

Roma Independent School District
F.J. Scott Elementary
2023-2024 Campus Improvement Plan



Board Approval Date: October 11, 2023

Mission Statement

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

Roma ISD Values

High Expectations for All

Unified in Our Pursuit of Excellence

Building Partnerships

Purposeful Innovations

Vision

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

Campus Mission & Vision



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.

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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): Reading STAAR assessments indicates areas of need in certain skills. **Root Cause:** The redesigned STAAR test exhibits formats that students are still learning to adapt to.

Problem Statement 2 (Prioritized): Science STAAR assessment indicates areas of need in certain skills. **Root Cause:** The redesigned STAAR test exhibits formats that students are still learning to adapt to.

Problem Statement 3 (Prioritized): Math STAAR assessments indicates areas of need in certain skills. **Root Cause:** The redesigned STAAR test exhibits formats that students are still learning to adapt to.

Problem Statement 4 (Prioritized): EOY Texas Kindergarten Entry Assessment Data (Vocabulary, Comprehension, and Letter Sounds) indicates performance under the campus goal of 90% developed.

Problem Statement 5 (Prioritized): 1st and 2nd grade Reading Performance in TPRI Assessment indicates areas of need in skills like comprehension and vocabulary and performance under the 90% campus goal. **Root Cause:** Limited exposure and language barriers are the main reasons this gap exists.

Problem Statement 6 (Prioritized): There is a need to actively support the emotional and physical well-being and mental health of all students and staff.

Problem Statement 7 (Prioritized): Even though the majority of Emergent Bilingual students made growth in TELPAS, proficiency levels indicate areas of need in all grade levels and in all four domains. **Root Cause:** Exposure to grade appropriate test and the lack of prior knowledge in such areas hinders students connections and comprehension.

Priority Problem Statements

Problem Statement 1: Math STAAR assessments indicates areas of need in certain skills.

Root Cause 1: The redesigned STAAR test exhibits formats that students are still learning to adapt to.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: Science STAAR assessment indicates areas of need in certain skills.

Root Cause 2: The redesigned STAAR test exhibits formats that students are still learning to adapt to.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: EOY Texas Kindergarten Entry Assessment Data (Vocabulary, Comprehension, and Letter Sounds) indicates performance under the campus goal of 90% developed.

Root Cause 3:

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 4: Reading STAAR assessments indicates areas of need in certain skills.

Root Cause 4: The redesigned STAAR test exhibits formats that students are still learning to adapt to.

Problem Statement 4 Areas: Demographics - Student Learning

Problem Statement 5: 1st and 2nd grade Reading Performance in TPRI Assessment indicates areas of need in skills like comprehension and vocabulary and performance under the 90% campus goal.

Root Cause 5: Limited exposure and language barriers are the main reasons this gap exists.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Even though the majority of Emergent Bilingual students made growth in TELPAS, proficiency levels indicate areas of need in all grade levels and in all four domains.

Root Cause 6: Exposure to grade appropriate test and the lack of prior knowledge in such areas hinders students connections and comprehension.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Teachers need additional support to implement evidence based practices to deliver Math, Reading and Science instruction to positively impact student literacy achievement.

Root Cause 7: Literacy plays a very role in Math and Science instruction.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Constructed Extended Response questions in 3rd, 4th and 5th grade STAAR was a challenging area across grade-levels.

Root Cause 8: The redesigned STAAR test exhibits formats that students are still learning to adapt to.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: CLI-Circle results for PK students indicates areas of need in and performance under the campus goal of 90%

Root Cause 9: Limited exposure to school setting and language barriers.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: F. J. Scott Elementary has an obligation to our students, staff, and community to provide as safe of a learning environment as possible and to take proper preventative measures

Root Cause 10: It's our responsibility to protect our staff and students from the many factors that can have a negative impact on our learning environment, ranging from weather-related events to various acts of violence.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: There is a need to actively support the emotional and physical well-being and mental health of all students and staff.

Root Cause 11:

Problem Statement 11 Areas: Demographics - School Processes & Programs

Problem Statement 12: There is a need to consistently analyze campus data results and plan based on data during PLC meetings, vertical alignment meetings and leadership meetings.

Root Cause 12: Data driven instruction is key to achieve campus goals.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: There is a need to implement a Professional Learning Communities and collaborative system to help teachers align curriculum standards to local and state assessments.

Root Cause 13: Taught and tested curriculum must be aligned in order for students to succeed.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: There is a need to expose students to different extracurricular activities that provide opportunities for students to learn the values of teamwork, individual and group responsibility, physical strength and endurance, competition, diversity, and a sense of culture and community.

Root Cause 14: Students who participate in extra curricular activities are more likely to be successful in their academic studies.

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: The need to differentiate curriculum and activities to reach all learners.

Root Cause 15: Students need targeted instruction that focuses on their individual learning needs.

Problem Statement 15 Areas: Student Learning

Problem Statement 16: The need to provide teachers and staff with research based training, programs and necessary materials to implement intervention strategies that reach all learners.

Root Cause 16: Students need targeted instruction that focuses on their individual learning needs and research based strategies that keep them engaged and help them succeed.

Problem Statement 16 Areas: School Processes & Programs

Problem Statement 17: F.J. Scott Elementary will implement rigorous curriculum that challenges all students, including GT students as well as allowing them to demonstrate their abilities, strengths and their learning styles.

Root Cause 17: All students must be reached using different strategies and activities to help them reach their full potential.

Problem Statement 17 Areas: School Processes & Programs

Problem Statement 18: F.J. Scott Elementary will implement a system of attendance tracking for all students.

Root Cause 18: Students must attend school regularly in order to experience all effective educational learning opportunities provided on a daily basis by their teachers.

Problem Statement 18 Areas: School Processes & Programs

Problem Statement 19: The need to establish a good parent-school relationship to help parents become partners in the education of their children.

Root Cause 19: Good parent-school relationships impact the overall performance of students in all areas.

Problem Statement 19 Areas: School Processes & Programs

Problem Statement 20: All classroom teachers will be trained in Reading Academies (K-3rd) and TTESS in order to establish clear expectations and a system of ongoing professional growth and continued improvement.

Root Cause 20: Teachers will have a clear vision of the campus vision and mission and will establish professional goals that align to student results.

Problem Statement 20 Areas: School Processes & Programs

Problem Statement 21: The need to hire, retain and develop highly effective teachers that are prepared, set clear and fair expectations, have a positive attitude, are patient with students, and assess their teaching on a regular basis.

Root Cause 21: Highly effective teachers will help students reach their academic goals in all areas.

Problem Statement 21 Areas: School Processes & Programs

Problem Statement 22: The need to provide high quality professional development that will prepare teachers to implement effective strategies that help students succeed.

Root Cause 22: High quality professional development is a necessary tool to help teachers close achievement gaps.

Problem Statement 22 Areas: School Processes & Programs

Problem Statement 23: F.J. Scott Elementary will provided a well rounded education to all students and will utilize all district resources to maximize learning opportunities.

Root Cause 23: Exposure to different learning platforms and resources will provide students with array of best instructional practices.

Problem Statement 23 Areas: School Processes & Programs

Problem Statement 24: The need to establish a great school-community relationship that creates a sense of belonging among students, teachers, and members of the community. This partnership will increase student learning opportunities while creating an inclusive learning environment.

Root Cause 24: Great school-community relationships support students in their path to reach academic and professional goals.

Problem Statement 24 Areas: School Processes & Programs

Problem Statement 25: The need to establish a system of effective communication between all stakeholders of the entire school community that focuses on reaching the mission, vision and goals of the school.

Root Cause 25: Maintaining effective communications with all stakeholders will positively affect the school culture and environment which will impact student achievement.

Problem Statement 25 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 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 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

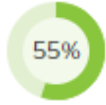
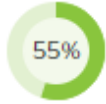
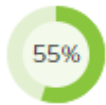
Goal 1: SAFETY & WELLNESS

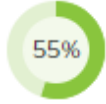



Roma ISD will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety and wellness for all students and staff.





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
 Raptor System Records, Raptor Alert Application
 Meeting agendas and sign in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Create and implement a Positive Behavior Support and Intervention plan using the Social Emotional Learning (SEL)</p> <p>Strategy's Expected Result/Impact: F. J. Scott Elementary will have an up-to-date action plan tied directly to the SEL -Social Emotional Learning</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 6 - School Processes & Programs 2</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Mar	June	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Enforce the district policy to address any threats of bullying.</p> <p>Strategy's Expected Result/Impact: Students and parents will feel safe reporting bullying concerns to campus administration. Bullying investigations will be completed according to district guidelines.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Title I: 2.6</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: - 199 State Special Education (SpEd)</p>	Formative			Summative
	Nov	Mar	June	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Explore PBIS and Social-Emotional Learning strategies designed to strengthen relationships with students.</p> <p>Strategy's Expected Result/Impact: Decrease achievement gap</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 6 - School Processes & Programs 2</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Mar	June	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Support teachers and staff in implementing tiered behavioral intervention programs and behavior support plans through training.</p> <p>Strategy's Expected Result/Impact: 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</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Mar	June	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Ensure and update F. J. Scott Elementary Emergency Operations Plan based on state of Texas legislative requirements.</p> <p>Strategy's Expected Result/Impact: EOP is submitted to district central office for review of compliance with state requirements and procedures are clearly communicated across campus</p> <p>Update crisis management plan and provide necessary materials.</p> <p>*First Aid Kits</p> <p>*Videos</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Mar	June	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Create a campus safety committee and schedule meetings to discuss campus safety and concerns.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 6 - School Processes & Programs 1, 2</p> <p>Funding Sources: - 199 General Fund, - 199 General Fund</p>	Formative			Summative
	Nov	Mar	June	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Implement and enforce the student dress code based on district policy.</p> <p>Strategy's Expected Result/Impact: F. J. Scott Elementary dress code will align to the district student dress code</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Problem Statements: School Processes & Programs 12</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Mar	June	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Review and Practice reacting to Active Shooter, Run, Hide, Fight</p> <p>Strategy's Expected Result/Impact: Professional Development with staff</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Mar	June	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Conduct campus safety and security audits at least once a year</p> <p>Strategy's Expected Result/Impact: Safety committee will identify and address any concerns related to the safety of F. J. Scott Elementary</p> <p>*Texas School Safety Center Campus Survey</p> <p>*Reduce number of access points to campus by locking doors</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Mar	June	June
				

Strategy 10 Details	Reviews			
<p>Strategy 10: Utilization of the Raptor System to screen all campus visitors/ require local ID. Strategy's Expected Result/Impact: All visitors will be visibly identified on campus with a visitor sticker. Staff Responsible for Monitoring: Principal, Assistant Principal, clerk</p> <p>Problem Statements: School Processes & Programs 1 Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Mar	June	June
				
Strategy 11 Details	Reviews			
<p>Strategy 11: Regular execution of required safety drills based on district expectations (fire drills, lockdown, secure, hold, evacuate and shelter) Strategy's Expected Result/Impact: Students and staff are aware and perform proper procedures in emergency situations. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Problem Statements: School Processes & Programs 1 Funding Sources: - 199 General Fund, - 211 Title I, Part A</p>	Formative			Summative
	Nov	Mar	June	June
				
Strategy 12 Details	Reviews			
<p>Strategy 12: Ensure proper training, access and usage for all staff engaging in the Raptor Alert Application during all campus drills. Strategy's Expected Result/Impact: Staff will be efficient in using the Raptor Alert Application if there is a need to initiate a safety response protocol. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Problem Statements: School Processes & Programs 1 Funding Sources: - 199 General Fund, - 211 Title I, Part A</p>	Formative			Summative
	Nov	Mar	June	June
				
Strategy 13 Details	Reviews			
<p>Strategy 13: Proper execution of bus evacuation drills as required by transportation department and district. Strategy's Expected Result/Impact: Students and staff will learn about and perform proper evacuation methods from school buses. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Problem Statements: School Processes & Programs 1 Funding Sources: - 199 General Fund, - 211 Title I, Part A</p>	Formative			Summative
	Nov	Mar	June	June
				

Strategy 14 Details	Reviews			
<p>Strategy 14: Enforce closed campus and staff ID policy for all district employees on campus.</p> <p>Strategy's Expected Result/Impact: All employees are required to wear their school id/ name tag.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Staff</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Mar	June	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 6: There is a need to actively support the emotional and physical well-being and mental health of all students and staff.</p>
Student Learning
<p>Problem Statement 6: Teachers need additional support to implement evidence based practices to deliver Math, Reading and Science instruction to positively impact student literacy achievement. Root Cause: Literacy plays a very role in Math and Science instruction.</p>
School Processes & Programs
<p>Problem Statement 1: F. J. Scott Elementary has an obligation to our students, staff, and community to provide as safe of a learning environment as possible and to take proper preventative measures Root Cause: Its our responsibility to protect our staff and students from the many factors that can have a negative impact on our learning environment, ranging from weather-related events to various acts of violence.</p>
<p>Problem Statement 2: There is a need to actively support the emotional and physical well-being and mental health of all students and staff.</p>
<p>Problem Statement 12: F.J. Scott Elementary will provided a well rounded education to all students and will utilize all district resources to maximize learning opportunities. Root Cause: Exposure to different learning platforms and resources will provide students with array of best instructional practices.</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: The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK - 5th), Hearing Screening (Grades PK - 5th), Medication Administration and AED Maintenance Checks. IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 23, 2023.

High Priority

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE:
Estimated number of students to be screened:

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensuring Student Health, Safety and Well-Being. Purchase necessary materials and supplies. Strategy's Expected Result/Impact: Minimum 90% compliance Staff Responsible for Monitoring: Principal, Assistant Principal and Nurse</p> <p>Title I: 2.4, 2.6, 4.1 Problem Statements: Demographics 6 - School Processes & Programs 2 Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Mar	June	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 6: There is a need to actively support the emotional and physical well-being and mental health of all students and staff.</p>
School Processes & Programs
<p>Problem Statement 2: There is a need to actively support the emotional and physical well-being and mental health of all students and staff.</p>

Goal 2: STUDENT LEARNING

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

Performance Objective 1: Increase 3rd Grade Math performance and the number of students in Masters level by at least 10% by May 25, 2024, as measured by STAAR.


HB3 Goal







Evaluation Data Sources: -State Assessment Data

-Local Assessment Data

-Assessment trackers

-Pre K to 3rd Grant expenditure reports

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: 10%+ gain student achievement</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 9</p> <p>Funding Sources: 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>Strategy 2: 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>Strategy's Expected Result/Impact: 10%+ gain in student achievement</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 211 Title I, Part A - 6399 - \$1,500</p>	Formative			Summative
	Nov	Mar	June	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: 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>Strategy's Expected Result/Impact: 10%+ gain in student achievement</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Facilitator Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 211 Title I, Part A - 6399 - \$2,000, - 255 Title II, Part A - 6100 - \$2,500</p>	Formative			Summative
	Nov	Mar	June	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 9: There is a need to consistently analyze campus data results and plan based on data during PLC meetings, vertical alignment meetings and leadership meetings. Root Cause: Data driven instruction is key to achieve campus goals.</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: Increase 5th Grade Reading performance at the Masters level by at least 10% by May 25, 2024, as measured by STAAR.

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: 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"> *Revisit Campus Status *Identify Non-Negotiables *Plan Delivery of Instruction *Determine levels of student Mastery *Identify areas and students in need of intervention *Develop Intervention Plans *Share/Discuss strategies *TTESS Weekly Dimension *Monitor Student Growth <p>Strategy's Expected Result/Impact: 10%+ gain student achievement</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1, 2, 3, 4 - Student Learning 1, 2, 3, 4, 6, 7, 8, 9 - School Processes & Programs 3</p> <p>Funding Sources: - 211 Title I, Part A - \$1,000</p>	Formative			Summative
	Nov	Mar	June	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: 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"> *Before/After School Targeted Tutorials *Reading, Writing Camps *Sirius *Research Based Instructional Programs *Hands-On Activities *Technology *Exposure to science experiments throughout the school year *Accelerated Reader *Readworks.org *Daily Homework (Packets from Administrator to target identified skills in need of intervention) *Cracking the Code *Summit K-12 <p>Strategy's Expected Result/Impact: 10%+ gain student achievement Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 6, 10 - School Processes & Programs 4 Funding Sources: - 211 Title I, Part A - 6399 - \$2,000</p>	Formative			Summative
	Nov	Mar	June	June
	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">  <p>50%</p> </div> <div style="width: 200px; height: 100px;"></div> <div style="width: 200px; height: 100px;"></div> <div style="width: 200px; height: 100px;"></div> </div>			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Reading STAAR assessments indicates areas of need in certain skills. Root Cause: The redesigned STAAR test exhibits formats that students are still learning to adapt to.</p> <p>Problem Statement 2: Science STAAR assessment indicates areas of need in certain skills. Root Cause: The redesigned STAAR test exhibits formats that students are still learning to adapt to.</p>

Demographics

Problem Statement 3: Math STAAR assessments indicates areas of need in certain skills. **Root Cause:** The redesigned STAAR test exhibits formats that students are still learning to adapt to.

Problem Statement 4: EOY Texas Kindergarten Entry Assessment Data (Vocabulary, Comprehension, and Letter Sounds) indicates performance under the campus goal of 90% developed.

Student Learning

Problem Statement 1: Math STAAR assessments indicates areas of need in certain skills. **Root Cause:** The redesigned STAAR test exhibits formats that students are still learning to adapt to.

Problem Statement 2: Reading STAAR assessments indicates areas of need in certain skills. **Root Cause:** The redesigned STAAR test exhibits formats that students are still learning to adapt to.

Problem Statement 3: Science STAAR assessment indicates areas of need in certain skills. **Root Cause:** The redesigned STAAR test exhibits formats that students are still learning to adapt to.

Problem Statement 4: EOY Texas Kindergarten Entry Assessment Data (Vocabulary, Comprehension, and Letter Sounds) indicates performance under the campus goal of 90% developed.

Problem Statement 6: Teachers need additional support to implement evidence based practices to deliver Math, Reading and Science instruction to positively impact student literacy achievement. **Root Cause:** Literacy plays a very role in Math and Science instruction.

Problem Statement 7: Constructed Extended Response questions in 3rd, 4th and 5th grade STAAR was a challenging area across grade-levels. **Root Cause:** The redesigned STAAR test exhibits formats that students are still learning to adapt to.

Problem Statement 8: CLI-Circle results for PK students indicates areas of need in and performance under the campus goal of 90% **Root Cause:** Limited exposure to school setting and language barriers.

Problem Statement 9: There is a need to consistently analyze campus data results and plan based on data during PLC meetings, vertical alignment meetings and leadership meetings. **Root Cause:** Data driven instruction is key to achieve campus goals.

Problem Statement 10: The need to differentiate curriculum and activities to reach all learners. **Root Cause:** Students need targeted instruction that focuses on their individual learning needs.

School Processes & Programs

Problem Statement 3: There is a need to implement a Professional Learning Communities and collaborative system to help teachers align curriculum standards to local and state assessments. **Root Cause:** Taught and tested curriculum must be aligned in order for students to succeed.






Problem Statement 4: There is a need to expose students to different extracurricular activities that provide opportunities for students to learn the values of teamwork, individual and group responsibility, physical strength and endurance, competition, diversity, and a sense of culture and community. **Root Cause:** Students who participate in extra curricular activities are more likely to be successful in their academic studies.

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 by at least 10% by May 25, 2024, as measured by STAAR.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: 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"> *Revisit Campus Status *Identify Non-Negotiables *Plan Delivery of Instruction *Determine levels of student Mastery *Identify areas and students in need of intervention *Develop Intervention Plans *Share/Discuss strategies *TTESS Weekly Dimension *Monitor Student Growth <p>Problem Statements: Student Learning 6, 10 - School Processes & Programs 3</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Nov	Mar	June	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 6: Teachers need additional support to implement evidence based practices to deliver Math, Reading and Science instruction to positively impact student literacy achievement. Root Cause: Literacy plays a very role in Math and Science instruction.</p> <p>Problem Statement 10: The need to differentiate curriculum and activities to reach all learners. Root Cause: Students need targeted instruction that focuses on their individual learning needs.</p>

School Processes & Programs

Problem Statement 3: There is a need to implement a Professional Learning Communities and collaborative system to help teachers align curriculum standards to local and state assessments. **Root Cause:** Taught and tested curriculum must be aligned in order for students to succeed.

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, 2024, as measured by STAAR. Purchase necessary materials


HB3 Goal


Evaluation Data Sources: -State Assessment Data

-Local Assessment Data


-Assessment trackers


-Pre K to 3rd Grade Grant expenditure reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will participate in the Battle of the Books by reading from the book list provided by the district librarians.</p> <p>Strategy's Expected Result/Impact: The students will gain knowledge, enjoyment from reading good books, and increase their level of comprehension and fluency.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and librarian</p> <p>Title I: 2.4, 2.5</p> <p>Problem Statements: School Processes & Programs 4</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Nov	Mar	June	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: 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"> *Before/After School Targeted Tutorials *Reading, Writing Camps *Research Based Instructional Programs *Hands-On Activities *Technology / Materials / Headphones *Exposure to science experiments throughout the school year *Accelerated Reader *Readworks.org *Daily Homework (Packets from Administrator to target identified skills in need of intervention) *Cracking the Code *Rally Education *Lowman Consulting <p>Strategy's Expected Result/Impact: 10%+ gain student achievement Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.4, 2.5 Problem Statements: Student Learning 6, 10 Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Nov	Mar	June	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 6: Teachers need additional support to implement evidence based practices to deliver Math, Reading and Science instruction to positively impact student literacy achievement. Root Cause: Literacy plays a very role in Math and Science instruction.</p> <p>Problem Statement 10: The need to differentiate curriculum and activities to reach all learners. Root Cause: Students need targeted instruction that focuses on their individual learning needs.</p>

School Processes & Programs

Problem Statement 4: There is a need to expose students to different extracurricular activities that provide opportunities for students to learn the values of teamwork, individual and group responsibility, physical strength and endurance, competition, diversity, and a sense of culture and community. **Root Cause:** Students who participate in extra curricular activities are more likely to be successful in their academic studies.



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 Early Childhood Literacy Progress Measure and Math 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, 2024.

HB3 Goal

Evaluation Data Sources: KEA
CIRCLE
STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a reading achievement tracking system and goal setting, Strategy's Expected Result/Impact: Increase in progress and meeting yearly goals Staff Responsible for Monitoring: Principal , Assistant Principal, Facilitator, Teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 4, 7 - Student Learning 4, 8 Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Nov	Mar	June	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement sight words trackers and reading fluency trackers for K-2nd grade students. Strategy's Expected Result/Impact: Increase in student reading fluency and reading levels of all K-2nd grade students. Staff Responsible for Monitoring: Principal, Assistant Principal, Facilitator, teachers, support staff</p> <p>Title I: 2.4, 2.6 Problem Statements: Demographics 4, 5 - Student Learning 4, 8 Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Nov	Mar	June	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 4: EOY Texas Kindergarten Entry Assessment Data (Vocabulary, Comprehension, and Letter Sounds) indicates performance under the campus goal of 90% developed.

Problem Statement 5: 1st and 2nd grade Reading Performance in TPRI Assessment indicates areas of need in skills like comprehension and vocabulary and performance under the 90% campus goal. **Root Cause:** Limited exposure and language barriers are the main reasons this gap exists.

Problem Statement 7: Even though the majority of Emergent Bilingual students made growth in TELPAS, proficiency levels indicate areas of need in all grade levels and in all four domains. **Root Cause:** Exposure to grade appropriate test and the lack of prior knowledge in such areas hinders students connections and comprehension.

Student Learning

Problem Statement 4: EOY Texas Kindergarten Entry Assessment Data (Vocabulary, Comprehension, and Letter Sounds) indicates performance under the campus goal of 90% developed.

Problem Statement 8: CLI-Circle results for PK students indicates areas of need in and performance under the campus goal of 90% **Root Cause:** Limited exposure to school setting and language barriers.

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: 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>Strategy 1: 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"> * 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 *Readword.org *Teacher pay teacher *Book Tray *Scholastics Book Fair *MobyMax *Device Mobile Charging Cart for Chrome Books *Pre-LAS/IOWA *Early Learning Solutions Inc. Zern Amplify ST Math <p>Strategy's Expected Result/Impact: Improvement in reading fluency and reading comprehension of all learners.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>Title I: 2.4 - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 10 - School Processes & Programs 5</p> <p>Funding Sources: Title I - 255 Title II, Part A - \$3,500, ESSER Grant - 211 Title I, Part A - \$2,000, Title V - 270 Title V, Part B Rural & Low-Income School - \$3,374</p>	Formative			Summative
	Nov	Mar	June	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide small group instruction, tutorial services and LEP student plans. Furnish necessary materials.</p> <ul style="list-style-type: none"> -Before School -After School -Saturday Camps -LEP Student Plan <p>Strategy's Expected Result/Impact: Daily Lesson Plans, LAS scores, Teacher Observation, Student Assessment Data, TEA Scoring Guide, and Teacher Assessment, Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.4 - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 7 - Student Learning 6, 10 - School Processes & Programs 5</p> <p>Funding Sources: - 211 Title I, Part A - \$2,000</p>	Formative			Summative
	Nov	Mar	June	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 7: Even though the majority of Emergent Bilingual students made growth in TELPAS, proficiency levels indicate areas of need in all grade levels and in all four domains. Root Cause: Exposure to grade appropriate test and the lack of prior knowledge in such areas hinders students connections and comprehension.</p>
Student Learning
<p>Problem Statement 6: Teachers need additional support to implement evidence based practices to deliver Math, Reading and Science instruction to positively impact student literacy achievement. Root Cause: Literacy plays a very role in Math and Science instruction.</p>
<p>Problem Statement 10: The need to differentiate curriculum and activities to reach all learners. Root Cause: Students need targeted instruction that focuses on their individual learning needs.</p>
School Processes & Programs
<p>Problem Statement 5: The need to provide teachers and staff with research based training, programs and necessary materials to implement intervention strategies that reach all learners. Root Cause: Students need targeted instruction that focuses on their individual learning needs and research based strategies that keep them engaged and help them succeed.</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: Teachers will implement activities to improve instruction and student engagement in science, technology, GT - engineering, and mathematics, including computer science (STEM)- ROBOTICS. Purchase necessary materials.

HB3 Goal

Evaluation Data Sources: Student Performance Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement well-rounded educational opportunities for all students:</p> <ul style="list-style-type: none"> * Robotics *GT *Dance *Learn Grow Eat and Go *Music and Arts *Author Visit-Library *Live Zoo Mobile In-School Program *College 1st <p>Strategy's Expected Result/Impact: Student Performance Results Staff Responsible for Monitoring: Principal, Assistant Principal, Belen Salinas and Juan Gonzalez</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1, 4, 5, 6 Funding Sources: Title IV - 211 Title I, Part A - \$2,500</p>	Formative			Summative
	Nov	Mar	June	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct annual nomination and testing for students who meet the required qualifications for GT identification.</p> <p>Strategy's Expected Result/Impact: The results will impact student learning and performance. Staff Responsible for Monitoring: Teachers, Counselor</p> <p>Problem Statements: School Processes & Programs 6 Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Nov	Mar	June	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Identified GT students will complete a GT project where they can apply their individual learning styles/strengths following the the Texas Performance Standards Project (TPSP) which provides a series of TEKS-based performance tasks and assessments for gifted/talented (G/T) students in grades K-12.</p> <p>Strategy's Expected Result/Impact: The students will create a project that helps their community in some way.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Problem Statements: School Processes & Programs 6</p> <p>Funding Sources: - 199 G/T Fund</p>	Formative			Summative
	Nov	Mar	June	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: GT students will have the opportunity to attend a field trip that exposes them to a unique learning experience.</p> <p>Strategy's Expected Result/Impact: The field trip will enhance the students abilities and learning.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Problem Statements: School Processes & Programs 6</p> <p>Funding Sources: - 199 G/T Fund</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>				

Performance Objective 7 Problem Statements:






School Processes & Programs
<p>Problem Statement 1: F. J. Scott Elementary has an obligation to our students, staff, and community to provide as safe of a learning environment as possible and to take proper preventative measures Root Cause: Its our responsibility to protect our staff and students from the many factors that can have a negative impact on our learning environment, ranging from weather-related events to various acts of violence.</p> <p>Problem Statement 4: There is a need to expose students to different extracurricular activities that provide opportunities for students to learn the values of teamwork, individual and group responsibility, physical strength and endurance, competition, diversity, and a sense of culture and community. Root Cause: Students who participate in extra curricular activities are more likely to be successful in their academic studies.</p> <p>Problem Statement 5: The need to provide teachers and staff with research based training, programs and necessary materials to implement intervention strategies that reach all learners. Root Cause: Students need targeted instruction that focuses on their individual learning needs and research based strategies that keep them engaged and help them succeed.</p> <p>Problem Statement 6: F.J. Scott Elementary will implement rigorous curriculum that challenges all students, including GT students as well as allowing them to demonstrate their abilities, strenghts and their learning styles. Root Cause: All students must be reached using different strategies and activities to help them reach their full potential.</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: Implement a program that encourages and motivates students to attend school and actively participate in lessons. Purchase necessary materials.

Evaluation Data Sources: ADA reports, parent rosters, student data trackers, Pre K to 3rd Grade Grant expenditure reports, and class observations

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will monitor attendance and implement highly engaging lessons.</p> <ul style="list-style-type: none"> *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 *Physical Education/Physical Education Showcase/Lift Off Program/Juanita Cantu Relays/Kids Heart Challenge <p>Strategy's Expected Result/Impact: Students will obtain growth in attendance and class engagement positively impacting scores in all subject areas.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, teachers</p> <p>Problem Statements: School Processes & Programs 7, 8</p> <p>Funding Sources: - 199 General Fund</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>				

Performance Objective 8 Problem Statements:

School Processes & Programs
<p>Problem Statement 7: F.J. Scott Elementary will implement a system of attendance tracking for all students. Root Cause: Students must attend school regularly in order to experience all effective educational learning opportunities provided on a daily basis by their teachers.</p> <p>Problem Statement 8: The need to establish a good parent-school relationship to help parents become partners in the education of their children. Root Cause: Good parent-school relationships impact the overall performance of students in all areas.</p>

Goal 2: STUDENT LEARNING






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

Performance Objective 9: 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>Strategy 1: The accelerated 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>Strategy's Expected Result/Impact: 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"> * After school tutorial * Saturday camps <p>Staff Responsible for Monitoring: Principal, Assistant Principal, teachers</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 6, 10 - School Processes & Programs 5, 6</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Mar	June	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 9 Problem Statements:

Student Learning

Problem Statement 6: Teachers need additional support to implement evidence based practices to deliver Math, Reading and Science instruction to positively impact student literacy achievement. **Root Cause:** Literacy plays a very role in Math and Science instruction.

Problem Statement 10: The need to differentiate curriculum and activities to reach all learners. **Root Cause:** Students need targeted instruction that focuses on their individual learning needs.

School Processes & Programs

Problem Statement 5: The need to provide teachers and staff with research based training, programs and necessary materials to implement intervention strategies that reach all learners. **Root Cause:** Students need targeted instruction that focuses on their individual learning needs and research based strategies that keep them engaged and help them succeed.

Problem Statement 6: F.J. Scott Elementary will implement rigorous curriculum that challenges all students, including GT students as well as allowing them to demonstrate their abilities, strenghts and their learning styles. **Root Cause:** All students must be reached using different strategies and activities to help them reach their full potential.

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: Provide students with a differentiated instructional program which will support the reading and writing skill development of each individual.

High Priority

HB3 Goal

Evaluation Data Sources: Student growth on all local and state assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: The students will be provided with differentiated instruction activities that involve the use of teaching, learning and assessment strategies that are fair and flexible, provide an appropriate level of challenge, and engage students in learning in meaningful ways and reach all learners.</p> <p>Strategy's Expected Result/Impact: The use of differentiated activities to reach all learners will result in student improvement in all areas.</p> <p>Staff Responsible for Monitoring: Principal, Assistant principal, teachers</p> <p>Problem Statements: Student Learning 6, 10 - School Processes & Programs 1, 5, 6</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Mar	June	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teachers with the tools and resources necessary to implement effective differentiated classroom instruction.</p> <p>Strategy's Expected Result/Impact: Differentiated classroom instruction will improve results in local and state assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant principal, teachers</p> <p>Problem Statements: Student Learning 6, 10 - School Processes & Programs 5, 6</p> <p>Funding Sources: - 199 General Fund</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>				

Performance Objective 10 Problem Statements:

Student Learning

Problem Statement 6: Teachers need additional support to implement evidence based practices to deliver Math, Reading and Science instruction to positively impact student literacy achievement. **Root Cause:** Literacy plays a very role in Math and Science instruction.

Problem Statement 10: The need to differentiate curriculum and activities to reach all learners. **Root Cause:** Students need targeted instruction that focuses on their individual learning needs.

School Processes & Programs

Problem Statement 1: F. J. Scott Elementary has an obligation to our students, staff, and community to provide as safe of a learning environment as possible and to take proper preventative measures **Root Cause:** Its our responsibility to protect our staff and students from the many factors that can have a negative impact on our learning environment, ranging from weather-related events to various acts of violence.

Problem Statement 5: The need to provide teachers and staff with research based training, programs and necessary materials to implement intervention strategies that reach all learners. **Root Cause:** Students need targeted instruction that focuses on their individual learning needs and research based strategies that keep them engaged and help them succeed.






Problem Statement 6: F.J. Scott Elementary will implement rigorous curriculum that challenges all students, including GT students as well as allowing them to demonstrate their abilities, strenghts and their learning styles. **Root Cause:** All students must be reached using different strategies and activities to help them reach their full potential.

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: Provide students with opportunities to be involved in activities that promote leadership development and increase participation in extra-curricular activities.

Evaluation Data Sources: Student performance results
Enrollment in different activities (UIL, Book clubs)

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will have an opportunity to be involved in UIL academic competitions which promote critical thinking and leadership development.</p> <p>Strategy's Expected Result/Impact: Students will engage in activities which will enhance their learning experience and will have a positive impact on grades and attendance.</p> <p>Staff Responsible for Monitoring: UIL coordinator UIL coaches</p> <p>Title I: 2.4</p> <p>Problem Statements: School Processes & Programs 4</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Mar	June	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 11 Problem Statements:

School Processes & Programs
<p>Problem Statement 4: There is a need to expose students to different extracurricular activities that provide opportunities for students to learn the values of teamwork, individual and group responsibility, physical strength and endurance, competition, diversity, and a sense of culture and community. Root Cause: Students who participate in extra curricular activities are more likely to be successful in their academic studies.</p>

Goal 2: STUDENT LEARNING

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

Performance Objective 12: 100% Instructional academic support for persistently struggling students in Reading and Math through Response to Intervention (RtI).

High Priority

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

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 13: 100% Instructional academic support will be provided to all our 504 students.

High Priority



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


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>Strategy 1: Ensure 100% of K-3 teachers and campus leadership complete the Reading Academies by the end of the 2023-2024 school year.</p> <p>Strategy's Expected Result/Impact: Teachers will increased knowledge and skills in the science of reading instruction</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: School Processes & Programs 9</p> <p>Funding Sources: - 282 ESSER III, - 255 Title II, Part A</p>	Formative			Summative
	Nov	Mar	June	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the Teacher Incentive Allotment (TIA) project plan to support the effective implementation of T-TESS.</p> <p>Strategy's Expected Result/Impact: Congruence between student growth and teacher performance</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.5</p> <p>Problem Statements: School Processes & Programs 9</p> <p>Funding Sources: - 255 Title II, Part A</p>	Formative			Summative
	Nov	Mar	June	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement Data Driven Instruction processes, including professional development and a data-meeting calendar based on assessments, observation and feedback.</p> <p>Strategy's Expected Result/Impact: Reteach/intervention plan, DDI calendar that includes assessments and meetings, observation and feedback for teachers</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, teacher</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 9 - School Processes & Programs 3, 5, 9</p> <p>Funding Sources: - 255 Title II, Part A - ESSER - \$10,000</p>	Formative			Summative
	Nov	Mar	June	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Build teacher capacity through research based staff development sessions to include:</p> <ul style="list-style-type: none"> * Title IX -Sexual Harassment on district's policy and procedures * Child Abuse * Roma ISD Crisis Protocol * Conflict Resolution/Crisis Management Practices /Behavioral Int. * Suicide Prevention * Classroom management/Discipline * TEKS Awareness (updates) * Systematic Writing Program * Implementation of intervention strategies based on individual student needs. * Improving the overall delivery of instruction (DOK Model) * Alignment of curriculum / delivery of instruction/ assessment * Data Desegregation. Planning instruction accordingly * Technology / technology in the classroom/Technology Training * Bilingual/ESL strategies * GT Training * Assessment Updates-TPRI, ITBS,TELPAS,STAAR, PLD's, CIRCLE, Progress Measure Chart, ELL Progress Measure Chart * Inclusion * Unpacking * Checking For Understanding * Sheltered instruction * Developing Assessments (Purchase necessary materials) * Master Teacher weekly program * TTESS Training * TPESS Training * LPAC BOY, MOY & EOY training 	Formative			Summative
	Nov	Mar	June	June

- * RTI/504 Dyslexia
- * Special Ed.
- * Sharon Wells
- * IFP (Interactive Flat Panels)
- * New Item Types for STAAR (Extended Constructive Response)
- * NWEA
- * Lead 4 Ward (Comprehension and Writing across content areas)
- * 30 hour new teacher GT professional development and yearly GT professional development for all teachers.

Strategy's Expected Result/Impact: Professional Development Plan Sign-in sheets/Remote Check-in

Staff Responsible for Monitoring: Principal, Assistant Principal, teacher






Title I:

2.4, 2.6

Problem Statements: School Processes & Programs 11

Funding Sources: - 199 State Bilingual/ESL, - 199 G/T Fund



Strategy 5 Details	Reviews			
<p>Strategy 5: Implement Professional Learning Community(PLC) practices consistently to promote collaboration allow teachers an easy way to share best practices and brainstorm innovative ways to improve learning and drive student achievement.</p> <p>Strategy's Expected Result/Impact: To improve the skills and knowledge of educators through collaborative study, expertise exchange, and professional dialogue.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher leaders</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 6, 9, 10</p> <p>Funding Sources: - 199 State Bilingual/ESL</p>	Formative			Summative
	Nov	Mar	June	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:



Student Learning
<p>Problem Statement 6: Teachers need additional support to implement evidence based practices to deliver Math, Reading and Science instruction to positively impact student literacy achievement. Root Cause: Literacy plays a very role in Math and Science instruction.</p>
<p>Problem Statement 9: There is a need to consistently analyze campus data results and plan based on data during PLC meetings, vertical alignment meetings and leadership meetings. Root Cause: Data driven instruction is key to achieve campus goals.</p>
<p>Problem Statement 10: The need to differentiate curriculum and activities to reach all learners. Root Cause: Students need targeted instruction that focuses on their individual learning needs.</p>
School Processes & Programs
<p>Problem Statement 3: There is a need to implement a Professional Learning Communities and collaborative system to help teachers align curriculum standards to local and state assessments. Root Cause: Taught and tested curriculum must be aligned in order for students to succeed.</p>
<p>Problem Statement 5: The need to provide teachers and staff with research based training, programs and necessary materials to implement intervention strategies that reach all learners. Root Cause: Students need targeted instruction that focuses on their individual learning needs and research based strategies that keep them engaged and help them succeed.</p>
<p>Problem Statement 9: All classroom teachers will be trained in Reading Academies (K-3rd) and TTESS in order to establish clear expectations and a system of ongoing professional growth and continued improvement. Root Cause: Teachers will have a clear vision of the campus vision and mission and will establish professional goals that align to student results.</p>
<p>Problem Statement 11: The need to provide high quality professional development that will prepare teachers to implement effective strategies that help students succeed. Root Cause: High quality professional development is a necessary tool to help teachers close achievement gaps.</p>






Goal 3: EMPOWERING TEACHERS AND ADMINISTRATORS

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

Performance Objective 2: 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>Strategy 1: First-year teachers will be assigned a mentor through Roma ISD mentor program.</p> <p>Strategy's Expected Result/Impact: First-year teachers will continue to teach at F. J. Scott Elementary</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal,</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 9, 10, 11</p> <p>Funding Sources: - 255 Title II, Part A, - 282 ESSER III</p>	Formative			Summative
	Nov	Mar	June	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Teachers will have a voice in procedures and practices throughout the campus</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Mar	June	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Pre-Kindergarten teachers will attend professional development with Region One to gain knowledge of CLI and Pre-Kindergarten teaching strategies.</p> <p>Strategy's Expected Result/Impact: CLI testing results will increase</p> <p>Staff Responsible for Monitoring: Principal, Facilitator, teacher</p> <p>Problem Statements: School Processes & Programs 5, 9, 10, 11</p> <p>Funding Sources: - 282 ESSER III, - 255 Title II, Part A</p>	Formative			Summative
	Nov	Mar	June	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:







School Processes & Programs
<p>Problem Statement 5: The need to provide teachers and staff with research based training, programs and necessary materials to implement intervention strategies that reach all learners. Root Cause: Students need targeted instruction that focuses on their individual learning needs and research based strategies that keep them engaged and help them succeed.</p> <p>Problem Statement 9: All classroom teachers will be trained in Reading Academies (K-3rd) and TTESS in order to establish clear expectations and a system of ongoing professional growth and continued improvement. Root Cause: Teachers will have a clear vision of the campus vision and mission and will establish professional goals that align to student results.</p> <p>Problem Statement 10: The need to hire, retain and develop highly effective teachers that are prepared, set clear and fair expectations, have a positive attitude, are patient with students, and assess their teaching on a regular basis. Root Cause: Highly effective teachers will help students reach their academic goals in all areas.</p> <p>Problem Statement 11: The need to provide high quality professional development that will prepare teachers to implement effective strategies that help students succeed. Root Cause: High quality professional development is a necessary tool to help teachers close achievement gaps.</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 3: Conduct regular classroom walkthroughs and observations in order to provide focused, constructive and instructional feedback to classroom teachers.

Evaluation Data Sources: Walkthrough forms
T-TTESS observation forms

Strategy 1 Details	Reviews			
<p>Strategy 1: All classroom teachers will receive 2 classroom observations (announced and unannounced) for the 2023-2024 school year.</p> <p>Strategy's Expected Result/Impact: Focused and constructive feedback will result in improvement in instructional practices and student learning.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Problem Statements: School Processes & Programs 9, 11</p> <p>Funding Sources: - 255 Title II, Part A, - 282 ESSER III</p>	Formative			Summative
	Nov	Mar	June	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: All classroom teachers will receive regular walkthroughs for the 2023-2024 school year.</p> <p>Strategy's Expected Result/Impact: Focused and constructive feedback will result in improvement in instructional practices and student learning.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Problem Statements: School Processes & Programs 9</p> <p>Funding Sources: - 255 Title II, Part A</p>	Formative			Summative
	Nov	Mar	June	June
				
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Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 9: All classroom teachers will be trained in Reading Academies (K-3rd) and TTESS in order to establish clear expectations and a system of ongoing professional growth and continued improvement. **Root Cause:** Teachers will have a clear vision of the campus vision and mission and will establish professional goals that align to student results.

Problem Statement 11: The need to provide high quality professional development that will prepare teachers to implement effective strategies that help students succeed. **Root Cause:** High quality professional development is a necessary tool to help teachers close achievement gaps.



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>Strategy 1: Provide research-based training that will enhance a parent's ability to help their child's learning. Purchase necessary Materials.</p> <p>Strategy's Expected Result/Impact: Monthly family engagement opportunities</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, teacher</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: School Processes & Programs 8, 14</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Mar	June	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct virtual and face to face 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>Strategy's Expected Result/Impact: Increase parent participation at school events, encourage parents to be more involved in school events</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: School Processes & Programs 8</p> <p>Funding Sources: Translator and Supplies - 211 Title I, Part A - \$4,500, - 199 General Fund</p>	Formative			Summative
	Nov	Mar	June	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Deaf mute parents will feel more comfortable coming to activities</p> <p>Staff Responsible for Monitoring: Counselor, secretary</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: School Processes & Programs 8</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Mar	June	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Engage community members in Career Day activities to provide students with information about their career and the education needed for their career.</p> <p>Strategy's Expected Result/Impact: After attending Career Day activities, students will have more knowledge about opportunities for their careers</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.5, 4.1, 4.2</p> <p>Problem Statements: School Processes & Programs 13, 14</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Mar	June	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Inform and train parents on the Parent Square Application to improve and increase parent/teacher communication.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, teachers</p> <p>Problem Statements: School Processes & Programs 8, 14</p> <p>Funding Sources: - 199 General Fund, - 211 Title I, Part A</p>	Formative			Summative
	Nov	Mar	June	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Inform/ train parents on the Parent Portal to improve parent/ school relationships.</p> <p>Strategy's Expected Result/Impact: The use of the parent portal will allow parents to register students, check on their progress and view state assessment data.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Problem Statements: School Processes & Programs 8, 14</p> <p>Funding Sources: - 199 General Fund, - 211 Title I, Part A</p>	Formative			Summative
	Nov	Mar	June	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 8: The need to establish a good parent-school relationship to help parents become partners in the education of their children. Root Cause: Good parent-school relationships impact the overall performance of students in all areas.</p> <p>Problem Statement 13: The need to establish a great school-community relationship that creates a sense of belonging among students, teachers, and members of the community. This partnership will increase student learning opportunities while creating an inclusive learning environment. Root Cause: Great school-community relationships support students in their path to reach academic and professional goals.</p> <p>Problem Statement 14: The need to establish a system of effective communication between all stakeholders of the entire school community that focuses on reaching the mission, vision and goals of the school. Root Cause: Maintaining effective communications with all stakeholders will positively affect the school culture and environment which will impact student achievement.</p>

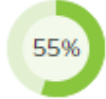




Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT

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

Performance Objective 2: Improve 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>Strategy 1: 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"> - Science Projects (Lab) -Technology Presentations -Research/Inquiry Projects -Texas Performance Standards Projects -Field Trips -Assemblies/ Veteran's Day/ Grandparent's Day <p>Strategy's Expected Result/Impact: Enhance leadership skills</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor and Teacher</p> <p>Title I: 2.5, 4.1</p> <p>Problem Statements: School Processes & Programs 4, 5, 6</p> <p>Funding Sources: Title IV - 255 Title II, Part A - Title IV - \$1,000</p>	Formative			Summative
	Nov	Mar	June	June
				
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Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 4: There is a need to expose students to different extracurricular activities that provide opportunities for students to learn the values of teamwork, individual and group responsibility, physical strength and endurance, competition, diversity, and a sense of culture and community. Root Cause: Students who participate in extra curricular activities are more likely to be successful in their academic studies.</p>

School Processes & Programs

Problem Statement 5: The need to provide teachers and staff with research based training, programs and necessary materials to implement intervention strategies that reach all learners. **Root Cause:** Students need targeted instruction that focuses on their individual learning needs and research based strategies that keep them engaged and help them succeed.


Problem Statement 6: F.J. Scott Elementary will implement rigorous curriculum that challenges all students, including GT students as well as allowing them to demonstrate their abilities, strenghts and their learning styles. **Root Cause:** All students must be reached using different strategies and activities to help them reach their full potential.







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>Strategy 1: 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>Strategy's Expected Result/Impact: *Student Success *Lesson Plans *Clever *Increased TPRI Scores *Increased STAAR Scores *Curriculum Associates</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, teacher</p> <p>Title I: 2.4, 2.5</p> <p>Problem Statements: Student Learning 6, 9 - School Processes & Programs 3, 5, 6</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Mar	June	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: *Furniture *Electronic Equipment *Computers *Internet Connectivity etc.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 6 - School Processes & Programs 1, 2</p> <p>Funding Sources: - 211 Title I, Part A - \$1,000</p>	Formative			Summative
	Nov	Mar	June	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: F. J. Scott Elementary will encourage students and staff members to participate in extracurricular activities to build, enhance and maximize learning opportunities.</p> <p>Strategy's Expected Result/Impact: *Robotics *AR *UIL *Dance Teams</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, and Librarian</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: School Processes & Programs 4</p> <p>Funding Sources: - 282 ESSER III</p>	Formative			Summative
	Nov	Mar	June	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 6: There is a need to actively support the emotional and physical well-being and mental health of all students and staff.</p>

Student Learning

Problem Statement 6: Teachers need additional support to implement evidence based practices to deliver Math, Reading and Science instruction to positively impact student literacy achievement. **Root Cause:** Literacy plays a very role in Math and Science instruction.

Problem Statement 9: There is a need to consistently analyze campus data results and plan based on data during PLC meetings, vertical alignment meetings and leadership meetings. **Root Cause:** Data driven instruction is key to achieve campus goals.

School Processes & Programs

Problem Statement 1: F. J. Scott Elementary has an obligation to our students, staff, and community to provide as safe of a learning environment as possible and to take proper preventative measures **Root Cause:** Its our responsibility to protect our staff and students from the many factors that can have a negative impact on our learning environment, ranging from weather-related events to various acts of violence.

Problem Statement 2: There is a need to actively support the emotional and physical well-being and mental health of all students and staff.

Problem Statement 3: There is a need to implement a Professional Learning Communities and collaborative system to help teachers align curriculum standards to local and state assessments. **Root Cause:** Taught and tested curriculum must be aligned in order for students to succeed.

Problem Statement 4: There is a need to expose students to different extracurricular activities that provide opportunities for students to learn the values of teamwork, individual and group responsibility, physical strength and endurance, competition, diversity, and a sense of culture and community. **Root Cause:** Students who participate in extra curricular activities are more likely to be successful in their academic studies.

Problem Statement 5: The need to provide teachers and staff with research based training, programs and necessary materials to implement intervention strategies that reach all learners. **Root Cause:** Students need targeted instruction that focuses on their individual learning needs and research based strategies that keep them engaged and help them succeed.







Problem Statement 6: F.J. Scott Elementary will implement rigorous curriculum that challenges all students, including GT students as well as allowing them to demonstrate their abilities, strenghts and their learning styles. **Root Cause:** All students must be reached using different strategies and activities to help them reach their full potential.

Goal 5: EFFECTIVE USE OF DISTRICT RESOURCES

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

Performance Objective 2: Students will be provided with an IPAD (PK-1st grade) or a chrome book (2nd-5th grade) to enhance their daily learning.

Evaluation Data Sources: Device check out contracts

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize Google Classroom to assign activities and projects that enhance student learning. Strategy's Expected Result/Impact: Increase in student performance and participation Staff Responsible for Monitoring: Principal, Assistant Principal, teachers</p> <p>Problem Statements: School Processes & Programs 12 Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Mar	June	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and students will utilize different learning programs through the Clever platform to provide engaging learning activities that connect to the learning in the classroom. Strategy's Expected Result/Impact: Increase in student performance in all subjects. Staff Responsible for Monitoring: Principal, Assistant Principal, teachers</p> <p>Problem Statements: School Processes & Programs 12 Funding Sources: - 199 General Fund, - 211 Title I, Part A</p>	Formative			Summative
	Nov	Mar	June	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 12: F.J. Scott Elementary will provided a well rounded education to all students and will utilize all district resources to maximize learning opportunities. Root Cause: Exposure to different learning platforms and resources will provide students with array of best instructional practices.</p>

Targeted Support Strategies

Goal	Objective	Strategy	Description
2	6	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 *Readword.org *Teacher pay teacher *Book Tray *Scholastics Book Fair *MobyMax *Device Mobile Charging Cart for Chrome Books *Pre-LAS/IOWA *Early Learning Solutions Inc. Zern Amplify ST Math
2	6	2	Provide small group instruction, tutorial services and LEP student plans. Furnish necessary materials. -Before School -After School -Saturday Camps -LEP Student Plan
2	7	1	Implement well-rounded educational opportunities for all students: * Robotics *GT *Dance *Learn Grow Eat and Go *Music and Arts *Author Visit-Library *Live Zoo Mobile In-School Program *College 1st
2	9	1	The accelerated 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	6	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 *Readword.org *Teacher pay teacher *Book Tray *Scholastics Book Fair *MobyMax *Device Mobile Charging Cart for Chrome Books *Pre-LAS/IOWA *Early Learning Solutions Inc. Zern Amplify ST Math
2	6	2	Provide small group instruction, tutorial services and LEP student plans. Furnish necessary materials. -Before School -After School -Saturday Camps -LEP Student Plan
2	7	1	Implement well-rounded educational opportunities for all students: * Robotics *GT *Dance *Learn Grow Eat and Go *Music and Arts *Author Visit-Library *Live Zoo Mobile In-School Program *College 1st
2	9	1	The accelerated program will provide students with intensive targeted intervention in the areas of phonemic awareness, alphabetic principle, decoding, fluency, vocabulary development and reading comprehension.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elmira Alanis	teacher		
Gloria Moreno	Teacher		
Marta Gonzalez	facilitator		
Veronica Saenz	Teacher		

Site-Based Decision Making Committee

Committee Role	Name	Position
Community Representative	Carmen Cepeda	Community Representative
Parent	Bertha Salinas	Parent
Nurse	Deborah Leal	Nurse
Classroom Teacher	Veronica Saenz	Section 504/Dyslexia
Classroom Teacher	Melinda Gonzalez	K Bilingual Teacher
Classroom Teacher	Melinda Gonzalez	3rd Grade Teacher
Classroom Teacher	Lorraine Garza	5th Grade Teacher
Classroom Teacher	Jose E Alanis	Special Education Teacher
Administrator	Diana Perez	Principal
Classroom Teacher	Marta Gonzalez	School Facilitator
Classroom Teacher	Kristina Recio-Moya	4th grade teacher
Administrator	Brenda Escobar	Assistant Principal