

Roma Independent School District
Roma High School (RHS)
2021-2022 Campus Improvement Plan

Mission Statement

Graduate every student college, career and/or military ready.

Vision

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

Campus Vision and Mission

Vision:

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

Mission:

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary



DEMOGRAPHICS

Roma High School (RHS) is in Roma ISD, a South Texas rural district that serves 6 elementary schools, 2 middle schools, 1 high school, and an alternative education campus. Roma High School serves a majority Hispanic and low socio-economic student population in grades 9-12. In the 2020 school year, total enrollment was 1,846, representing 76% as Economically Disadvantaged and 53% as English Learners (EL).

RHS serves 200 gifted and talented learners, constituting 12% of the student population. Additionally, 119 students qualify for special education services, representing 7% of the population. Lastly, 163 learners are with 504 accommodations, which is 9% of the total enrollment.

STAFFING

RHS employed 161 teachers and 14 professional support staff. Experience levels varied amongst teachers: 3 were new to teaching, 38 had 1-5 years experience, 20 had 6-10 years experience, 45 had 11-20 years experience, and 17 had over 20 years of experience.

-161 staff (teachers 130, 1 principal, 6 associate principals, 1 athletic director, 7 counselors, 1 registrar, 9 counselors, professional support staff 14, 2 librarians)

Demographics Strengths

Demographic Strengths

Roma High School exhibits strengths in the following areas:

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

Problem Statements Identifying Demographics Needs

Problem Statement 2: There is a need for additional professional learning for our staff to address the needs of our diverse population. **Root Cause:** Our Special Education, ELL and 504 enrollments have all increased over the last 3 years.

Problem Statement 3 (Prioritized): Although there has been a steady improvement in the attendance rate (91.7% for 2017-18, 93.2% for 2018-19), the collective goal is 95%. **Root Cause:** Lack of student motivation, truancy cases, discipline and parental support/involvement...

Student Learning

Student Learning Summary

School Student Achievement Data

The 2018-2019 accountability ratings show the following data:

Student Achievement= 79 or a C

School Progress= 86 or a B

Closing Gaps= 72 or a C

Overall score of 82 resulting in a B rating for 2018-2019

Distinctions earned- ELA and Post Secondary Readiness

Student Learning Strengths

- We received 2 distinctions (ELA and Post Secondary Readiness)
- 66% ELA met or exceeded progress
-

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students identified to receive Special Education services scored lower than their general education peers on the STAAR EOC assessments. **Root Cause:** Educators of record lack a strong foundation in differentiation and need more support with strategies.

Problem Statement 2: Current and Monitored English Learners scored lower in the STAAR EOC assessments compared to non EL students. **Root Cause:** Educators need additional training to develop stronger strategies to engage the ESL population.

Problem Statement 3: There is a need for additional professional learning for our staff to address the needs of our diverse population. **Root Cause:** Our Special Education, ELL and 504 enrollments have all increased over the last 3 years.

Problem Statement 4 (Prioritized): Out of 1,127 EL students, only 6 students have exited the Bilingual Program this year (2021) compared to 9 the year (2020) before. **Root Cause:** ELA instruction/intervention...

School Processes & Programs

School Processes & Programs Summary

Roma High School is a high school campus that serves students in grades 9-12. In terms of our instructional programs and processes, our curriculum is aligned with state standards (TEKS), advanced placement (AP). All of our curriculum is developed with the supervision and guidance of our district curriculum directors with support from content-area educators.

At the beginning of this school year, campus administrators and educators reviewed our campus purpose statement, aligned with district values and mission, to guide our work as a campus professional learning community: Roma High School is a supportive, diverse, and dynamic learning community that celebrates successes and is committed to our students. We nurture relationships, foster collaboration, and maximize potential of each and every learner.

As a professional learning community, educators and administrators work together to build a collaborative culture committed to continuous improvement, improving learning for all students, and focusing on results. We are committed to helping all students achieve at high levels.

Roma High School works diligently to recruit, retain, and develop highly qualified educators according to the Texas Education Agency and Roma ISD educator profile. New teachers, in their 1st year of service, attend a district new-hire orientation, are assigned a campus mentor, and attend professional learning throughout the year. School safety and security is a priority at Roma High School, and updated building improvements and policies reflect our commitment to the safety of our learners, educators, and support staff. Identification badges are worn by all educators and learners, and everyone participates in monthly emergency drills (evacuation, lock-down) with support of our school resource officers, our district Coordinator of Safety and Security and the Roma ISD Police Department. Additionally, emergency evacuation plans have been developed and implemented, whereby all learners and educators clearly understand how to evacuate the campus in a timely manner.

School Processes & Programs Strengths

*An organizational focus on our development as a professional learning community, working in collaborative teams to improve teaching and learning.

*A focus on improving instructional strategies and support for learners.

*A well-rounded Career and Technical Education program, offering multiple pathways (computer programming, graphic design, health sciences, business management, interior design).

*Multiple opportunities for learners to participate in clubs, fine arts, athletics, and other service learning programs (Student Council, National Honor Society).

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Not all exterior doors are magnetized for security purposes **Root Cause:** School has not purchased magnetized system for all doors.

Problem Statement 2 (Prioritized): Parent engagement is low. **Root Cause:** Parents feel that they do not need to be engaged since their children are more mature.

Problem Statement 3 (Prioritized): Need to improve the infrastructure and capability to be able to use the most up to date technology needed for CTE to be taught effectively.
Root Cause: We have not invested in updating the facilities.

Problem Statement 4 (Prioritized): Students and staff are concerned about the spread of COVID-19 in the school. **Root Cause:** COVID-19

Perceptions

Perceptions Summary

Roma High School is a supportive, diverse, and dynamic learning community that celebrates success and is committed to a culture of integrity. We believe that relationships matter and drive the learning, we foster collaboration among our learners and our educators, and maximize the potential of each and every learner. Roma High School is a comprehensive high school serving approximately 1,800 learners in grades 9-12. Roma High School is a Professional Learning Community made up of numerous collaborative teams. Roma High School administration supports the collaborative teams in their quest to ensure engaging learning experiences for each of our students and to identify and act on possible areas for professional and team growth.

We value authentic relationships.

When we invest in each other we learn and flourish.

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

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

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

Perceptions Strengths

Communication

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

Student Achievement

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

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

School Culture and Climate

Parents are welcomed and valued at Roma High School.

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

Curriculum and Instruction/ Assessment

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

Parent and Family Engagement

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

School Context and Organization

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent engagement is low. **Root Cause:** Parents feel that they do not need to be engaged since their children are more mature.

Problem Statement 2: Online grades are inconsistently posted by teachers. **Root Cause:** There is no systematic approach to merging paper and virtual grades.

Priority Problem Statements

Problem Statement 1: Out of 1,127 EL students, only 6 students have exited the Bilingual Program this year (2021) compared to 9 the year (2020) before.

Root Cause 1: ELA instruction/intervention...

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Although there has been a steady improvement in the attendance rate (91.7% for 2017-18, 93.2% for 2018-19), the collective goal is 95%.

Root Cause 2: Lack of student motivation, truancy cases, discipline and parental support/involvement...

Problem Statement 2 Areas: Demographics

Problem Statement 3: Not all exterior doors are magnetized for security purposes

Root Cause 3: School has not purchased magnetized system for all doors.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Parent engagement is low.

Root Cause 4: Parents feel that they do not need to be engaged since their children are more mature.

Problem Statement 4 Areas: School Processes & Programs - Perceptions

Problem Statement 5: Students and staff are concerned about the spread of COVID-19 in the school.

Root Cause 5: COVID-19

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Need to improve the infrastructure and capability to be able to use the most up to date technology needed for CTE to be taught effectively.

Root Cause 6: We have not invested in updating the facilities.

Problem Statement 6 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Local benchmark or common assessments data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data





- Parent surveys and/or other feedback

Goals

Goal 1: SAFETY & WELLNESS

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Roma High School will provide PPE supplies and disinfectant sprays to maintain safety. Strategy's Expected Result/Impact: Student and staff will feel safer. Staff Responsible for Monitoring: Administrators; head custodian Problem Statements: School Processes & Programs 4	Formative		
	Nov	Mar	June
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Performance Objective 1 Problem Statements:





School Processes & Programs
Problem Statement 4: Students and staff are concerned about the spread of COVID-19 in the school. Root Cause: COVID-19

Goal 2: STUDENT LEARNING

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

Performance Objective 1: 100% of 9th-12 grade learners will be provided high quality instruction that is aligned to the TEKS. Students will increase English 1 EOC and English 2 EOC scores up by 10% by the end of the 2021-2022 academic school year.

- Evaluation Data Sources:** Common Assessments
 Lesson Plans
 Classroom Observations
 STAAR EOC
 Benchmark Assessments
 Professional Learning Community Attendance

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will unpack benchmarks as well as state assessments to determine what TEKS the students are having difficulty with.</p> <p>Strategy's Expected Result/Impact: Increase scores in district assessments, especially in areas where students were having difficulty in.</p> <p>Staff Responsible for Monitoring: Administrator Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Roma High School will provide all necessary materials, supplies and resources needed to accomplish this performance objective.</p> <p>Strategy's Expected Result/Impact: Teachers will be better prepared with necessary resources to unpack assessments.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 4: Out of 1,127 EL students, only 6 students have exited the Bilingual Program this year (2021) compared to 9 the year (2020) before. Root Cause: ELA instruction/intervention...</p>

Goal 2: STUDENT LEARNING

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

Performance Objective 2: Student achievement and progress levels will exceed region and state standards for all student groups in all subject areas.

Evaluation Data Sources: STAAR EOC Scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will provide all necessary materials and resources to fulfill this objective. Strategy's Expected Result/Impact: Students and teachers would be more adequately prepared. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Student Learning 4</p>	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teacher professional development will be offered to all teachers based on the needs of our staff. Some areas of focus for this will be: GT training, EL strategies, and other needs as deemed appropriate. Strategy's Expected Result/Impact: Teachers will be up to date with the latest instructional methods. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Student Learning 4</p>	Formative		
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 4: Out of 1,127 EL students, only 6 students have exited the Bilingual Program this year (2021) compared to 9 the year (2020) before. Root Cause: ELA instruction/intervention...</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: 32% of EL students will grow one proficiency level on the TELPAS assessment by May of 2022.

Targeted or ESF High Priority

Evaluation Data Sources: TELPAS 2022

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus will implement the use of Summit K-12 to increase student growth on TELPAS software proficiency. Strategy's Expected Result/Impact: Increase in student confidence. Staff Responsible for Monitoring: Administrators Teachers Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 4</p>	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Unpacking the English Language Proficiency Standards (ELPS) Strategy's Expected Result/Impact: Targeted instruction Staff Responsible for Monitoring: LPAC Chairperson and adminsitrators Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Student Learning 4</p>	Formative		
	Nov	Mar	June
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Performance Objective 3 Problem Statements:





Student Learning
<p>Problem Statement 4: Out of 1,127 EL students, only 6 students have exited the Bilingual Program this year (2021) compared to 9 the year (2020) before. Root Cause: ELA instruction/intervention...</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: The percentage of graduates that meet the criteria for CCMR will increase from 72% to 80% by August 2024. (Progress Measures in the addendum)

HB3 Goal

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All secondary teachers will complete professional development on the CCMR standards and requirements.</p> <p>Strategy's Expected Result/Impact: The rate of percentage for CCMR criteria will increase by one point.</p> <p>Staff Responsible for Monitoring: Counselors/ CTE Teachers/ CTE Administrator</p>	Formative		
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: STUDENT LEARNING





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

Performance Objective 5:

The percent of CCMR Students that meet the threshold for CCMR Outcome Bonus for college-ready from 47% to 55%; career-ready 0%-16%, and military ready from 0% to 1% by August 2024.

HB3 Goal

Evaluation Data Sources: TSI Review Assessments, GPA minimum, ASVAB.





Strategy 1 Details	Formative Reviews		
Strategy 1: All secondary teachers will complete professional development on the CCMR standards and requirements. Strategy's Expected Result/Impact: The rate of percentage for CCMR criteria will increase by one point. Staff Responsible for Monitoring: Counselors/ CTE Teachers/ CTE Administrator	Formative		
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: 100% of CTE funds will be used in accordance to CTE requirements.

Evaluation Data Sources: CTE Evaluation from Region 1





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide resources needed to expand and modernize CTE programs for all students. Strategy's Expected Result/Impact: Increase opportunities for CTE students and be able to obtain more student certifications. Staff Responsible for Monitoring: Principal/ CTE Administrator/ District CTE Director</p>	Formative		
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: EMPOWERING TEACHERS AND ADMINISTRATORS

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

Performance Objective 1: Trainings provided to teachers will be aligned to state standards (TEKS).

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





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Contact Region 1 for TEKS aligned trainings available throughout the school year.</p> <p>Strategy's Expected Result/Impact: Improved scores in all subjects after teachers implement research based strategies for STAAR.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Instructional leaders will provide professional learning and support for classroom educators in implementing instructional strategies.</p> <p>Strategy's Expected Result/Impact: Teachers will design experiences to fit the needs of all learners.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative		
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT

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

Performance Objective 1: By the end of the 2021-2022 school year, parent and family engagement will increase by 2%.

Evaluation Data Sources: Parent Meeting Sign-ins





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Roma High School will host monthly meeting with parents to provide them with important information about academic achievement, health and wellness, and the importance of parental involvement.</p> <p>Strategy's Expected Result/Impact: Increase in parental involvement during the year</p> <p>Staff Responsible for Monitoring: Principal /Associate in charge of Parental Involvement</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Parents will have an opportunity to attend multiple events during the school year.</p> <p>Strategy's Expected Result/Impact: Increase in parental involvement during the school year by hosting meet the teacher night, and fall and spring open house.</p> <p>Staff Responsible for Monitoring: Parent Liaison/ Principal/ Associate in charge of Parental Involvement</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative		
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: EFFECTIVE USE OF DISTRICT RESOURCES

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

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

Evaluation Data Sources: Create inventories for campus

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement an inventory system to ensure we are keeping track and utilizing all purchases concerning resources used for curriculum, instruction and assessment (textbooks, online resources, district and campus purchases- both local and federal).</p> <p>Strategy's Expected Result/Impact: Stronger alignment and accountability of resources/supplies campus wide. Stronger alignment with purchasing for instructional materials allotment, local funds and federal funds.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Addendums

Access Plan4Learning Software

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

