

**Roma Independent School District**  
**F.J. Scott Elementary**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

**As a dynamic community committed to the achievement of student excellence, Roma ISD will provide the necessary resources and services including: facilities, personnel, finances, technology, and curriculum to ensure an equitable and quality education in a safe environment so that all students can achieve their greatest potential.**

## Core Values

**As a results oriented community committed to excellence, we will adhere to the following core values:**

**\*Accountability**

**\*Flexibility**

**\*Leadership**

**\*Perseverance**

**\*Pride & Respect**

**\*Unity**

## Vision

**Roma ISD**

**a dynamic community committed to the achievement of student excellence.**

# Campus Mission & Vision



## Mission

**The entire school community of F. J. Scott Elementary is committed to teaching all students in a safe, secure, student-centered climate so that they may strive to reach their highest potential.**

**We are committed to provide our students with an instructional program that will produce well-rounded, self-directed, lifelong learners, who will one day become the most productive leaders of our society.**

## Vision

**At F. J. Scott Elementary we will work together**

**as a learning community to provide the necessary framework  
that will ensure the success of all our students  
while preparing them to be college and career ready.**

# Table of Contents

Comprehensive Needs Assessment	6
Demographics	6
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	9
Goals	11
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.	12
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.	15
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.	31
Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT Roma ISD will engage all stakeholders in developing positive, collaborative relationships and community partnerships.	34
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.	37
Targeted Support Strategies	39
Additional Targeted Support Strategies	40
State Compensatory	41
Budget for F.J. Scott Elementary	42
Personnel for F.J. Scott Elementary	42
All Students/Econ. Disad.	42
At Risk	43
Bilingual Committee	44
Campus Administrator	45
Crisis Management	46
Gifted and Talented Committee	47
Guidance & Counseling	48
Migrant	49
P.E./U.I.L./Library	50
Parental Engagement	51
Site-Based Decision Making Committee	52
Special Education	53
Staff Development	54
Technology	55
Campus Funding Summary	56

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

F.J. Scott is a Title I campus with an enrollment of 511 students in grades Pre-Kindergarten–5th. The student population is 100% Hispanic, 89% Economically Disadvantaged, 9.7% Gifted and Talented, 5.5% Special Ed. .1% Migrant and 92.6% English Learners (EL).

F. J. Scott obtained Recognized Campus Ratings in 2006 and 2007, as well as Gold Performance Acknowledgments in 2006-2011. Exemplary Ratings in 2008–2011, and Title I Part A School Distinguished Performance Recognition in 2008-2012 followed. In 2009 the campus was granted the Just for Kids Award for Reading Achievement. In 2011, the Texas Business and Education Coalition (TBEC) presented F. J. Scott with one of the most prestigious awards a Texas school can receive, TBEC Honor Roll School. A new state assessment with greater rigor and depth was introduced in 2012. Upholding a pursuit for student excellence, F. J. Scott obtained a “Met Standard Rating,” Academic Achievement in Reading/ELA and Mathematics, and Top 25% Student Progress Distinctions, as well as Title I Part A State Distinguished School in 2013. “Met Standard” High Performance and High Progress School Ratings, as well as Academic Achievement in Reading/ELA, Mathematics, and Science, Top 25% Student Progress, Top 25% Performance Gaps, and Post-Secondary Readiness Distinctions in 2014. “Met Standard” High Performance and High Progress School Ratings, as well as Academic Achievement in Reading/ELA, and Science, Top 25% Student Progress, Top 25% Performance Gaps, and Post-Secondary Readiness Distinctions followed in 2015.

F. J. Scott Elementary School has been designated a Texas Honor Roll with special STEM designation for achievement in Math and Science by the Educational Results Partnership and the Institute for Productivity in Education for demonstrating consistently high levels of student academic achievement, improvement in achievement over time, and reduction in achievement gaps from 2015-2020. F.J. Scott Elementary was designated a 2015 National Blue Ribbon School. “Met Standard” High Performance and High Progress School Ratings, as well as Academic Achievement in Reading/ELA, Math and Science, Top 25% Student Progress, Top 25% Performance Gaps, and Post-Secondary Readiness Distinctions followed in 2016. F.J. Scott was designated 2016 National Title I Distinguished School.

Other accomplishments include:

- 2017-2020 A+ Gold Ribbon School Rating and Top performing Schools in the RGV Area - Children at Risk Foundation

### Demographics Strengths

F.J. Scott is a data driven campus used to drive instruction. Instructional decisions are based on information derived from teacher observation, weekly, local, and state assessments, and CAI (reading/math lab) reports. Results are discussed and thoroughly analyzed during weekly PLC sessions and turned in to

administrators for tracking of student progress on a weekly basis. These assessment data reports help the campus team plan instruction, and track student performance and growth on an ongoing basis.

A significant factor contributing to the success of F.J. Scott Elementary continues to be a clearly defined focus on student achievement and academic excellence. A cohesive effort of “High Expectations, No Excuses,” and the fusing together as "One Family, One Team, with One Goal -**Student Achievement.**” in mind have led this campus to high levels of recognition across the state and national level.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** 3rd Grade Students Performance in the Math State assessment is at 77% (2020) exceeding the State Performance rate of 61% by 15%; however, this indicates an 18% decrease from the 2019 campus performance level of 95% **Root Cause:** COVID 19 challenges (virtual learning); instructional strategies for math hands-on learning.

**Problem Statement 2 (Prioritized):** 5th Grade Students Performance in the Reading State assessment is at 80%(2020) exceeding the State Performance rate of 72% by 8%; however, this indicates an 19% decrease from the 2019 campus performance level of 99% **Root Cause:** COVID 19 challenges (virtual learning); instructional strategies for math hands-on learning.

**Problem Statement 3 (Prioritized):** 4th Grade Students Performance in the Writing State assessment is at 85%(2020) exceeding the State Performance rate of 53% by 32%; however, this indicates an 13% decrease from the 2019 campus performance level of 98% **Root Cause:** COVID 19 challenges (virtual learning); instructional strategies for math hands-on learning.

**Problem Statement 4 (Prioritized):** 2nd Grade Reading Performance on the TPRI Assessment (Comprehension and Fluency) 2020 indicates 68% of our students are Developed, underperforming our campus goal of 90%. This demonstrates a campus gap of 22%.

**Problem Statement 5 (Prioritized):** 5th Grade Students Science Performance in the 2020 State assessment is at 7% master level, underperforming the State Performance rate of 12% by 5%. This indicates a 54% decrease from the 2019 campus performance level of 61% at the masters level. **Root Cause:** COVID 19 challenges (virtual learning); instructional strategies for science hands-on learning.

**Problem Statement 6 (Prioritized):** EOY Texas Kindergarten Entry Assessment Data (Vocabulary, Comprehension, and Letter Sounds 2020) Wave 3 is at 80% indicating a growth of 17% from KEA BOY Wave 1; however, underperforming our campus goal of 90% by 10%. **Root Cause:** COVID 19 challenges (virtual learning); instructional strategies for vocabulary and letter sounds hands-on learning. Edit Associated Areas

**Problem Statement 7 (Prioritized):** The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing **Root Cause:** Students did not return to school following spring break due to the COVID 19 and the extended school closure.

# Priority Problem Statements

**Problem Statement 1:** 3rd Grade Students Performance in the Math State assessment is at 77% (2020) exceeding the State Performance rate of 61% by 15%; however, this indicates an 18% decrease from the 2019 campus performance level of 95%

**Root Cause 1:** COVID 19 challenges (virtual learning); instructional strategies for math hands-on learning.

**Problem Statement 1 Areas:** Demographics - Student Learning

**Problem Statement 7:** The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19 and extended periods of social distancing

**Root Cause 7:** Students did not return to school following spring break due to the COVID 19 and the extended school closure.

**Problem Statement 7 Areas:** Demographics - School Processes & Programs

**Problem Statement 2:** 5th Grade Students Performance in the Reading State assessment is at 80%(2020) exceeding the State Performance rate of 72% by 8%; however, this indicates an 19% decrease from the 2019 campus performance level of 99%

**Root Cause 2:** COVID 19 challenges (virtual learning); instructional strategies for math hands-on learning.

**Problem Statement 2 Areas:** Demographics - Student Learning

**Problem Statement 3:** 4th Grade Students Performance in the Writing State assessment is at 85%(2020) exceeding the State Performance rate of 53% by 32%; however, this indicates an 13% decrease from the 2019 campus performance level of 98%

**Root Cause 3:** COVID 19 challenges (virtual learning); instructional strategies for math hands-on learning.

**Problem Statement 3 Areas:** Demographics - Student Learning

**Problem Statement 4:** 2nd Grade Reading Performance on the TPRI Assessment (Comprehension and Fluency) 2020 indicates 68% of our students are Developed, underperforming our campus goal of 90%. This demonstrates a campus gap of 22%.

**Root Cause 4:**

**Problem Statement 4 Areas:** Demographics - Student Learning

**Problem Statement 5:** 5th Grade Students Science Performance in the 2020 State assessment is at 7% master level, underperforming the State Performance rate of 12% by 5%. This indicates a 54% decrease from the 2019 campus performance level of 61% at the masters level.

**Root Cause 5:** COVID 19 challenges (virtual learning); instructional strategies for science hands-on learning.

**Problem Statement 5 Areas:** Demographics - Student Learning

**Problem Statement 6:** EOY Texas Kindergarten Entry Assessment Data (Vocabulary, Comprehension, and Letter Sounds 2020) Wave 3 is at 80% indicating a growth of 17% from KEA BOY Wave 1; however, underperforming our campus goal of 90% by 10%.

**Root Cause 6:** COVID 19 challenges (virtual learning); instructional strategies for vocabulary and letter sounds hands-on learning. Edit Associated Areas

**Problem Statement 6 Areas:** Demographics - Student Learning

**Problem Statement 8:** All students have experienced gaps in learning during 2019-2020 and 2020-2021 school year.

**Root Cause 8:** Root Cause 13: Students did not return to school after spring break as a result of COVID 19 and the extended school closure.

**Problem Statement 8 Areas:** Student Learning

# 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 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- School safety data

### **Employee Data**

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

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# 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:** Implement a behavior intervention program and support systems at F. J. Scott to ensure equity and student success.

**Evaluation Data Sources:** Student Discipline Records, Professional Development Sign-in Sheets/Remote Check In.





\*Crisis Management Booklet

\*COVID 19

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create and implement a Positive Behavior Support and Intervention plan using the Social Emotional Learning (SEL)</p> <p><b>Strategy's Expected Result/Impact:</b> F. J. Scott Elementary will have an up-to-date action plan tied directly to the SEL -Social Emotional Learning</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Enforce the district policy to address any threats of bullying.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and parents will feel safe reporting bullying concerns to campus administration. Bullying investigations will be completed according to district guidelines.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Explore PBIS and Social-Emotional Learning strategies designed to strengthen relationships with students.  <b>Strategy's Expected Result/Impact:</b> Decrease achievement gap  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Support teachers and staff in implementing tiered behavioral intervention programs and behavior support plans through training.  <b>Strategy's Expected Result/Impact:</b> All students in need of behavior supports will have an active plan in the RTI/MTS System; evidence will include accurately tiered students with active behavior plans up-to-date progress monitoring, and teacher/staff notes  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teacher</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Ensure and updated F. J. Scott Elementary Emergency Operations Plan based on state of Texas legislative requirements.  <b>Strategy's Expected Result/Impact:</b> EOP is submitted to district central office for review of compliance with state requirements and procedures are clearly communicated across campus  Update crisis management plan and provide necessary materials.  *First Aid Kits  *Videos  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Create a campus safety committee and schedule meetings to discuss campus safety and concerns.</p> <p><b>Strategy's Expected Result/Impact:</b> Safety committee will identify and address any concerns related to the safety of F. J. Scott, I Love You Guys posters are displayed in every room, safety drills are conducted each month based on district schedule</p> <ul style="list-style-type: none"> <li>*lockdown</li> <li>*hold</li> <li>*secure</li> <li>*evacuate</li> <li>*shelter</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Implement and enforce the student dress code based on district policy.</p> <p><b>Strategy's Expected Result/Impact:</b> F. J. Scott Elementary dress code will align to the district student dress code</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Review and Practice reacting to Active Shooter, Run, Hide, Fight</p> <p><b>Strategy's Expected Result/Impact:</b> Professional Development with staff</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Conduct campus safety and security audits at least once a year</p> <p><b>Strategy's Expected Result/Impact:</b> Safety committee will identify and address any concerns related to the safety of F. J. Scott Elementary</p> <ul style="list-style-type: none"> <li>*Texas School Safety Center Campus Survey</li> <li>*Reduce number of access points to campus by locking doors</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Enforce closed campus and local ID policy for staff and visitors.</p> <p><b>Strategy's Expected Result/Impact:</b> Raptor system will be implemented, staff will wear nametags</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, clerk</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>

Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Implement safety procedures to ensure well being of students and staff members.</p> <p><b>Strategy's Expected Result/Impact:</b> *COVID 19 *Return to School Plan</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$5,000</p>	Formative			Summative
	Nov	Mar	June	June
<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>				

**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:** Increase 3rd Grade Math performance from 84% to 95% in Approaches, 79% to 89% in Meets, and 46% to 56% in Masters by May 25, 2023, as measured by STAAR.

**HB3 Goal**

- Evaluation Data Sources:** -State Assessment Data
- Local Assessment Data
- Assessment trackers

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Analyze campus student assessment data (CIRCLE, KEA, TPRI, Local Assessment Data and STAAR) to help establish goals and objectives. Measure campus strengths and weaknesses. Identify (Non-negotiables) Plan accordingly.</p> <p><b>Strategy's Expected Result/Impact:</b> 10%+ gain student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> CNA document, Student Data (TAPR, TPRI, KEA) - 255 Title II, Part A - 6100 - \$1,000</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Revisit and align instructional timelines (every six weeks), based on student results. Ensure tight alignment between written, taught and tested. Monitor the implementation / delivery of instruction / assessment per six weeks. Provide necessary resources.</p> <p><b>Strategy's Expected Result/Impact:</b> 10%+ gain in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - 6399 - \$1,500</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Emphasize TEKS objectives in all areas (Reading, Writing, Math, Science and Social Studies). Provide in-depth "unpacking" opportunities to ensure clarity on "what, how" and level of rigor expected from each TEK.</p> <p><b>Strategy's Expected Result/Impact:</b> 10%+ gain in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Facilitator Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - 6399 - \$2,000, - 255 Title II, Part A - 6100 - \$2,500</p>	Formative			Summative
	Nov	Mar	June	June
<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>				

**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:** Increase 5th Grade Reading performance from 91% to 95% in Approaches, 81% to 91% in Meets, and 61% to 71% n Masters by May 25, 2023, as measured by STAAR.

**HB3 Goal**


**Evaluation Data Sources:** -State Assessment Data


-Local Assessment Data


-Assessment trackers


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Through the PLC process, teachers will meet to address the needs of all student populations. Weekly agenda to include:</p> <ul style="list-style-type: none"> <li>*Revisit Campus Status</li> <li>*Identify Non-Negotiables</li> <li>*Plan Delivery of Instruction</li> <li>*Determine levels of student Mastery</li> <li>*Identify areas and students in need of intervention</li> <li>*Develop Intervention Plans</li> <li>*Share/Discuss strategies</li> <li>*TTESS Weekly Dimension</li> <li>*Monitor Student Growth</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> 10%+ gain student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$1,000</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide students with research based intervention programs/ strategies that will help ensure student success and help them acquire proficient and advanced levels of academic achievement in STAAR. (Meets and Masters level)  Furnish necessary materials.</p> <ul style="list-style-type: none"> <li>*Before/After School Targeted Tutorials</li> <li>*Reading, Writing Camps</li> <li>*Istation</li> <li>*Research Based Instructional Programs</li> <li>*Hands-On Activities</li> <li>*Technology</li> <li>*Exposure to science experiments throughout the school year</li> <li>*Accelerated Reader</li> <li>*Readworks.org</li> <li>*Daily Homework (Packets from Administrator to target identified skills in need of intervention)</li> <li>*Cracking the Code</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> 10%+ gain student achievement  <b>Staff Responsible for Monitoring:</b> Principal  Assistant Principal</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math  <b>Funding Sources:</b> - 211 Title I, Part A - 6399 - \$2,000</p>	Formative			Summative
	Nov	Mar	June	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

**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:** Increase 5th Grade Science performance at the Masters level from 36% to 55% by May 25, 2023, as measured by STAAR.

**Evaluation Data Sources:** -State Assessment Data  
-Local Assessment Data  
-Assessment trackers

**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:** Increase the overall level of Performance in Approaches, Meets and Masters in all state assessments for Reading, Math and Science a minimum of 10% by May 25, 2023, as measured by STAAR. Purchase necessary materials





**HB3 Goal**

**Evaluation Data Sources:** -State Assessment Data

-Local Assessment Data

-Assessment trackers

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will participate in the Battle of the Books by reading from the book list provided by the district librarians.</p> <p><b>Strategy's Expected Result/Impact:</b> The students will gain knowledge, enjoyment from reading good books, and increase their level of comprehension and fluency.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and librarian</p> <p><b>Title I:</b> 2.4, 2.5</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide students with research based intervention programs/ strategies that will help ensure student success and help them acquire proficient and advanced levels of academic achievement in STAAR. (Meets and Masters level) Furnish necessary materials.</p> <ul style="list-style-type: none"> <li>*Before/After School Targeted Tutorials</li> <li>*Reading, Writing Camps</li> <li>*Istation</li> <li>*Research Based Instructional Programs</li> <li>*Hands-On Activities</li> <li>*Technology / Materials / Headphones</li> <li>*Exposure to science experiments throughout the school year</li> <li>*Accelerated Reader</li> <li>*Readworks.org</li> <li>*Daily Homework (Packets from Administrator to target identified skills in need of intervention)</li> <li>*Cracking the Code</li> <li>*Rally Education</li> <li>*Lowman Consulting</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> 10%+ gain student achievement <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5</p>	Formative			Summative
	Nov	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% 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:** Increase campus performance in Comprehension and Fluency to a minimum of 80% Developed by May 19, 2023, as measured by the TPRI.

**HB3 Goal**

**Evaluation Data Sources:** -TPRI

**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:** Increase Early Childhood Literacy Progress Measure 1, 2 and 3 Performance to a minimum of 90% on target as measured by the Texas Kindergarten Entry Assessment and CIRCLE by May 19, 2023.

**HB3 Goal**

**Evaluation Data Sources:** KEA

CIRCLE

STAAR

**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:** Increase Early Childhood Math Progress Measure 1, 2 and 3 Performance to a minimum of 92% on target as measured by the Texas Kindergarten Entry Assessment and CIRCLE by May 19, 2023.

**HB3 Goal**

**Evaluation Data Sources:** KEA

CIRCLE

STAAR

**Goal 2: STUDENT LEARNING**

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

**Performance Objective 8:** Provide necessary materials to help increase comprehension and fluency for all learners and motivate students to become avid readers.





**HB3 Goal**

**Evaluation Data Sources:** KEA

CIRCLE

STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide students with research based programs, activities and hands-on experiences on an on-going basis such as:</p> <ul style="list-style-type: none"> <li>* Daily Oral Language</li> <li>*Vocabulary Success</li> <li>*Daily Buzzwords</li> <li>*Million Dollar Words</li> <li>*Language Experience Approach</li> <li>*Nursery Rhymes/Chants</li> <li>*Brain Pop</li> <li>*Reading Incentives</li> <li>*Essential Skills Programs</li> <li>*Fry List</li> <li>*Science Fusion</li> <li>*Smart Board Activities</li> <li>*Express Ways to Reading (sight words)</li> <li>*Starfall</li> <li>*HMH 0 Into Reading</li> <li>*Fluency Tutor</li> <li>*Education Galaxy</li> <li>*Readword.org</li> <li>*Teacher pay teacher</li> <li>*Book Tray</li> <li>*Scholastics Book Fair</li> <li>*MobyMax</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teacher</p> <p><b>Title I:</b> 2.4 - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Title I - 211 Title I, Part A - \$3,500, ESSER Grant - 211 Title I, Part A - \$2,000</p>	Formative			Summative
	Nov	Mar	June	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide small group instruction, tutorial services and LEP student plans. Furnish necessary materials.</p> <ul style="list-style-type: none"> <li>-Before School</li> <li>-After School</li> <li>-Saturday Camps</li> <li>-LEP Student Plan</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Daily Lesson Plans, LAS scores, Teacher Observation, Student Assessment Data, TEA Scoring Guide, and Teacher Assessment,</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b> 2.4 - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$2,000</p>	Formative			Summative
	Nov	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 2: STUDENT LEARNING**

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

**Performance Objective 10:** Teachers will implement activities to improve instruction and student engagement in UIL, science, technology, GT - engineering, and mathematics, including computer science (STEM)- ROBOTICS

**HB3 Goal**

**Evaluation Data Sources:** Student Performance Results





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement well-rounded educational opportunities for all students:</p> <ul style="list-style-type: none"> <li>* Robotics</li> <li>*GT</li> <li>*Dance</li> <li>*Learn Grow Eat and Go</li> <li>*Music and Arts</li> <li>*UIL</li> <li>*Author Visit-Library</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Student Performance Results</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Belen Salinas and Juan Gonzalez</p> <p><b>Title I:</b> 2.4</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</li> <li>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></li> </ul> <p><b>Funding Sources:</b> Title IV - 211 Title I, Part A - \$2,500</p>	Formative			Summative
	Nov	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% 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 10:** Implement a program that encourages and motivated students to attend school and actively participate in lessons. Purchase necessary materials.

**Evaluation Data Sources:** ADA reports, parent rosters, student data trackers, and class observations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will monitor attendance and implement highly engaging lessons.                      *Students will be provided with motivational incentives                      *Class charts                      *Conduct home visits by teachers to develop a good report with home                      *Counsel parents on the important of education                      *Reward students for attendance and active participation in class</p> <p><b>Strategy's Expected Result/Impact:</b> Students will obtain growth in attendance and class engagement positively impacting scores in all subject areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, teachers</p>	Formative			Summative
	Nov	Mar	June	June
<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>				

**Goal 2: STUDENT LEARNING**





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

**Performance Objective 11:** Implement supplemental accelerated instructional program to provide support for the students in their reading and math developmental in grades K-5th.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** ADA reports, Sign in rosters, student data trackers and class observations.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> This Program will provide students with intensive targeted intervention in the areas of phonemic awareness, alphabetic principle, decoding, fluency, vocabulary development and reading comprehension.</p> <p><b>Strategy's Expected Result/Impact:</b> It will provide students with intensive target intervention in reading and math so that they can successfully acquire the skills necessary to achieve the Reading and Math STAAR standards by the end of 5th grade. This will be accomplished during:</p> <ul style="list-style-type: none"> <li>* After school tutorial</li> <li>* Saturday camps</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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:** Develop and implement a professional development plan to support increased student achievement and teacher growth.

**Evaluation Data Sources:** TTESS results, Students weekly trackers, Benchmarks and Professional Development Plan Sign-in sheets/Remote Check-in

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure 100% of K-3 teachers and campus leadership complete the Reading Academies during 2021.2022 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will increased knowledge and skills in the science of reading instruction</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement the Teacher Incentive Allotment (TIA) project plan to support the effective implementation of T-TESS.</p> <p><b>Strategy's Expected Result/Impact:</b> Congruence between student growth and teacher performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement Data Driven Instruction processes, including professional development and a data-meeting calendar based on assessments, observation and feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Reteach/intervention plan, DDI calendar that includes assessments and meetings, observation and feedback for teachers</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, teacher</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 255 Title II, Part A - ESSER - \$10,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Build teacher capacity through research based staff development sessions to include: On-going, high quality, research-based staff development on:</p> <ul style="list-style-type: none"> <li>* Title IX -Sexual Harassment on district's policy and procedures</li> <li>* Child Abuse</li> <li>* Conflict Resolution/Crisis Management Practices /Behavioral Int.</li> <li>* Suicide Prevention</li> <li>* Classroom management/Discipline</li> <li>* TEKS Awareness (updates)</li> <li>* Systematic Writing Program</li> <li>* Implementation of intervention strategies based on individual student needs.</li> <li>* Improving the overall delivery of instruction (DOK Model)</li> <li>* Alignment of curriculum / delivery of instruction/ assessment</li> <li>* Data Desegregation. Planning instruction accordingly</li> <li>* Technology / technology in the classroom</li> <li>* Bilingual/ESL strategies</li> <li>* GT Training</li> <li>* Assessment Updates-TPRI, ITBS,TELPAS,STAAR, PLD's, CIRCLE, Progress Measure Chart, ELL Progress Measure Chart</li> <li>* Inclusion</li> <li>* Unpacking</li> <li>* Checking For Understanding</li> <li>* Sheltered instruction</li> <li>* Developing Assessments (Purchase necessary materials)</li> <li>* Master Teacher weekly program</li> <li>* TTESS Training</li> <li>* TPESS Training</li> <li>* LPAC BOY, MOY &amp; EOY training</li> <li>* RTI/504 Dyslexia</li> <li>* Special Ed.</li> <li>* Sharon Wells</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Professional Development Plan Sign-in sheets/Remote Check-in</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, teacher</p> <p><b>Title I:</b> 2.4, 2.6</p>	Formative			Summative
	Nov	Mar	June	June



No Progress



Accomplished



Continue/Modify







Discontinue

**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:** Coordinate efforts with central office personnel to recruit, train, hire and retain highly qualified staff.

- Evaluation Data Sources:** \*Promote incentives  
 \*Explicit TEKS Awareness / grade level  
 \*GT training  
 \*Staff development as required by standards  
 \*Purchase necessary materials

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> First-year teachers will be assigned a mentor through Roma ISD mentor program.  <b>Strategy's Expected Result/Impact:</b> First-year teachers will continue to teach at F. J. Scott Elementary  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal,</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct needs assessment surveys to gather teacher input on procedures and practices and a final end-of-year survey of overall satisfaction and suggestions for change.  <b>Strategy's Expected Result/Impact:</b> Teachers will have a voice in procedures and practices throughout the campus  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Pre-Kindergarten teachers will attend professional development with Region One to gain knowledge of CLI and Pre-Kindergarten teaching strategies.  <b>Strategy's Expected Result/Impact:</b> CLI testing results will increase  <b>Staff Responsible for Monitoring:</b> Principal, Facilitator, teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p style="text-align: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </p>				

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





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

**Performance Objective 1:** Increase opportunities for parent and family engagement at F. J. Scott Elementary to better prepare parents as partners in education.

**HB3 Goal**

**Evaluation Data Sources:** Sign-in sheets

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide research-based training that will enhance a parent's ability to help their child's learning.  <b>Strategy's Expected Result/Impact:</b> Monthly family engagement opportunities  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, teacher</p> <p><b>Title I:</b> 4.1, 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct virtual family or parent involvement activities to include parents in their child's education that will result in higher academic achievement and attendance for the child. Include: Title I Parent Compact Review, Title I Parent Involvement Policy/Plan. Purchase supplies for notes/fliers announcing and inviting parents to parent meetings and student achievement celebrations, for printing monthly campus newsletters, for refreshments for parents attending, and to provide a deaf/mute translator at meetings and/or for parent contact.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent participation at school events, encourage parents to be more involved in school events  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p> <p><b>Title I:</b> 4.1, 4.2  <b>Funding Sources:</b> Translator and Supplies - 211 Title I, Part A - \$4,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide a deaf mute translator at parent involvement activities and for parent contact so that deaf mute parents are able to understand the parent involvement activity and receive necessary information in sign language.</p> <p><b>Strategy's Expected Result/Impact:</b> Deaf mute parents will feel more comfortable coming to activities</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, secretary</p> <p><b>Title I:</b> 4.1, 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Engage community members in Career Day activities to provide students with information about their career and the education needed for their career.</p> <p><b>Strategy's Expected Result/Impact:</b> After attending Career Day activities, students will have more knowledge about opportunities for their careers</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Title I:</b> 2.5, 4.1, 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<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 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT**

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

**Performance Objective 2:** To improve student performance levels by promoting leadership skills, high levels of learning.

**HB3 Goal**

**Evaluation Data Sources:** Sign-in-sheets  
school programs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide students with opportunities to engage in activities that foster high levels of thinking and self-directed learning, along with leadership awareness. Provide necessary materials</p> <ul style="list-style-type: none"> <li>- Science Projects (Lab)</li> <li>-Technology Presentations</li> <li>-Research/Inquiry Projects</li> <li>-Texas Performance Standards Projects</li> <li>-Field Trips</li> <li>-Assemblies/ Veteran's Day/ Grandparent's Day</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Enhance leadership skills</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor and Teacher</p> <p><b>Title I:</b> 2.5, 4.1</p> <p><b>Funding Sources:</b> Title IV - 255 Title II, Part A - Title IV - \$1,000</p>	Formative			Summative
	Nov	Mar	June	June
<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>				





**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:** F. J. Scott teachers will instruct students using the most up to date instructional strategies and computer based strategies.

**Evaluation Data Sources:** Student engagement and Achievement improvements

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> F. J. Scott teachers will instruct students using the most up to date instructional strategies, computer-based strategies, accelerated instruction, and after-school tutorials. Examples include the use of technology devices and online applications in Accelerated Reading and Accelerated Math classrooms. Purchase necessary materials.</p> <p><b>Strategy's Expected Result/Impact:</b> *Student Success                      *Lesson Plans                      *Clever                      *Increased TPRI Scores                      *Increased STAAR Scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, teacher</p> <p><b>Title I:</b>                      2.4, 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Will ensure campus needs are met in terms of making sure campus building is equipped with necessary resources to facilitate learning and maximize opportunities for all students and staff members.</p> <p><b>Strategy's Expected Result/Impact:</b> *Furniture                      *Electronic Equipment                      *Computers                      *Internet Connectivity etc.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b>                      2.6                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> F. J. Scott Elementary will encourage students and staff members to participate in extracurricular activities to build, enhance and maximize learning opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> *Robotics *AR *UIL *Dance Teams</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers, and Librarian</p> <p><b>Title I:</b> 2.4, 2.6</p>	Formative			Summative
	Nov	Mar	June	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# Targeted Support Strategies

Goal	Objective	Strategy	Description
2	8	1	Provide students with research based programs, activities and hands-on experiences on an on-going basis such as: * Daily Oral Language *Vocabulary Success *Daily Buzzwords *Million Dollar Words *Language Experience Approach *Nursery Rhymes/Chants *Brain Pop *Reading Incentives *Essential Skills Programs *Fry List *Science Fusion *Smart Board Activities *Express Ways to Reading (sight words) *Starfall *HMH 0 Into Reading *Fluency Tutor *Education Galaxy *Readword.org *Teacher pay teacher *Book Tray *Scholastics Book Fair *MobyMax
2	8	2	Provide small group instruction, tutorial services and LEP student plans. Furnish necessary materials. -Before School -After School -Saturday Camps -LEP Student Plan
2	10	1	Implement well-rounded educational opportunities for all students: * Robotics *GT *Dance *Learn Grow Eat and Go *Music and Arts *UIL *Author Visit-Library
2	11	1	This Program will provide students with intensive targeted intervention in the areas of phonemic awareness, alphabetic principle, decoding, fluency, vocabulary development and reading comprehension.

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
2	8	1	Provide students with research based programs, activities and hands-on experiences on an on-going basis such as: * Daily Oral Language *Vocabulary Success *Daily Buzzwords *Million Dollar Words *Language Experience Approach *Nursery Rhymes/Chants *Brain Pop *Reading Incentives *Essential Skills Programs *Fry List *Science Fusion *Smart Board Activities *Express Ways to Reading (sight words) *Starfall *HMH 0 Into Reading *Fluency Tutor *Education Galaxy *Readword.org *Teacher pay teacher *Book Tray *Scholastics Book Fair *MobyMax
2	8	2	Provide small group instruction, tutorial services and LEP student plans. Furnish necessary materials. -Before School -After School -Saturday Camps -LEP Student Plan
2	10	1	Implement well-rounded educational opportunities for all students: * Robotics *GT *Dance *Learn Grow Eat and Go *Music and Arts *UIL *Author Visit-Library
2	11	1	This Program will provide students with intensive targeted intervention in the areas of phonemic awareness, alphabetic principle, decoding, fluency, vocabulary development and reading comprehension.

# State Compensatory

## Budget for F.J. Scott Elementary

**Total SCE Funds:** \$9,217.00

**Total FTEs Funded by SCE:** 3

### 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 F.J. Scott Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Albesa Barrera	Teacher	1
Nydia Ana Canales	Teacher	1
Sandra Guerra	Teacher	1

# All Students/Econ. Disad.

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Laura Martinez	1st Grade Teacher
Classroom Teacher	Rosa Garza	2nd Grade Teacher
Classroom Teacher	Veronica Saenz	Section 504/Dyslexia

# At Risk

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Veronica Saenz	Section 504/Dyslexia
Classroom Teacher	Efrain Gonzalez	Pre-K Bilingual Teacher
Classroom Teacher	Kristina Recio-Moya	4th Grade Teacher
Classroom Teacher	Gladisbel Salinas	2nd Grade Teacher
Classroom Teacher	Gloria Moreno	Resource Teacher

# Bilingual Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	San Juanita Almazan	Bilingual Teacher
Classroom Teacher	Norma Vera	Bilingual Teacher
Classroom Teacher	Melinda Gonzalez	Pre-K Bilingual Teacher

# Campus Administrator

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Diana Perez	Assistant Principal
Administrator	Diana Salinas	Principal

# Crisis Management

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Diana Perez	Assistant Principal
Classroom Teacher	Jose E Alanis	Special Education Teacher
Classroom Teacher	Noe Salinas	5th Grade Science Teacher
Classroom Teacher	Marla Garcia	3rd Grade Teacher

# Gifted and Talented Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Lorraine Garza	4th Grade Teacher
Classroom Teacher	Marta Gonzalez	School Facilitator
Classroom Teacher	Nydia Canales	5th Grade Teacher

# Guidance & Counseling

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Counselor	Yveliz Vazquez	Counselor
Classroom Teacher	Veronica Saenz	Section 504/Dyslexia
Classroom Teacher	Zaida Rodriguez	3rd Grade Teacher

# Migrant

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Nancy Fernandez	2nd Grade Teacher
Classroom Teacher	Elmira V. Alanis	1st Grade Teacher
Classroom Teacher	Yesmin Lopez	4th Grade Teacher
Classroom Teacher	Lissbeth Garcia	1st Grade Teacher

# P.E./U.I.L./Library

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Monalisa Garza	P.E. Coach
Classroom Teacher	Jose E Alanis	Special Education Teacher
Librarian	Belen Salinas	Librarian

# Parental Engagement

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Counselor	Yveliz Vazquez	Counselor
Classroom Teacher	Laura Saenz	4th Grade Teacher
Classroom Teacher	Albesa Barrera	1st Grade Teacher
Classroom Teacher	Melinda Gonzalez	3rd Grade Teacher

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Community Representative	Carmen Cepeda	Community Representative
Business Representative	Angie Canales	President CEO of Citizens State Bank
Parent	Nancy Velasquez	Parent
Nurse	Deborah Leal	Nurse
Classroom Teacher	Veronica Saenz	Section 504/Dyslexia
Classroom Teacher	Brenda Escobar	Kinder Teacher
Classroom Teacher	Melinda Gonzalez	Pre-K Bilingual Teacher
Classroom Teacher	Melinda Gonzalez	3rd Grade Teacher
Classroom Teacher	Lorraine Garza	4th Grade Teacher
Classroom Teacher	Edyth Lopez	5th Grade Teacher
Classroom Teacher	Jose E Alanis	Special Education Teacher
Administrator	Diana Salinas	Principal
Administrator	Diana Perez	Assistant Principal
Classroom Teacher	Marta Gonzalez	School Facilitator
Counselor	Yveliz Vazquez	Counselor
Parent	Rebecca Aguilar	Parent

# Special Education

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Jose E Alanis	Special Education Teacher
Classroom Teacher	Veronica Ramirez	Kinder Teacher
Classroom Teacher	Monica Munoz	5th Grade Teacher
Classroom Teacher	Edyth Lopez	5th Grade Teacher

# Staff Development

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Marta Gonzalez	School Facilitator
Classroom Teacher	Juan L. Gonzalez	3rd Grade Teacher
Classroom Teacher	Patricia Gonzalez	5th Grade Teacher

# Technology

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
CAI Proctor	Jose M.	CAI Proctor
Classroom Teacher	Brenda Escobar	Kinder Teacher
Classroom Teacher	Patricia Gonzalez	5th Grade Teacher
Classroom Teacher	Juan L. Gonzalez	3rd Grade Teacher
Classroom Teacher	Sandra Guerra	Kinder Teacher
Classroom Teacher	Noe Salinas	5th Grade Science Teacher
Librarian	Belen Salinas	Librarian

# Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11			\$5,000.00
2	1	2		6399	\$1,500.00
2	1	3		6399	\$2,000.00
2	2	1			\$1,000.00
2	2	2		6399	\$2,000.00
2	8	1	Title I		\$3,500.00
2	8	1	ESSER Grant		\$2,000.00
2	8	2			\$2,000.00
2	10	1	Title IV		\$2,500.00
4	1	2	Translator and Supplies		\$4,500.00
5	1	2			\$1,000.00
<b>Sub-Total</b>					\$27,000.00
<b>Budgeted Fund Source Amount</b>					\$2,000.00
<b>+/- Difference</b>					<b>-\$25,000.00</b>
255 Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	CNA document, Student Data (TAPR, TPRI, KEA)	6100	\$1,000.00
2	1	3		6100	\$2,500.00
3	1	3		ESSER	\$10,000.00
4	2	1	Title IV	Title IV	\$1,000.00
<b>Sub-Total</b>					\$14,500.00
<b>Budgeted Fund Source Amount</b>					\$2,500.00
<b>+/- Difference</b>					<b>-\$12,000.00</b>
<b>Grand Total Budgeted</b>					\$4,500.00
<b>Grand Total Spent</b>					\$41,500.00
<b>+/- Difference</b>					<b>-\$37,000.00</b>