><b>Problem Statement 4:</b> There is a need to implement safety measures to ensure that all students and staff members are in the safest environment. <b>Root Cause:</b> With the recent occurrences of violence such as Uvalde school shootings and others people are afraid that schools are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

**Goal 1: SAFETY & WELLNESS**

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

**Performance Objective 2:** For the 2025-2026 school year, provide all students and staff with access to mental health services through school counselors and LPC services.

**Evaluation Data Sources:** Counseling referrals

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Counselors will train students on the identification and reporting of bullying, harrasment, dating violence, sexual abuse, and self harm by using videos and presentations in group discussions to spread awareness. Group counseling will be provided to students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have a positive attitude on self worth and the worth of peers as well as those that surround them.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, teachers, administration,</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>May</b>
	 25% Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> RBMS will provide staff with mental health services through PLCs and staff development opportunities. RBMS will provide nurse with supplies for health services.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide mental health awareness and support to staff members and prevent burn outs.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors,LPC,Administration</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>May</b>
	 25% Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**

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

**Goal 1: SAFETY & WELLNESS**

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

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







**High Priority**

**Evaluation Data Sources:** Raptor system will be used for to screen all persons entering the campus.

Raptor technologies will be used to practice drills effectively to prepare for real emergencies.

Safety Audit Reports

Disciplinary Referrals

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Office staff will utilize Raptor security systems to check and monitor all visitors. Teachers and staff will utilize magnetic keyless entry on their ID badge to enter building and be easily identified as school employees.</p> <p><b>Strategy's Expected Result/Impact:</b> RBMS will increase the safety of our school.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, office personnel, staff</p> <p><b>Problem Statements:</b> Perceptions 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>May</b>
	 <p>30%</p> <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> RBMS will promote ,educate, and raise awareness for all students and staff on the effects of substance abuse. This will include the use of posters, presentations,events,rallies, and guest speakers</p> <p><b>Strategy's Expected Result/Impact:</b> Spread awareness, promote learning and empower students to make make informed decisions and realize the consequences of drug abuse.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, counselors,teachers</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>May</b>
	 <p>20%</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 3 Problem Statements:**

## Perceptions

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

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

**Goal 2: STUDENT LEARNING**

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

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


**High Priority**







**Evaluation Data Sources:** Accelerated Reader Logs

Student book reports

Student reading logs

Student library book check out logs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will participate in the Accelerated Reader program. The library will expand and update library resources to support the curriculum through diverse literacy such as books, magazines, and databases both print and digital form. RBMS will provide reading materials and general supplies for the library and provide all students with incentives and rewards every six weeks for those meeting academic goals. Additionally, the Library will provide an inviting environment conducive to learning through literacy displays and appealing yet functional furnishing and decor.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase reading fluency and comprehension</p> <ul style="list-style-type: none"> <li>Exposure to multiple genres</li> <li>Students will be able to make real world connections through multiple genres</li> <li>Students will expand their knowledge</li> <li>Students will build digital skills that are essential in today's workforce</li> <li>Students fortify their ethical moral</li> <li>Students will develop a sense of ownership and accomplishment.</li> </ul> <p>Increase access for students while visiting the library and student academic achievement, motivation, and success in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Librarian Teachers Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Demographics 4</p>	Formative			Summative
	Sept	Nov	Jan	May
	 <p>Some Progress</p>			

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

## Demographics

**Problem Statement 4:** There is a need to continue building a strong foundation of reading and math at the secondary level. **Root Cause:** Based on state assessment data there is a decrease in scores in math and reading when students reach middle school as compared to elementary.


**Goal 2: STUDENT LEARNING**





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

**Performance Objective 2:** All students in special education or emergent bilingual will increase STAAR Reading and Math by 5% in Meets by May 2026.

**High Priority**

**Evaluation Data Sources:** STAAR results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide extended day tutoring for 6th-8th Reading and Math and 8th grade Science/Social Studies and accelerated instruction intervention (HB 1416) classes for all struggling students based on local and state assessment data from the 2024-25 school year data. Provide students with differentiated instruction so that all students needs are met and student success increases.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student success, increase in the number of students meeting expectations on STAAR Student mastery on STAAR through directly targeting the needs of each student.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and administrators</p> <p><b>Problem Statements:</b> Demographics 3, 5</p>	Formative			Summative
	Sept	Nov	Jan	May
	 <p>20%</p> <p>Some Progress</p>			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 3:</b> Our Emergent Bilingual population is not performing at grade level in Reading Language Arts and Math. <b>Root Cause:</b> Students lack basic English language and lack the foundational skills to gain academic vocabulary.</p>
<p><b>Problem Statement 5:</b> We need to increase academic achievement and test scores on state and local assessments. <b>Root Cause:</b> There is a decrease in scores when students reach middle school.</p>


**Goal 2: STUDENT LEARNING**

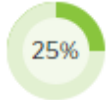
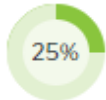

Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.






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

**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide extended day tutoring, RTI and/or accelerated instruction intervention classes for all struggling students based on local and state assessment data from the 2024-2025 school year data. Provide teachers with necessary resources and materials that support student achievement and staff efficiency during the regular school year and during summer school programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student success, increase in the number of students meeting expectations on STAAR. All students will have equitable access to the resources and materials necessary for academic success including classroom learning and state assessments. Teachers and staff will be equipped with tools needed to deliver high quality instruction, support services and efficient campus operations fostering a positive and well rounded learning environment.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Testing Coordinator Counselors Office Secretary</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Demographics 3, 5</p>	Formative			Summative
	Sept	Nov	Jan	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Along with the Lead teachers, Teachers will deconstruct assessments and analyze and adjust curriculum in order to target the specific needs of all students. Teachers will monitor student progress through a weekly test tracker that will track their cumulative progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student success due to improved teacher preparedness.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>May</b>
	 <p>25%</p> <p>Some Progress</p>			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will evaluate all student progress, including EB population, Special Education, Section 504 and GT, by administering grade level district assessments. This information will be used during PLC to drive curriculum and instructional planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased success in the classroom</p> <p><b>Staff Responsible for Monitoring:</b> ALL , School Administration</p> <p><b>Problem Statements:</b> Demographics 3, 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>May</b>
	 <p>25%</p> <p>Some Progress</p>			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide transportation for all students from extended day tutorials to their homes.</p> <p><b>Strategy's Expected Result/Impact:</b> More students will attend tutorials leading to student academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Clerks</p> <p><b>Problem Statements:</b> Demographics 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>May</b>
	 <p>10%</p> <p>Some Progress</p>			

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Extended day and Saturday tutorials will be used to ensure the success of all students. Provide transportation for all students from extended day tutorials to their homes.</p> <p><b>Strategy's Expected Result/Impact:</b> More students will attend tutorials leading to student academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration, clerks</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 3, 5</p>	Formative			Summative
	Sept	Nov	Jan	May
	 10% 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:**

Demographics
<p><b>Problem Statement 3:</b> Our Emergent Bilingual population is not performing at grade level in Reading Language Arts and Math. <b>Root Cause:</b> Students lack basic English language and lack the foundational skills to gain academic vocabulary.</p> <p><b>Problem Statement 5:</b> We need to increase academic achievement and test scores on state and local assessments. <b>Root Cause:</b> There is a decrease in scores when students reach middle school.</p>


**Goal 2: STUDENT LEARNING**





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

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

**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> RBMS will provide teachers with professional development in their areas, as well as professional learning communities to give teachers resources and tools to implement in their classes. Teachers will be provided with materials and resources to enhance hands on activities and create everyday learning opportunities for students in reading, math, science, and social studies, and fine arts.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher capacity and new techniques to utilize in their classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Team leaders, teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Demographics 5</p> <p><b>Funding Sources:</b> Student Materials - 211 Title I, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 <p>Some Progress</p>			

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Performance Objective 4 Problem Statements:**







Demographics
<p><b>Problem Statement 5:</b> We need to increase academic achievement and test scores on state and local assessments. <b>Root Cause:</b> There is a decrease in scores when students reach middle school.</p>

**Goal 2: STUDENT LEARNING**

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

**Performance Objective 5:** Increase student motivation and pride in academic achievement by implementing a recognition program that celebrates student achievement.

**Evaluation Data Sources:** Student performance data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Recognizing students who achieve Honor Roll status reinforces their academic achievements by organizing events and ceremonies that acknowledge and celebrate their achievements. Examples may include incentives, certificates, recognition, small prizes, or special privileges such as participation of special events.</p> <p><b>Strategy's Expected Result/Impact:</b> Boost student motivation, academic achievement and promote a positive school culture</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselors, Attendance Clerk</p> <p><b>Problem Statements:</b> Demographics 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>May</b>
	 <p>25%</p> <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Recognize students who demonstrate academic achievement such as Honor Roll, Perfect Attendance, Top Reader by providing incentives to celebrate their success with awards such as certificates, trophies, medals, plaques, and other rewards.</p> <p><b>Strategy's Expected Result/Impact:</b> Boost student motivation to excel and promote a positive school culture</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counselors, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>May</b>
	 <p>0%</p> <p>No 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 5 Problem Statements:**

## Demographics







**Problem Statement 5:** We need to increase academic achievement and test scores on state and local assessments. **Root Cause:** There is a decrease in scores when students reach middle school.

**Goal 2: STUDENT LEARNING**

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

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

**Evaluation Data Sources:** Student academic achievement data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide teachers with professional development opportunities to enhance their understanding of gifted education pedagogy and strategies as well as how to nominate students for GT. This can include workshops, conferences, or online courses focused on differentiating instruction and nurturing higher-level thinking skills. Teachers can then educate parents so that parents can also have the opportunity to nominate their children for GT.</p> <p><b>Strategy's Expected Result/Impact:</b> Foster Higher Levels of Thinking for the Gifted and Talented Population</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Problem Statements:</b> Demographics 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>May</b>
	 30% Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and implement strategies to differentiate the curriculum for gifted and talented students to provide opportunities for higher-level thinking. This can include compacting the curriculum, offering advanced content, providing independent research projects, or incorporating problem-solving tasks.</p> <p><b>Strategy's Expected Result/Impact:</b> Foster Higher Levels of Thinking for the Gifted and Talented Population</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Problem Statements:</b> Demographics 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>May</b>
	 30% Some Progress			
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 6 Problem Statements:**

Demographics
<p><b>Problem Statement 5:</b> We need to increase academic achievement and test scores on state and local assessments. <b>Root Cause:</b> There is a decrease in scores when students reach middle school.</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:** 100% Instructional academic support will be provided to all our 504 students.

**High Priority**

**Evaluation Data Sources:** Dyslexia documentation, 504 committee and 504-SuccessEd documentation including student accommodations in the regular classroom, teacher/parent input, six weeks benchmarks and state assessment data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and support staff will discuss and monitor student individual needs to address barriers affecting academic performance through grade-level meetings throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Student academic success</p> <p><b>Staff Responsible for Monitoring:</b> Principal, associate principals and teachers</p> <p><b>Problem Statements:</b> Demographics 5</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><b>Problem Statement 5:</b> We need to increase academic achievement and test scores on state and local assessments. <b>Root Cause:</b> There is a decrease in scores when students reach middle school.</p>

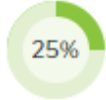





**Goal 2: STUDENT LEARNING**

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

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

**High Priority**

**Evaluation Data Sources:** Student performance records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> RBMS will provide continuous targeted professional development, support, and guidance to campus administrators, special education teachers, classroom teachers, support staff and paraprofessionals.</p> <p><b>Strategy's Expected Result/Impact:</b> Student academic success</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>May</b>
	 25%  Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide effective MTSS for students in need</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance and growth</p> <p><b>Staff Responsible for Monitoring:</b> teachers, principal and associate principals</p> <p><b>Problem Statements:</b> Demographics 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>May</b>
	 30%  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 8 Problem Statements:**

## Demographics

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

**Problem Statement 5:** We need to increase academic achievement and test scores on state and local assessments. **Root Cause:** There is a decrease in scores when students reach middle school.



**Goal 3: EMPOWERING TEACHERS AND ADMINISTRATORS**



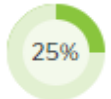




Roma ISD will equip and empower campus leadership, faculty, and staff to consistently incorporate research-based best practices in curricula, resulting in future-ready students.

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

**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> A variety of opportunities such as Department meetings and PLC's will be established as opportunities for professionals to address common issues.</p> <p><b>Strategy's Expected Result/Impact:</b> Significant progress made toward meeting Objective</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 5</p>	Formative			Summative
	Sept	Nov	Jan	May
	 <p>30%</p> <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Development of teacher instructional strategies, by consistently offering a variety of professional development opportunities via in person or virtual for all teachers and campus leadership including transportation and meals to increase their ability to support instruction through research-based best practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 5</p>	Formative			Summative
	Sept	Nov	Jan	May
	 <p>25%</p> <p>Some Progress</p>			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide equitable and open access to the library and integrate library skills that support the school curriculum through collaborative lessons, teacher training, and motivational reading programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance, Teacher Empowerment</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Librarian Counselors</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>May</b>
	 35% Some Progress			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide teachers and professional staff opportunities to align Professional Learning Community practices to ensure consistency across campuses to improve collaboration and increase levels of teacher support.</p> <p><b>Strategy's Expected Result/Impact:</b> Building a better foundation as a district to achieve student success across all subjects</p> <p><b>Problem Statements:</b> Demographics 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>May</b>
	 25% Some Progress			
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide targeted professional learning to increase fidelity of implementation of best instructional practices, high quality assessments, guaranteed viable curriculum, and student learning environment to have maximum impact of student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> student success</p> <p><b>Problem Statements:</b> Demographics 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>May</b>
	 25% 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:**

## Demographics

**Problem Statement 4:** There is a need to continue building a strong foundation of reading and math at the secondary level. **Root Cause:** Based on state assessment data there is a decrease in scores in math and reading when students reach middle school as compared to elementary.





**Problem Statement 5:** We need to increase academic achievement and test scores on state and local assessments. **Root Cause:** There is a decrease in scores when students reach middle school.

**Goal 3: EMPOWERING TEACHERS AND ADMINISTRATORS**

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

**Performance Objective 2:** RBMS will provide teachers and campus leadership with professional development in order to maintain their academic achievement in middle school.

**Evaluation Data Sources:** Student academic achievement data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide professional development opportunities for teachers so that all students will maintain the academic performance from elementary school.. This can include workshops, conferences, or online courses focused on differentiating instruction and nurturing higher-level thinking skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain the academic success from elementary grades.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Problem Statements:</b> Demographics 5</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 2 Problem Statements:**

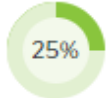




Demographics
<p><b>Problem Statement 5:</b> We need to increase academic achievement and test scores on state and local assessments. <b>Root Cause:</b> There is a decrease in scores when students reach middle school.</p>

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

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

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

**Evaluation Data Sources:** Parent Perception Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hold parent meetings throughout the school year that address various topics, including student academic achievement and how to monitor student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased knowledge of how to monitor student progress in a variety of ways.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principals, leadership team</p> <p><b>Problem Statements:</b> Perceptions 2</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><b>Problem Statement 2:</b> We would like to see an increase in our parent and family engagement program. <b>Root Cause:</b> The majority of our students live with their grandparents or other legal guardians.</p>


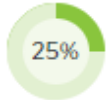
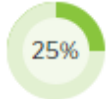




**Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT**

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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> RBMS will provide PFE (parent and family engagement) activities for parents of all students. RBMS will host events such as campus open house, meet the teacher, student performances, parent meetings, and awareness events. RBMS will encourage open dialogue and involvement from parents and the local community. This can be done through workshops, seminars, or support groups that address the issues relating to topics that will involve and train parent to be knowledgeable of school trends and issues. RBMS will provide parents with supplies and materials needed to engage parental involvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased communication; better relationships between parents, school, and community. Improved English language skills; increased ability for parents and families to help their children. This will help parents understand how they can support their children.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principals and Leadership team</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> Supplies and materials for PFE - 211 Title I, Part A</p>	Formative			Summative
	Sept	Nov	Jan	May
	 <p>30%</p> <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> RBMS will implement and continuously update a campus web page, parent square, campus Facebook page where parents will have easy access to all Campus and District information, policy and events.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved school and family relationships and open communication. Increased parental involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus leaders</p> <p><b>Problem Statements:</b> Perceptions 2</p>	Formative			Summative
	Sept	Nov	Jan	May
	 <p>25%</p> <p>Some Progress</p>			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> RBMS professional staff will be trained on research based strategies to enhance parent and family engagement at RBMS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parental and family participation. Strengthened communication between parent/family and school.</p> <p><b>Staff Responsible for Monitoring:</b> RBMS professional staff</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>May</b>
	 30% Some Progress			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> By May 2026, RBMS will cultivate a mindset and commitment to customer service that promotes respect, transparency, and trust. Survey results will be utilized to determine progress in the commitment to customer service. Customer satisfaction will increase by 10% from August 2025 to June 2026.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased customer (parents) service satisfaction</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>May</b>
	 25% Some Progress			
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> RBMS will provide opportunities for parent engagement at least 1 time per month such as; Title I meetings, Title 3/ESL meetings, student performances, awards programs, enrichment activities, learning events, parent-teacher social events, incoming student events, parent orientation and others.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parental involvement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, All</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>May</b>
	 25% 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 2 Problem Statements:**

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


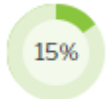
**Goal 5: EFFECTIVE USE OF DISTRICT RESOURCES**






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

**Performance Objective 1:** By May 2026, RBMS will increase student participation in UIL extra-curricular, and co-curricular activities at all grade levels.

**High Priority**

**Evaluation Data Sources:** Student rosters, Student performance documentation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide for field trips, admissions and awards for students</p> <p><b>Strategy's Expected Result/Impact:</b> Improved success in the classroom, increased participation in school activities.</p> <p><b>Staff Responsible for Monitoring:</b> ALL, Counselors, Sponsors, Coaches, Administrators</p> <p><b>Problem Statements:</b> Demographics 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>May</b>
	 <p>35%</p> <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide for student travel and field trips and students meals during field trips and competitions.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved success in the classroom, increased participation in school activities.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>May</b>
	 <p>15%</p> <p>Some Progress</p>			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide awards and rewards such as certificates, incentives, madals, plaques, and trophies for participation and competition.</p> <p><b>Strategy's Expected Result/Impact:</b> Boost student motivation and participation</p> <p><b>Staff Responsible for Monitoring:</b> administration</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 5</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:**

Demographics
<p><b>Problem Statement 5:</b> We need to increase academic achievement and test scores on state and local assessments. <b>Root Cause:</b> There is a decrease in scores when students reach middle school.</p>

# State Compensatory

## Budget for Ramiro Barrera Middle School (RBMS)

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

**Total FTEs Funded by SCE:** 8

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

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

## Personnel for Ramiro Barrera Middle School (RBMS)

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Anel Alanis	Teacher	1
Anna L Hinojosa	Teacher	1
Carol Torres Moreno	Teacher	1
Christopher B Salinas	Teacher	1
Esmeralda Jones	Teacher	1
Jesus Jaime Garza	Teacher	1
Marina Marily Moreno	Teacher	1
Selene Villarreal	Teacher	1

# Title I

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

### 1.1: Description of CNA Process

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

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

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

### 1.2: Location for Evidence of Multiple Meetings Held

#### 1.2 Evidence of multiple meetings held

- multiple meeting dates
- sign-ins of stakeholders
- meeting agendas and minutes

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

# Title I Personnel

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

# Site-Based Decision Making Committee

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

# Campus Needs Assessment Team

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

# Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
199 State Special Education (SpEd)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
199 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
199 G/T Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1	Student Materials		\$0.00
4	2	1	Supplies and materials for PFE		\$0.00

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$12,672.00
<b>+/- Difference</b>					\$12,672.00
255 Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$848.00
<b>+/- Difference</b>					\$848.00
263 Title III, Part A EL/Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$288.00
<b>+/- Difference</b>					\$288.00
289 Title IV, Part A -SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$6,468.00
<b>+/- Difference</b>					\$6,468.00
461 Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$20,276.00
<b>Grand Total Spent</b>					\$0.00
<b>+/- Difference</b>					\$20,276.00

# Addendums



## School Parent & Family Engagement Policy

*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 1116 (b) of Every Student Succeeds Act (ESSA). 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

Ramiro Barrera Middle School is committed to the goal of providing education for every child in this school. We want to establish partnerships with parents and the community because we recognize that school and home cannot be looked at as separate entities; families and schools must collaborate to help our children graduate as critical thinkers and problem solvers. We want our students to know and understand to be successful citizens, so that they can positively compete as well as contribute to this global society.

### **Ramiro Barrera Middle School agrees to implement the following statutory requirements:**

- *RBMS will jointly develop with parents, distribute to parents of participating children, a School Parental Engagement Policy that the school and parents of participating children agree on.*
- *RBMS will notify parents about the School Parental Involvement Policy in an understandable and uniform format and , to the extent practicable, will distribute this policy to parents in a language the parents can understand.*
- *RBMS will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.*
- *RBMS will adopt the school's school-parent compact as a component of its School Parental Engagement Policy.*
- *RBMS 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 means 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 1116 of the ESSA.*

**PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

Ramiro Barrera Middle School will involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable in an organized, ongoing, and timely way under section 1116(b) of the ESSA. The policy can be found on Ramiro Barrera Middle School website. Such policy will be made available to the community and updated periodically to meet the changing needs of parents and school.

<u>ACTIVITIES/STRATEGIES</u>	<u>Timeline</u>
Meet with the campus parental engagement policy committee twice a year	Fall /Spring
6 <sup>th</sup> grade Parent Meeting /Student Orientation 6th Grade	August 6, 2025
Meet the Teacher Night (4:00 pm – 6:00 pm)	August 7, 2025
Title 1 Annual Meeting	September 9/11, 2025
S.O.S. Signs of Suicide (Suicide Prevention) Meeting 6th Grade	September 3, 2025
8th Grade Mandatory Parental Meeting/ MORP Guidelines	September 9, 2024
Monthly PFE Parent Meetings	August – May
Open House (3:45 pm – 5:45 pm)	Fall/Spring
Parent Meeting Assessment Information STAAR 2026	Fall 2025
8 <sup>th</sup> grade Promotion Orientation	Spring 2026
Ramiro Barrera Middle School Website <a href="http://www.romaisd.com/rbms">www.romaisd.com/rbms</a>	August-May
Roma ISD Website <a href="http://www.romaisd.com">www.romaisd.com</a>	August-May
Social Media (Facebook)	August-May
Parent Square	August-May

**Ramiro Barrera Middle School will convene an annual meeting to inform parents of the following:**

<u>ACTIVITIES/STRATEGIES</u>	<u>Timeline</u>
Title I Meeting	September 9/11, 2025
Parent/School Compact	Fall 2025
Bilingual/ESL Program Overview (TELPAS)	Fall 2025
STAAR Training for Parents	Spring 2026
Monthly PFE Parental Meetings	Fall/Spring
Calendar of events	Fall/Spring
School Events and Activities	Fall 2025
State Assessments (STAAR/TELPAS)	Spring 2026
Student Handbook <a href="http://www.romaisd.com/rbms">www.romaisd.com/rbms</a>	Fall 2025

Ramiro Barrera Middle School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. In addition, if requested by parents, we will host 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 suggestions as soon as practicably possible.

<u>ACTIVITIES/STRATEGIES</u>	<u>Timeline</u>
Meet the Teacher Night (4:00 pm – 6:00 pm)	August 7, 2025
Teacher/Parent Communication	August – May
Parent Meetings	August – May
Progress Reports	Every 3 weeks
Report Cards	Every 6 weeks
Testing Calendar	Spring 2026
Calendar of Events	August – May
Letters/Notices sent home	August – May
Teacher/Parent Conferences	August – May
State Assessments Performance Reports	Spring 2026
Open House	Fall/Spring

**PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

Ramiro Barrera Middle School will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement.

<u>ACTIVITIES/STRATEGIES</u>	<u>Timeline</u>
Parent/School Compact	Fall
School Website/Google Classroom	August – May
Parent Portal/ Parent Connect	August – May
School Sponsored events/meetings	August – May
Letters sent to parents	August – May
Teacher/Parent Conferences	As needed
Meet the Teacher Night (4:00 pm – 6:00 pm)	August 7, 2025
Strategies for Families of EB Students	Fall 2025
Parent Square	August – May
Stop Finder	August – May
Texas Assessment Management System	August – May
Report Cards	August – May
Progress Reports	August – May
Monthly Campus Parent Meetings	August – May
Monthly District Parent Meetings	August – May

Ramiro Barrera Middle School will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.

<u>ACTIVITIES/STRATEGIES</u>	<u>Timeline</u>
Parent/School Compact	Fall 2025
6 <sup>th</sup> grade Student Orientation	August 6, 2025
Parent Portal Training/Parent Connect Training	Fall 2025
Training on school website and Social Media	Fall 2025
Strategies for Families of EB Students	Fall 2025
Stop Finder app	Fall 2025
Parent Square app	Fall 2025
Monthly District Parent Meetings	August- May
Bloom's Building Literacy Outreach Opportunities & Memories	August – May

Ramiro Barrera Middle School will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, on how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools. If the school-wide program plan is not satisfactory to the parents of participating children, the school will submit parents' comments on the plan to the Department of External Funding and revise the plan as advised by RISD Title 1, Part A Parent and Family Engagement Program Administrator.

<u>ACTIVITIES/STRATEGIES</u>	<u>Timeline</u>
Encourage teachers to attend school sponsored events.	August – May
Campus will provide progress reports to parents for students excelling and/or struggling in their class.	Every 3 weeks
STAAR Updates/TEA Campus Report Card	August – May
Home visits	August – May
Staff Development	August – May
Weekly PLC'S	August – May
LPAC Committee	August – May
ARD Committee	August – May
504 Committee	August – May
Department Lead Teachers Meetings	August – May

RBMS will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meeting, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

<u>ACTIVITIES/STRATEGIES</u>	<u>Timeline</u>
School website/Social Media page (Facebook)	August – May
Phone Calls from Campus Personnel	August – May
Parent Meetings	August – May
Teacher/Parent Conferences	As needed
Parent Square App	August-May
Stop Finder App	August-May
LPAC Committee	August – May
ARD Committee	August – May
504 Committee	August – May

**PART IV. BUILDING CAPACITY FOR INVOLVEMENT**

**The School Parental involvement Policy may include additional discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement.**

<u>ACTIVITIES/STRATEGIES</u>	<u>Timeline</u>
Parent Meetings	August – May
Board Meetings	August – May
UIL Athletic Afterschool Games	Fall/Spring
Fine Arts Concerts (Band, Choir, Mariachi, Orchestra, Conjunto)	Fall/Spring
UIL Athletic Parents Night	Fall 2025
Veteran’s Day Program	November 2025
Titans Festival	Fall/Spring
Drug Free Walk Community Night	October , 2025

Career Day	March 2026
Awards Assembly	May 2026
8 <sup>th</sup> grade Promotion Ceremony	May 26, 2026
Social Media Page (Facebook)	August – May
District Student Recognition Events	August – May
Roma ISD Homecoming Parade	October 2025
Roma Fest City Parade	November 2025

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

**TODAY'S DATE:** 9-9-25

NAME	SIGNATURE	ROLE
Mrs. Annette Garza	<i>Annette Garza</i>	Principal
Mrs. Ernestina Garza	<i>Ernestina Garza</i>	Assistant Principal
Mrs. Laura Garcia	<i>Laura Garcia</i>	Counselor
<i>Icelanda Borquez Estrada</i>	<i>Icelanda Borquez Estrada</i>	Parent Contact Person/Parent Liaison
<i>Marisa Mariscal</i>	<i>Marisa Mariscal</i>	Parent
<i>Leyda L. Guerra B</i>	<i>Leyda L Guerra B</i>	Parent
<i>Prisma DeLaCruz</i>	<i>Prisma DeLaCruz</i>	Parent
<i>Leslie Gaytan</i>	<i>Leslie Gaytan</i>	Parent



# Póliza de participación de padres y familias en la escuela

*Para fortalecer el rendimiento académico estudiantil, cada escuela que recibe fondos del Título I, Parte A, debe desarrollar, acordar y distribuir conjuntamente con los padres de los niños participantes una Póliza Escolar de Participación Parental que contenga la información requerida por la sección 1116 (b) de la Ley de Éxito para Todos los Estudiantes (ESSA). Esta póliza establece las expectativas de la escuela en cuanto a la participación parental y describe cómo implementará diversas actividades específicas de participación parental.*

## **PARTE I. EXPECTATIVAS GENERALES**

La Escuela Ramiro Barrera está comprometida con el objetivo de brindar educación a todos sus alumnos. Queremos establecer alianzas con los padres y la comunidad porque reconocemos que la escuela y el hogar no pueden considerarse entidades separadas; las familias y las escuelas deben colaborar para ayudar a nuestros hijos a graduarse con pensamiento crítico y capacidad para resolver problemas. Queremos que nuestros estudiantes sepan y comprendan cómo ser ciudadanos exitosos, para que puedan competir positivamente y contribuir a esta sociedad global.

### **La Escuela Ramiro Barrera se compromete a implementar los siguientes requisitos legales:**

- *RBMS desarrollará conjuntamente con los padres y distribuirá a los padres de los niños participantes una Póliza de participación de los padres en la escuela, acordada entre la escuela y los padres de los niños participantes.*
- *RBMS notificará a los padres sobre la Póliza de participación de los padres en la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá esta póliza a los padres en un idioma que los padres puedan entender.*
- *RBMS actualizará periódicamente la Póliza de participación de los padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela.*
- *RBMS adoptará el pacto entre la escuela y los padres como un componente de su Póliza de participación de los padres en la escuela.*
- *RBMS 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, incluyendo asegurar:*
    - (A) los padres desempeñan un papel integral al ayudar al aprendizaje de sus hijos;*
    - (B) se alienta a los padres a participar activamente en la educación de sus hijos en la escuela;*
    - (C) que los padres sean socios plenos en la educación de sus hijos y estén incluidos, según corresponda, en la toma de decisiones y en los comités asesores para ayudar en la educación de sus hijos;*
    - (D) la realización de otras actividades, como las descritas en la sección 1116 de la ESSA.*

**PARTE II. DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LA POLÍTICA DE PARTICIPACIÓN**

**PARENTAL REQUERIDA POR LA ESCUELA COMPONENTES**

La Escuela Ramiro Barrera involucrará a los padres en el desarrollo conjunto y acuerdo conjunto de su Plan de Acción Escolar para Padres. Póliza de participación y su plan para toda la escuela, si corresponde de manera organizada, continua y oportuna según la sección 1116(b) de La ESSA. La póliza se puede encontrar en la página de internet de la escuela Ramiro Barrera. Dicha póliza se pondrá a disposición de la comunidad y se actualizará periódicamente para satisfacer las necesidades cambiantes de los padres y la escuela.

<b><u>ACTIVIDADES/ESTRATEGIAS</u></b>	<b><u>Cronología</u></b>
Reunirse con el comité de los padres de escuela dos veces al año	Caer /Primavera
Reunión de padres de alumnos de sexto grado / Orientación estudiantil	6 de agosto,2025
Noche de conocer al maestro	Agosto 7, 2025
Reunión Anual del Título 1	11 de septiembre de 2025
Reunión de prevención del suicidio (S.O.S.) para sexto grado	3 de septiembre de 2025
Reunión obligatoria de padres de 8.º grado/ MORP	9 de septiembre de 2024
PFE mensual Reuniones de padres	Agosto – mayo
Puertas Abiertas	Otoño/Primavera
Información de la evaluación de la reunión de padres STAAR 2026	Otoño de 2025
Orientación de promoción de grado 8	Primavera de 2026
Sitio web de la escuela secundaria Ramiro Barrera <a href="http://www.romaisd.com/rbms">www.romaisd.com/rbms</a>	Agosto-mayo
Sitio web de Roma ISD <a href="http://www.romaisd.com">www.romaisd.com</a>	Agosto-mayo

Redes sociales (Facebook)	Agosto-mayo
Plaza de los padres	Agosto-mayo

<b>La Escuela Ramiro Barrera Convocará una reunión anual para informar a los padres sobre lo siguiente:</b>	
<b><u>ACTIVIDADES/ESTRATEGIAS</u></b>	<b><u>Cronología</u></b>
Reunión del Título I	11 de septiembre, 2025
Pacto entre padres y escuela	Otoño 2025
Descripción general del programa bilingüe/ESL (TELPAS)	Otoño 2025
Capacitación STAAR para padres	Primavera 2026
Reuniones mensuales de padres de PFE	Otoño/Primavera
Calendario de eventos	Otoño/Primavera
Eventos y actividades escolares	Otoño 2025
Evaluaciones estatales (STAAR/TELPAS)	Primavera 2026
Manual del estudiante <a href="http://www.romaisd.com/rbms">www.romaisd.com/rbms</a>	Otoño 2025

La Escuela de Ramiro Barrera proporcionará a los padres de los niños participantes una descripción y explicación del plan de estudios utilizado en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes conocer. Además, Si los padres lo solicitan, organizaremos oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en decisiones relacionadas con la educación de sus hijos y responder a cualquier sugerencia lo antes posible.

<u>ACTIVIDADES/ESTRATEGIAS</u>	<u>Cronología</u>
Noche de conocer al maestro (16:00 a 18:00 horas)	Agosto 7, 2025
Comunicación entre maestros y padres	Agosto – mayo
Reuniones de padres	Agosto – mayo
Informes de progreso	Cada 3 semanas
Tarjetas de calificaciones	Cada 6 semanas
Calendario de pruebas	Primavera 2026
Calendario de eventos	Agosto – mayo
Cartas/Avisos enviados a casa	Agosto – mayo
Conferencias de maestros y padres	Agosto – mayo
Informes de desempeño de las evaluaciones estatales	Primavera de 2026
Casa Abierta	Otoño/Primavera

### **PARTE III. COMPARTIDO RESPONSABILIDADES PARA ALTOS LOGROS ACADÉMICOS ESTUDIANTILES**

Escuela de Ramiro Barrera Desarrollará la capacidad de la escuela y de los padres para una fuerte participación parental, a fin de garantizar una participación efectiva. Enredo de los padres y apoyar una asociación entre las escuelas involucradas, padres y la comunidad para mejorar el rendimiento académico de los estudiantes.

<b><u>ACTIVIDADES/ESTRATEGIAS</u></b>	<b><u>Cronología</u></b>
Pacto entre padres y escuela	Caer
Sitio web de la escuela/Google Classroom	Agosto – mayo
Portal para padres/Conexión para padres	Agosto – mayo
Eventos/reuniones patrocinados por la escuela	Agosto – mayo
Cartas enviadas a los padres	Agosto – mayo
Conferencias de maestros y padres	Según sea necesario
Noche de conocer al maestro (16:00 a 18:00 horas)	Agosto 7, 2025
Estrategias para familias de EB Estudiantes	Otoño de 2025
Plaza de los padres	Agosto – mayo
Buscador de paradas	Agosto – mayo
Sistema de gestión de evaluaciones de Texas	Agosto – mayo
Tarjetas de calificaciones	Agosto – mayo
Informes de progreso	Agosto – mayo
Reuniones mensuales de padres del campus	Agosto – mayo
Reuniones mensuales de padres del distrito	Agosto – mayo

**Escuela Ramiro Barrera Con la ayuda de su distrito, proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, como la capacitación en alfabetización y el uso de la tecnología, según corresponda, para fomentar la participación de los padres.**

<u>ACTIVIDADES/ESTRATEGIAS</u>	<u>Cronología</u>
Pacto entre padres y escuela	Otoño 2025
Orientación para estudiantes de grado 6	6 de agosto de 2025
Capacitación del portal para padres/Parent Connect Capacitación	Otoño de 2025
Capacitación en el sitio web de la escuela y las redes sociales	Otoño 2025
Estrategias para familias de EB Estudiantes	Caer2025
aplicación Stop finder	Caer 2025
Aplicación Parent Square	Caer 2025
Reuniones mensuales de padres del distrito	Agosto-mayo
Oportunidades y recuerdos de divulgación de alfabetización de Bloom's Building	Agosto – mayo

Ramiro Barrera Con la ayuda de su distrito y los padres, educará a sus maestros, personal de servicios para alumnos, directores y Otro personal, sobre cómo acercarse, comunicarse y trabajar con los padres como socios iguales, en el valor y la utilidad de contribuciones de los padres, y en cómo implementar y coordinar programas para padres y construir vínculos entre los padres y la comunidad. escuelas. Si el toda la escuela El plan del programa no es satisfactorio para los padres de los niños participantes, la escuela lo enviará a los padres' comentarios sobre el plan al Departamento de Financiamiento Externo y revisar el plan según lo recomendado por el Administrador del Programa de Participación de Padres y Familias del Título 1, Parte A del RISD.

<u>ACTIVIDADES/ESTRATEGIAS</u>	<u>Cronología</u>
Incentive a los profesores a asistir a eventos patrocinados por la escuela.	Agosto – mayo
El campus proporcionará informes de progreso a los padres de estudiantes que sobresalen y/o tienen dificultades en su clase.	Cada 3 semanas
Actualizaciones de STAAR/Boleta de calificaciones del campus de TEA	Agosto – mayo
Visitas a domicilio	Agosto – mayo
Desarrollo del personal	Agosto – mayo
PLC semanales	Agosto – mayo
Comité LPAC	Agosto – mayo
Comité ARD	Agosto – mayo
Comité 504	Agosto – mayo
Reuniones de profesores líderes del departamento	Agosto – mayo

**RBMS, en la medida que sea posible y apropiado, tomará las siguientes medidas para garantizar que la información relacionada con la escuela y programas para padres, reuniones y otras actividades, se envía a los padres de los niños participantes de forma comprensible y formato uniforme, incluidos formatos alternativos a solicitud y, en la medida de lo posible, en un idioma que los padres puedan entender.**

<u>ACTIVIDADES/ESTRATEGIAS</u>	<u>Cronología</u>
Sitio web de la escuela/página de redes sociales (Facebook)	Agosto – mayo
Llamadas telefónicas de Personal del campus	Agosto – mayo
Reuniones de padres	Agosto – mayo
Conferencias de maestros y padres	Según sea necesario
Aplicación Parent Square	Agosto-mayo
Aplicación Stop Finder	Agosto-mayo
Comité LPAC	Agosto – mayo
Comité ARD	Agosto – mayo
Comité 504	Agosto – mayo

#### **PARTE IV. CREACIÓN DE CAPACIDAD PARA LA PARTICIPACIÓN**

La Política de participación de los padres de la escuela puede incluir actividades discrecionales adicionales que la escuela, en consulta con sus padres, decide comprometerse a fortalecer la capacidad de los padres para involucrarse en la escuela con el fin de apoyar el desarrollo de sus hijos. logro académico.

<b><u>ACTIVIDADES/ESTRATEGIAS</u></b>	<b><u>Cronología</u></b>
Reuniones de padres	Agosto – mayo
Reuniones de la junta directiva	Agosto – mayo
Juegos deportivos extraescolares de la UIL	Otoño/Primavera
Conciertos de Bellas Artes (Banda, Coro, Mariachi,orquesta, conjunto)	Otoño/Primavera
Noche de padres atléticos de la UIL	Otoño de 2025
Programa del Día de los Veteranos	Noviembre de 2025
Festival de los Titanes	Otoño/Primavera
Noche comunitaria de caminata libre de drogas	Octubre de 2025
Día de la Carrera	Marzo de 2026
Asamblea de premios	Mayo de 2026
Promoción Ceremonia de grado 8	26 de mayo, 2026
Página de redes sociales (Facebook)	Agosto – mayo
Eventos de reconocimiento a los estudiantes del distrito	Agosto – mayo

Desfile de bienvenida de Roma ISD	Octubre de 2025
Desfile de la ciudad de Roma Fest	Noviembre de 2025

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

**TODAY'S DATE:** 9-9-25

NAME	SIGNATURE	ROLE
Mrs. Annette Garza	<i>Annette Garza</i>	Principal
Mrs. Ernestina Garza	<i>Ernestina Garza</i>	Assistant Principal
Mrs. Laura Garcia	<i>Laura Garcia</i>	Counselor
<i>Islandia Borquez Estrada</i>	<i>Islandia Borquez</i>	Parent Contact Person/Parent Liaison
<i>Marisa Mariscal</i>	<i>Marisa Mariscal</i>	Parent
<i>Leyda L. Guerra B</i>	<i>Leyda L Guerra B</i>	Parent
<i>Prisma DeLaCruz</i>	<i>Prisma DeLaCruz</i>	Parent
<i>Leslie Goytan</i>	<i>Leslie Goytan</i>	Parent