

Roma Independent School District
F.J. Scott Elementary
2024-2025 Campus Improvement Plan



Board Approval Date: October 9, 2024

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.**

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	11
Goals	13
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.	13
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.	17
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.	43
Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT Roma ISD will engage all stakeholders in developing positive, collaborative relationships and community partnerships.	50
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.	53
State Compensatory	56
Budget for F.J. Scott Elementary	56
Personnel for F.J. Scott Elementary	56
Title I	57
1.1: Comprehensive Needs Assessment	57
2.1: Campus Improvement Plan developed with appropriate stakeholders	57
2.2: Regular monitoring and revision	58
2.3: Available to parents and community in an understandable format and language	59
2.4: Opportunities for all children to meet State standards	59
2.5: Increased learning time and well-rounded education	59
2.6: Address needs of all students, particularly at-risk	60
3.1: Annually evaluate the schoolwide plan	60
4.1: Develop and distribute Parent and Family Engagement Policy	60
4.2: Offer flexible number of parent involvement meetings	60
5.1: Determine which students will be served by following local policy	61
Title I Personnel	62
Site-Based Decision Making Committee	63

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 provide 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: 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, 13</p> <p>Funding Sources: - 199 State Special Education (SpEd)</p>	Formative			Summative
	Nov	Mar	June	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: 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/MTSS 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: School Processes & Programs 1</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Mar	June	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Create a campus safety committee and schedule meetings to discuss campus safety and concerns and conduct campus safety audits.</p> <p>Strategy's Expected Result/Impact: Safety committee will identify and address any concerns related to the safety of F. J. Scott.</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 4 Details	Reviews			
<p>Strategy 4: 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: Demographics 6 - School Processes & Programs 1, 2</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Mar	June	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Ensure proper training and utilization of Raptor Alert System to screen all campus visitors and during campus emergency drills and enforce closed campus and staff ID policy for all district employees on campus.</p> <p>Strategy's Expected Result/Impact: All visitors will be visibly identified on campus with a visitor sticker.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, clerk</p> <p>Problem Statements: Demographics 6 - School Processes & Programs 1, 2</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Mar	June	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Regular execution of required safety drills based on district expectations (fire drills, lockdown, secure, hold, evacuate and shelter) and bus drills as required by the transportation department and district.</p> <p>Strategy's Expected Result/Impact: Students and staff are aware and perform proper procedures in emergency situations.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Problem Statements: Demographics 6 - School Processes & Programs 1, 2</p> <p>Funding Sources: - 199 General Fund, - 211 Title I, Part A</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 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>
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 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>







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 25, 2024.

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 1, 2 Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Mar	June	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 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>

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 2025, 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: 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"> *Analyze campus student assessment data (CIRCLE, KEA, TPRI, Local Assessment Data and STAAR) *Ensure alignment between written (timelines), taught (lesson plans) and tested. *Identify strengths and weaknesses and establish goals and objectives(campus, grade level and class) *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 3 - Student Learning 1</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: Implement 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). Purchase/ Provide necessary materials.</p> <ul style="list-style-type: none"> * During/After School tutorials * Saturday Camps * Hands on Activities * Summit * Daily Homework * Use of technology to enhance lessons * Sirius <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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 7 - 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 1 Problem Statements:

Demographics
<p>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.</p>
<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 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.</p>
<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>

Student Learning

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.



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 2025, 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"> *Analyze campus student assessment data (CIRCLE, KEA, TPRI, Local Assessment Data and STAAR) *Ensure alignment between written (timelines), taught (lesson plans) and tested. *Identify strengths and weaknesses and establish goals and objectives(campus, grade level and class) *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: Student Learning 9, 10 - School Processes & Programs 3, 6</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: Implement 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). Purchase/ Provide necessary materials.</p> <ul style="list-style-type: none"> * During/After School tutorials * Saturday Camps * Hands on Activities * Summit * Daily Homework * Use of technology to enhance lessons * Sirius <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: School Processes & Programs 5, 11, 12</p> <p>Funding Sources: - 211 Title I, Part A - 6399 - \$2,000</p>	Formative			Summative
	Nov	Mar	June	June
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 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>
<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>

School Processes & Programs

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, strengths and their learning styles. **Root Cause:** All students must be reached using different strategies and activities to help them reach their full potential.

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.



Problem Statement 12: F.J. Scott Elementary will provide 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.



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 2025, 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"> *Analyze campus student assessment data (CIRCLE, KEA, TPRI, Local Assessment Data and STAAR) *Ensure alignment between written (timelines), taught (lesson plans) and tested. *Identify strengths and weaknesses and establish goals and objectives(campus, grade level and class) *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 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 9, 10 - School Processes & Programs 3, 6 Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Nov	Mar	June	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement 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). Purchase/ Provide necessary materials.</p> <ul style="list-style-type: none"> * During/After School tutorials * Saturday Camps * Hands on Activities/ Science Experiments * Summit * Daily Homework * Use of technology to enhance lessons * Sirius <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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 5, 11, 12 Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Nov	Mar	June	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 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>
<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>

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, strengths and their learning styles. **Root Cause:** All students must be reached using different strategies and activities to help them reach their full potential.

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.

Problem Statement 12: F.J. Scott Elementary will provide 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.

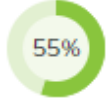

Goal 2: STUDENT LEARNING

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 2025, 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: 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"> *Analyze campus student assessment data (CIRCLE, KEA, TPRI, Local Assessment Data and STAAR) *Ensure alignment between written (timelines), taught (lesson plans) and tested. *Identify strengths and weaknesses and establish goals and objectives(campus, grade level and class) *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 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 9 - School Processes & Programs 3 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

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 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 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 16, 2025.

HB3 Goal

Evaluation Data Sources: KEA
CIRCLE
STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement sight words trackers and reading fluency trackers for K-2nd grade students.</p> <p>Strategy's Expected Result/Impact: Increase in student reading fluency and reading levels of all K-2nd grade students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Facilitator, teachers, support staff</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 4, 5 - Student Learning 4, 8</p> <p>Funding Sources: - 211 Title I, Part A</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 5 Problem Statements:

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

Student Learning

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 small group instruction, accelerated learning opportunities and additional tutoring(during school, after school, Saturday camps) to meet HB 1416 requirements. Furnish necessary materials.</p> <p>Strategy's Expected Result/Impact: Increased scores Daily Lesson Plans, LAS scores, Teacher Observation, Student Assessment Data, TEA Scoring Guide, and Teacher Assessment, DMAC documentation</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 6, 10</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:

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.




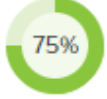
Goal 2: STUDENT LEARNING

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: *Daily digital lessons and use of technology * Robotics *GT *Music and Arts *Author Visit-Library *Live Zoo Mobile In-School Program</p> <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 4 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. Identified GT students will have the opportunity to attend field trips that expose them to unique learning experiences.</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, - 199 G/T Fund</p>	Formative			Summative
	Nov	Mar	June	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 7 Problem Statements:

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.







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 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. *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> <p>Strategy's Expected Result/Impact: Students will obtain growth in attendance and class engagement positively impacting scores in all subject areas. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, teachers</p> <p>Problem Statements: School Processes & Programs 1, 7, 13 Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Mar	June	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 8 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 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>

School Processes & Programs

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.

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 PK-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 10 - School Processes & Programs 5</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 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.

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. During the current school year and summer school program

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 10 - School Processes & Programs 12</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. Purchase necessary materials/testing materials.</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: School Processes & Programs 5, 9, 11</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 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 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.







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.

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 and Battle of the Books district competition 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 Librarian Principal, Assistant principal</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
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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/ MTSS.

High Priority

Evaluation Data Sources: RtI/ MTSS committee and Success Ed documentation, progress monitoring, teacher/parent input, six weeks benchmark and state assessment data.

Strategy 1 Details	Reviews			
<p>Strategy 1: F.J. Scott RTI/MTSS committee will monitor that effective instructional support is provided to struggling students through targeted intervention strategies.</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 grade level standards.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, 504 teacher, teachers</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 10</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 12 Problem Statements:

Student Learning
<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>







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.

Strategy 1 Details	Reviews			
<p>Strategy 1: F.J. Scott 504 coordinator and 504 teacher will monitor the progress of all students in the program.</p> <p>Strategy's Expected Result/Impact: It will provide students with intensive target intervention so that they can successfully acquire/improve their Reading Skills (phonics, comprehension, fluency).</p> <p>Staff Responsible for Monitoring: 504 campus coordinator, 504 teacher, counselor</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 10 - School Processes & Programs 5</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 13 Problem Statements:





Student Learning
<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 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.

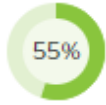
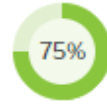
Performance Objective 1: Develop and implement a professional development plan to support increased student achievement and teacher growth.

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 2024-2025 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 11, 14</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</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
				

<ul style="list-style-type: none"> * RTI/504 Dyslexia * Special Ed. * Lowman (Warm-Ups) * 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. <p>Strategy's Expected Result/Impact: Professional Development Plan Sign-in sheets/Remote Check-in</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 - School Processes & Programs 5, 10, 11</p> <p>Funding Sources: - 199 State Bilingual/ESL, - 199 G/T Fund, - 199 State Comp Ed (SCE), Title IA, Schoolwide Acti</p>				
---	--	--	--	--

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: School Processes & Programs 3, 14</p> <p>Funding Sources: - 199 State Bilingual/ESL</p>	Formative			Summative
	Nov	Mar	June	June
	 55%	 75%		

 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>

Student Learning

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 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 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 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 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.

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.

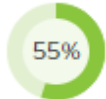







Problem Statement 14: The need to establish a system of effective communication between all stakeholders of the entire school community that focuses on reaching the mission, vision and goals of the school. **Root Cause:** Maintaining effective communications with all stakeholders will positively affect the school culture and environment which will impact student achievement.

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. Strategy's Expected Result/Impact: First-year teachers will continue to teach at F. J. Scott Elementary Staff Responsible for Monitoring: Principal, Assistant Principal,</p> <p>Title I: 2.4, 2.5, 2.6 Problem Statements: School Processes & Programs 10, 14 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. Strategy's Expected Result/Impact: Teachers will have a voice in procedures and practices throughout the campus Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Problem Statements: School Processes & Programs 14 Funding Sources: - 199 General Fund</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

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.



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.


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) and regular walk throughs for the 2024-2025 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 10</p> <p>Funding Sources: - 255 Title II, Part A, - 282 ESSER III</p>	Formative			Summative
	Nov	Mar	June	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
<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>





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, 13, 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, 13, 14</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: 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 12, 13, 14</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Mar	June	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Inform and train parents on the different district applications designed 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, 13, 14</p> <p>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 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 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>
<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 (Educational) -Assemblies & Celebrations/ 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, Librarian and Teacher</p> <p>Title I: 2.5, 4.1</p> <p>Problem Statements: School Processes & Programs 12</p> <p>Funding Sources: Title IV - 255 Title II, Part A - Title IV - \$1,000</p>	Formative			Summative
	Nov	Mar	June	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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>

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 - School Processes & Programs 5, 6</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Mar	June	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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>
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>

School Processes & Programs







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 (PK3, PK4 and Kinder) or a chrome book (1st-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 and different learning programs through the Clever platform to provide engaging learning activities that connect to the learning in the classroom.</p> <p>Strategy's Expected Result/Impact: Increase in student performance and participation</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, teachers</p> <p>Problem Statements: School Processes & Programs 12</p> <p>Funding Sources: - 199 General Fund</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>

State Compensatory

Budget for F.J. Scott Elementary

Total SCE Funds: \$9,217.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

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

Personnel for F.J. Scott Elementary

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

Title I

1.1: Comprehensive Needs Assessment

1.1 Comprehensive Needs Assessment: The CIP was first revised by the committee the week of August 19, 2024. The final version will be submitted the week of September 16, 2024 so that different district director may revise and provide feedback and suggestions to improve it. The CIP will be approved by the school board on September 25, 2024. After board approval, the committee will continue meeting on scheduled dates to review and update.

F.J. Scott Elementary scheduled committee meetings:

August 21, 2024 3:30 p.m. at FJS Multimedia Room

September 18, 2024 3:30 p.m. at FJS Multimedia Room

Nov. 20, 2024 3:30 p.m. at FJS Multimedia Room

January 22, 2024 3:30 p.m. at FJS Multimedia Room

May 21, 2024 3:30 p.m. at FJS Multimedia Room

2.1: Campus Improvement Plan developed with appropriate stakeholders

2.1 Campus Improvement Plan developed with appropriate stakeholders. Involvement of parents, community members, teachers, principal, and other school leaders (as wells as paraprofessionals, technology staff and special populations representation) and includes a list of those individuals and their roles.

Brenda Escobar -CIP chair

Diana Perez-FJS Principal

Marta Gonzalez-Campus testing coordinator

Iveliz Vasquez-School counselor

Jose Elias Alanis-Special Education Teacher

Kristina Recio-Moya- 4th grade bilingual teacher

Lorraine Garza-5ht grade bilingual teacher

Melinda Gonzalez-Kindergarten bilingual teacher

Carmen Cepeda-Community member

Bertha Salinas-parent

Throughout the school-wide planning process, administrators and teachers identify student strengths, needs, and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide the program development, implementation, and evaluation. This systematic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current practices.

2.2: Regular monitoring and revision

2.2 Regular monitoring and revision (evaluation) as necessary based on student needs-provide dates and the list of those individuals and their roles

The CIP was first revised by the committee the week of August 19, 2024. The final version will be submitted the week of September 16, 2024 so that different district director may revise and provide feedback and suggestions to improve it. The CIP will be approved by the school board on September 25, 2024. After board approval, the committee will continue meeting on scheduled dates to review and update.

F.J. Scott Elementary scheduled committee meetings:

August 21, 2024 3:30 p.m. at FJS Multimedia Room

September 18, 2024 3:30 p.m. at FJS Multimedia Room

Nov. 20, 2024 3:30 p.m. at FJS Multimedia Room

January 22, 2024 3:30 p.m. at FJS Multimedia Room

May 21, 2024 3:30 p.m. at FJS Multimedia Room

2.3: Available to parents and community in an understandable format and language

2.3 Available to parents and community in an understandable format and language.

Upon board approval the CIP will be posted on the campus website in English and Spanish. A printed version will be available in the from office. Any parent or visitor may request to see the CIP or request a copy.

2.4: Opportunities for all children to meet State standards

2.4 Opportunities for all children to meet State standards. To meet state standards and provide opportunities for all students to succeed, FJS will implement the following initiatives during the 2024-2025 school year:

- Implement instructional programs/instructional strategies supported by scientifically based research.
- Identify how each activity in our school strengthens the core academic program.
- Identify scientifically based research strategies that increase the amount and quality of learning time.
- Identify programs within our school that address enriched, rigorous, and accelerated curriculum.
- Disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all students. Make instructional adjustments as needed.

2.5: Increased learning time and well-rounded education

2.5 Increased Learning Time and Well-Rounded Education. FJS will implement strategies that promote high quality instruction and a well-rounded education that helps students make important connections among their studies, the real world, their interests, their strengths, and the skills they need to become critical thinkers and prepares them for college and the workforce. These strategies include:

- After school tutorials
- Summer Camp
- Academic contests (UIL, Robotics, Battle of the Books, Science Fair)
- Educational Field Trips

- Family Engagement events (Family nights)
- Community Involvement events (Career Day)
- Use of technology
- Data driven instruction

2.6: Address needs of all students, particularly at-risk

2.6 Address needs of all students, particularly at-risk.

At F.J. Scott Elementary, each grade level team plans together on a weekly basis. Part of each meeting involves designing and reviewing assessment items or analyzing and disaggregating results of recent assessments. STAAR results from previous years are utilized to help identify Focus TEKS with a concentration on At-Risk students without losing a focus on students that meet standards. Student growth is a goal for all students regardless of their academic mastery level. This guides the instructional planning for each unit. Data is also derived from informal assessment methods, such as teacher observation, performance assessments, and end of unit exams. Every grade level on campus is included in the formative review process for our Campus Improvement Plan. Teachers are provided with extended planning time to review identified TEKS that require spiraling and further in-depth instruction to include depth of knowledge and high rigor.

3.1: Annually evaluate the schoolwide plan

3.1 Annually evaluate the schoolwide plan. During each scheduled meeting the committee will review the Campus Improvement Plan and determine if the plan is effective. Data will be analyzed and used to determine progress toward goals and objectives.

4.1: Develop and distribute Parent and Family Engagement Policy

4.1 Develop and distribute Parent and Family Engagement Policy. The Parent and Family Engagement Policy is sent home at the beginning of each school year to parents in English and Spanish. It is also located on the campus website and is available to all stakeholders. In addition, information from the policy is presented to parents during parent meetings. The policy is updated periodically based on suggestions to ensure that our campus and parental needs are met.

4.2: Offer flexible number of parent involvement meetings

4.2 Offer flexible number of parent involvement meetings. At FJS, we believe that parent engagement is critical to a student's success. To

increase engagement, parents will be invited to attend a variety of events, activities, and meetings to gain insight about student learning and achievement as well as providing them with strategies to assist their child at home. F.J. Scott Elementary is committed to continuing to involve our parents in their child's education by providing them with many opportunities to get involved. The school will continue to have monthly meetings and family engagement nights at a variety of times throughout the day where all parents are invited. Communication of the events are distributed in multiple formats, such as flyers, Parent Square App, social media sites, etc.

5.1: Determine which students will be served by following local policy

5.1 Determine which students will be served by following local policy. At F.J. Scott Elementary we support student learning by:

- providing parents with information and tools to help their child succeed
- establishing a positive parent home connection
- promoting positive teacher parent relationship and constant communication

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elmira Alanis	teacher		
Marta Gonzalez	facilitator		

Site-Based Decision Making Committee

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