



E. J. Scott Elementary

2015-2016

Campus

Improvement Plan

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Roma ISD,

a dynamic community committed to the achievement of student excellence.

Mission

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

Core Values

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

- *Accountability*
- *Flexibility*
- *Leadership*
- *Perseverance*
- *Pride & Respect*
- *Unity*

F. J. Scott Elementary



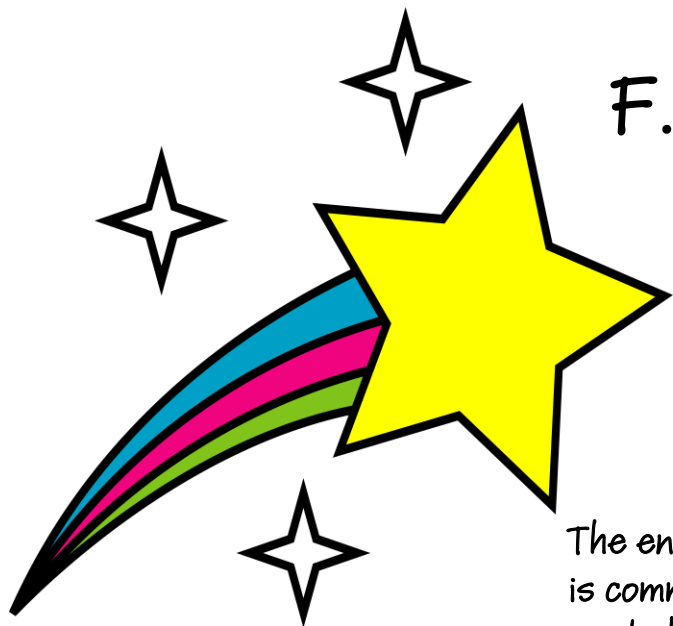
Mission

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.



F. J. Scott Elementary School
CAMPUS ACTIVITIES

1. Implementation of a Comprehensive Needs Assessment.
2. Implementation of Structured Writing Process -. (Pre K – 5th Grade)
 *A systematic monitoring and assessment component will be included.
3. Utilize Assessment tools: Texas Primary Reading Inventory (TPRI)/ Tejas Lee K-2. Address Reading Statewide Initiatives.
 *Teacher Informal Observations
 *Computer Management Reports – District Assessment
 *District / State Assessments
4. Professional Development for all members of the school community.
5. High Quality, research-based, on-going staff development on best practice school-wide reform strategies
 *Targeting the overall delivery of instruction based on assessment data
6. Vertical and horizontal planning (analyze assessment data)
7. G/T training and updates
8. Continuous, high-quality staff development on TEKS analysis/Curriculum Development/Delivery Implementation/Assessment/Technology Integration.
9. Training and implementation of ESL program.
10. Train staff on all special population program standards.
11. Training on Parent-Teacher Conferencing / Strategies to increase parent involvement
12. Continuous involvement of teachers in the selection of assessment instruments.
13. Direct teacher involvement in the decision-making processes of campus.
14. Incorporate counseling career awareness activities.
15. Student Code of Conduct, Discipline and Motivation, and Character Education
16. Safe and Drug-Free School Programs
17. Timely Intervention Plan, for Accelerated Reading/Math Programs (Pre K-5)
18. Timely assistance to students who are having difficulties mastering state and local standards.
19. Enhance the Accelerated Reader Program (AR) both in the library and classrooms.
20. Monitor student growth through Accelerated Reader Program on a weekly basis.
21. Ensure smooth transition from early childhood program to elementary school.
22. Coordinate efforts with Middle School Personnel to ensure a smooth transition for students.
23. Parent training on Bilingual Education, LPAC Decisions, Resource availability for students, Parent Awareness (Bullying, Abuse, Self-Esteem).
24. Coordinate efforts with central office personnel to recruit highly qualified staff.

F. J. Scott Elementary
CAMPUS INITIATIVES

- I. Implementation of Basic Skills through multi-sensory approaches with structured monitoring and assessment for immediate instructional intervention.
- II. Revisit and address reading, math, writing, science, and social studies across the curriculum with a systematic monitoring and assessment component. Curriculum Alignment
- III. Emphasize basic components of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary, & Comprehension.
- IV. Train and update on high quality research based instructional programs including technology.
- V. Continue to implement character education.
- VI. Parent Training/Involvement.

Campus Improvement Plan Committee Members

Bilingual

San Juanita Rodriguez
Norma Vera
Melinda Gonzalez
Mirella Martinez

Gifted and Talented

Gladisbel Salinas
Marta Gonzalez
Nydia Canales

All Students/Econ. Disad.

Alejandra Mascorro
Laura A. Martinez
Rosa D. Garza
Veronica Saenz

Technology

Michael Saenz
Brenda Escobar
Patricia Gonzalez
Juan Gonzalez
Lorraine Garza
Noe Salinas

Special Education

Jose E. Alanis
Veronica Ramirez
Monica De La O
Nydia Canales

Guidance & Counseling

* Norma Benitez
1 Virginia Bazan
2 Lorena Marquez

Staff Development

* Carmen Cepeda
1 Juan Gonzalez
2 Lesslie M. Canales

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

Sergio U. Barrera
Lesslie Maldonado-Canales

Parent Involvement

* Norma Benitez
1 Laura Saenz
2 Albesa R. Barrera

At Risk

Virginia Bazan
Efrain Gonzalez
Kristina Recio-Moya

Migrant

Nancy Fernandez
Elmira V. Alanis
Zaida Rodriguez

Crisis Management

* Diana M. Perez
1 Jose Elias Alanis
2 Noe Salinas

SBDM Committee

Campus SBDM

Community Members

Anastacio Alaniz
Leonel Cepeda

Parents

Mavira Hinojosa
Maria G. Reyna

Advisor

Celia Guerra

Teachers

Sergio U. Barrera
Lesslie Maldonado
Patricia Gonzalez
Laura Saenz
Lorraine Garza

Principal

Diana Salinas

Assistant Principal

Diana M. Perez

Non-teaching Professional

Norma Benitez (Counselor)
Carmen Cepeda (Facilitator)

District SBDM

Teachers

Marta Gonzalez
Noe Salinas

F. J. Scott Elementary
SBDM Schedule
2015-2016

3:00 p.m.

Tuesday, September 8, 2015

Tuesday, October 6, 2015

Tuesday, November 10, 2015

Tuesday, December 8, 2015

Tuesday, January 5, 2016

Tuesday, February 9, 2016

Tuesday, March 8, 2016

Tuesday, April 5, 2016

Tuesday, May 10, 2016

F. J. Scott Elementary
2015-2016
Roma ISD Comprehensive Needs Assessment

I	Demographics	Average 5.00
II	Student Achievement	5.00
III	School Culture and Climate	4.98
IV	Staff Quality/Professional Development	4.91
V	Curriculum & Instruction and Assessment	4.97
VI	Family and Community Involvement	4.98
VII	School Context and Organization	4.96
VIII	Technology	4.96

NEEDS ASSESSMENT SURVEY CATEGORY

Category Average

4.50 - 5.00.....
4.0 - 4.49.....
3.0 - 3.99.....
2.0 - 2.99.....
1.0 - 1.99.....

Rating

High
Above Average
Average
Below Average
Low

F.J. Scott Needs Assessment Survey Summary

F.J. Scott Elementary is committed to high levels of excellence for all. As a learning community, we pledge to continue growing to ensure our students are provided with the most effective, innovative, research-based strategies to maximize student learning.

Campus Needs Survey Data indicates a rating of High in all eight areas. Professional Development is our weakest with a 4.91. Campus administration will be addressing this during the upcoming school year through the PLC Process using the Master Teacher Series. Staff Development will also be provided by campus administrators, GPS Systems, The Writing Academy, and Region One. Other staff development sessions will be planned as deemed necessary. Building teacher capacity is top priority. Emphasis throughout our professional development sessions will be placed on identifying ways we can reach our strugglers and close the achievement gap between our special population and the all student population. A slight discrepancy is evident between groups through the thorough analysis of student data. Our All student group is outperforming the ELL group and other subgroups in the number of students achieving Level III. It is our goal that All students reach high levels of mastery in all areas.

ROMA INDEPENDENT SCHOOL DISTRICT
F. J. SCOTT ELEMENTARY
Campus Improvement Plan
Annual Performance Objectives
All Students

Performance Indicators	Grade Level	Performance Data 2009-2010	Performance Data 2010-2011	Performance Data 2012-2013	Performance Data 2013-2014	Performance Data 2014-2015	Performance Projected 2015-2016	State Average	State Passing Standard
Reading	3 rd	88%	96%	95%	94%	99%	90%+	77	
Math	3 rd	93%	96%	92%	93%	98%	90%+		
Reading	4 th	94%	88%	97%	97%	99%	90%+	74	
Math	4 th	100%	94%	94%	94%	97%	90%+		
Writing	4 th	88%	90%	94%	96%	95%	90%+	70	
Reading	5 th	100%	97%	91%	96%	97%	90%+	72	
Math	5 th	99%	97%	94%	99%	97%	90%+		
Science	5 th	99%	97%	98%	96%	92%	90%+	78	
Reading (Combined)	3 rd - 5 th	93%	93%	94%	96%	98%	90%+	74	
Math (Combined)	3 rd - 5 th	97%	96%	93%	95%	97%	90%+		
Attendance	K-5 th	97%	97%	98%	98%	98%	90%+		
Dropout Rate	K-5 th	0%	0%	0%	0%	0%	0%+		

F. J. Scott Elementary School
Comparative Table

3rd Grade Comparative Table		08-09 Report	09-10 Report	10-11 Report	12-13 Report	13-14 Report	14-15 Report	15-16 Projection	State Average
					STAAR	STAAR	STAAR		
<i>RATING</i>		<i>EXEMPLARY</i>	<i>EXEMPLARY</i>	<i>EXEMPLARY</i>	<i>EXEMPLARY</i>				
TAKS / STAAR All Students:	Reading	97%	87%	96%	96%	94%	99%	90%+	
	Math	96%	92%	96%	92%	93%	98%	90%+	
Economic Disadvantaged:	Reading	97%	85%	96%	95%	93%	99%	90%+	
	Math	95%	91%	96%	92%	95%		90%+	
Hispanic Students:	Reading	97%	87%	96%	96%		99%	90%+	
	Math	96%	92%	96%	92%		98%	90%+	
LEP	Reading	99%	87%	96%	96%	94%	99%	90%+	
	Math	96%	91%	96%	93%	95%		90%+	
Title I	Reading	97%	87%	96%	96%	94%	99%	90%+	
	Math	96%	92%	95%	92%	95%		90%+	
Migrant	Reading	82%	70%	100%	N/A	60%	N/A	90%+	
	Math	90%	80%	100%	N/A	100%		90%+	
G/T	Reading	100%	100%	100%	N/A	100%	100%	90%+	
	Math	100%	100%	100%	N/A	100%		90%+	
At Risk	Reading	99%	86%	96%	96%	94%	99%	90%+	
	Math	96%	91%	96%	91%	95%		90%+	
Monitored 1&2	Reading	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	Math	N/A	N/A	N/A	N/A	N/A			

F. J. Scott Elementary School

Comparative Table

4th Grade Comparative Table		08-09 Report	09-10 Report	10-11 Report	12-13 Report	13-14 Report	14-15 Report	15-16 Projection	State Avg./State Standard
					STAAR	STAAR	STAAR		
<i>RATING</i>		<i>EXEMPLARY</i>	<i>EXEMPLARY</i>	<i>EXEMPLARY</i>	<i>EXEMPLARY</i>				
TAKS / STAAR All Students:	Reading	91%	94%	91%	97%	97%	99%	90%+	
	Math	93%	100%	96%	94%	94%		90%+	
	Writing	94%	97%	92%	95%	96%	97%	90%+	
Economic Disadvantaged:	Reading	91%	94%	100%	97%	98%	99%	90%+	
	Math	94%	100%	100%	93%	96%		90%+	
	Writing	95%	97%	100%	94%	98%	97%	90%+	
Hispanic Students:	Reading	91%	94%	91%	97%		99%	90%+	
	Math	91%	100%	96%	94%			90%+	
	Writing	94%	97%	92%	95%		97%	90%+	
LEP	Reading	89%	94%	88%	96%	98%	99%	90%+	
	Math	92%	100%	95%	92%	95%		90%+	
	Writing	93%	97%	88%	93%	98%	96%	90%+	
Title I	Reading	91%	94%	91%	97%	99%	99%	90%+	
	Math	93%	100%	96%	94%	96%		90%+	
	Writing	94%	97%	92%	95%	99%	97%	90%+	
Migrant	Reading	89%	88%	75%	100%		N/A	90%+	
	Math	100%	100%	92%	100%			90%+	
	Writing	100%	89%	80%	100%		N/A	90%+	
G/T	Reading	100%	100%	100%	100%		99%	90%+	
	Math	100%	100%	100%	100%			90%+	
	Writing	100%	100%	100%	100%		100%	90%+	
At Risk	Reading	90%	94%	88%	97%	99%	99%	90%+	
	Math	92%	100%	95%	92%	96%		90%+	
	Writing	93%	97%	88%	93%	99%	97%	90%+	
Monitored 1&2	Reading	90%	N/A	100%	100%	100%	99%	90%+	
	Math	90%	N/A	100%	100%	100%		90%+	
	Writing	90%	N/A	100%	100%	100%	100%	90%+	

F. J. Scott Elementary School

Comparative Table

5th Grade Comparative Table		09-10 Report	10-11 Report	12-13 Report	13-14 Report	14-15 Report	15-16 Projection
				STAAR	STAAR	STAAR	
<i>RATING</i>		<i>EXEMPLARY</i>	<i>EXEMPLARY</i>	<i>EXEMPLARY</i>			
TAKS All Students:	Reading	100%	99%	94%	96%	97%	90%+
	Math	98%	99%	100%	99%		90%+
	Science	98%	96%	100%	96%	93%	90%+
Economic Disadvantaged:	Reading	100%	99%	93%	97%	97%	90%+
	Math	98%	98%	100%	98%		90%+
	Science	98%	96%	100%	97%	92%	90%+
Hispanic Students:	Reading	100%	99%	94%		97%	90%+
	Math	98%	99%	100%			90%+
	Science	98%	96%	100%		93%	90%+
LEP	Reading	100%	98%	92%	96%	96%	90%+
	Math	98%	98%	100%	98%		90%+
	Science	98%	94%	100%	96%	90%	90%+
Title I	Reading	100%	99%	94%	97%	97%	90%+
	Math	98%	99%	100%	99%		90%+
	Science	98%	96%	100%	97%	93%	90%+
Migrant	Reading	100%	100%	N/A	100%	N/A	90%+
	Math	100%	100%	N/A	100%		90%+
	Science	88%	91%	N/A	100%	N/A	90%+
G/T	Reading	100%	100%	100%	100%	100%	90%+
	Math	100%	100%	100%	100%		90%+
	Science	100%	100%	100%	100%	100%	90%+
At Risk	Reading	100%	98%	92%	96%	97%	90%+
	Math	98%	98%	100%	98%		90%+
	Science	98%	94%	100%	96%	91%	90%+
Monitored 1&2	Reading	100%	100%	100%	100%	100%	90%+
	Math	100%	100%	100%	100%		90%+
	Science	100%	100%	100%	100%	100%	90%+

F. J. SCOTT ELEMENTARY
Campus Improvement Plan
2015-2016

Student Population: All Students
Indicator: Curriculum
Objective: To improve student performance levels as indicated.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
August 2015 May 2016	1. Emphasize TEKS objectives in all areas (Reading, Writing, Math, Science and Social Studies).	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Curriculum Department	Title I - \$2,000 Title II - \$2,500	2,3,4	Student Assessment Data Walk-thrus Teacher Observation
August 2015	2. Align and adjust Reading, Writing, Math, Science, and Social Studies topic maps as needed. Create Campus Level Teams.	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Curriculum Department	Title I - \$2,000 Migrant - \$600 Title II - \$3,500 State Comp. - \$1,000	2,3,4	Walk-thrus Student Assessment Data Teacher Observation Teacher Discussions
August 2015 May 2016	3. Conduct a Comprehensive Needs Assessment to help establish goals and objectives. Measure campus strengths and weaknesses. Plan accordingly	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Curriculum Department	Title II	1	Sign-in Roster, PDAS, and Observations Student Assessment Data
August 2015 May 2016	4. Align instructional timelines to Curriculum Alignment development / implementation / delivery of instruction / assessment. Provide necessary resources.	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Curriculum Department	Title I - \$1,500 Migrant - \$500	2,3	Student Assessment Data Teacher Observation Walk-thrus
August 2015 December 2015 February 2016	5. Through the PLC process, teachers will meet to – *Determine and develop weekly and local academic assessments. *Schedule academic assessments *Plan for instructional strategies based on assessment data.	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Curriculum Department	Title I - \$1,000 Migrant - \$200	2,3,4	Student Assessment Data, Teacher Observation Walk-thrus
	6. Provide high quality research based staff development focused on the implementation of TEKS in all areas. Provide necessary materials. *Reading, *Writing, *Math, *Science, *Social Studies				

F. J. SCOTT ELEMENTARY
Campus Improvement Plan
2015-2016

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May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
October 2015	7. Implement strategies that emphasize TEKS objectives in all areas targeting thinking skills on an on-going basis. Furnish necessary materials.	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Curriculum Department	Title I - \$500 Migrant	2	Student Assessment Data, Teacher Observation
August 2015 May 2016	8. Implement a system of using various questioning techniques to continuously assess for comprehension. Furnish necessary materials.	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Curriculum Department	Title I - \$2,000 Migrant - \$200	2	Student Assessment Data, Teacher Observation
	9. Provide training on questioning techniques and comprehension. Include training on DOK levels. *Teacher resources for comprehension skills (stories).	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Curriculum Department	Title I - \$1,000 Migrant - \$200	3,4	Student Assessment Data, Teacher Observation Student Gains
August 2015 May 2016	10. Provide students with research based intervention programs/ strategies that will help ensure student success and help them acquire proficient and advanced levels of academic achievement in STAAR. Furnish necessary materials. *Region IV Intervention Program *Before/After School Targeted Tutorials *Reading, Writing, Math, Science Camps *Math Success *Istation *Research Based Instruction *Hands-On Activities *Technology *Exposure to science experiments throughout the school year *Accelerated Reader *Daily Homework (Packets from Administrator to target identified skills in need of intervention.)	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Curriculum Department	Title I - \$1,500 Migrant - \$600 State Bilingual - \$1,200	9	Student Assessment Data, Teacher Observation Student Gains
	11. Establish a publishing area in each classroom to encourage writing in all content areas. Promote journal writing and non-fictional writing. Provide necessary materials.	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Curriculum Department	Title I - \$600 Migrant - \$200	2	Student Assessment Data, Teacher Observation Student Gains
	12. Provide ample training opportunities for Math and other upcoming subject area updates.		Title II	4	Student Assessment Data, Teacher Observation Student Gains PDAS
	13. Provide staff training on Assessment Data Analysis. *STAAR Progress Measure *ELL Progress Measure *STAAR Phase In levels			4	

F. J. SCOTT ELEMENTARY
Campus Improvement Plan
2015-2016

Student Population: All Students
Indicator: Curriculum
Objective: To improve student performance levels as indicated.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math%				90%+	
Writing-% Science-%					
Timeline	Strategy	Staff	Resources	Component #	Evaluation
August 2015 May 2016	11. Help increase vocabulary skills by providing students with research based programs and activities on an on-going basis. Provide necessary materials. <ul style="list-style-type: none"> • Daily Oral Language • Vocabulary Success • Daily Buzzwords • Million Dollar Words • Language Experience Approach • Nursery Rhymes/Chants • Brain Pop • Reading Incentives • Essential Skills Program • Fry List • Science Our Way • Living with Science • Smart Board Activities • Express Ways to Reading (sight words) • Magickeys.com • Pearson Reading Basal • Harcourt 	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Curriculum Department	Title I - \$800 Migrant - \$200 State Comp - \$3,500 State Bilingual - \$2,800	2	Student Assessment Data, Teacher Observations Student Gains
August 2015 March 2016	12. Provide opportunities for students to use graphic organizers to enhance learning in (Reading, Writing, Math, Science and Social Studies). Provide necessary materials. *Story Maps *Main Idea Charts *Webs *Reading Chart *KWL Charts *T Charts *William McDonald Charts	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Curriculum Department	Title I - \$800 Migrant Title III - \$1,000 State Comp	2	Student Assessment Data, Teacher Observations Student Gains

F. J. SCOTT ELEMENTARY

Campus Improvement Plan

2015-2016

Student Population: All Students
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Objective: To improve student performance levels as indicated.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
August 2015 May 2016	13. Provide students with the opportunity to use innovative strategies and programs to enhance learning. Furnish necessary materials. *Science Lab *Technology *Exam-gem (Math & Science) *Audio Visual Aids *A variety of online programs *Campus Power Point Collection *CAI *Math Success *Istation *STAAR Test Maker	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Curriculum Department	State Allotment - \$1,000 Title I - \$1,500 Migrant State Comp - \$1,200 GT - \$1,200	2	Class Grades, District Assessment, TPRI, ITBS, LAS O, TELPAS, CAI, STAAR scores, Weekly Assessments.
August 2015 May 2016	14. Administer Local/State Assessments to all students. Analyze and desegregate data. Use data to plan instruction accordingly. Purchase necessary materials.	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Curriculum Department	Title I - \$500 Migrant Title II - \$1,000 State Comp. - \$800	8	Student Assessment Data DMAC
Daily	15. Enhance instruction in all areas through the use of the CAI Lab and other software programs. Update labs as necessary. Furnish necessary materials. * MCS *RW *IR *RR *Discover English *Discover Science *Sleek Software *Essential Skills *Star-fall *Read Naturally *Spellingcity.com	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Curriculum Department Computer Proctor	State Allotment - \$1,000 Title I - \$500 Migrant State Comp \$1,000	2	CAI Reports Read Naturally Graphs
August 2015 -May 2016	16. Provide high-quality staff development on the implementation of the ESL Program. Furnish necessary materials.	Mrs. D. Salinas, Mrs. D. Perez, Teachers, Consultant	Title I - \$500 Migrant Title II - \$1,500 State Bilingual - \$2,000 Title III - \$1,500	4	Sign In Rosters Walk-thrus Student Gains

F. J. SCOTT ELEMENTARY
Campus Improvement Plan
2015-2016

Student Population: All Students
Indicator: Curriculum
Objective: To improve student performance levels as indicated.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
August 2015 November 2015 January 2016 March 2016	17. Provide high quality staff development for all instructional assistants on effective instructional strategies. Provide necessary materials. *Read Naturally Program *CAI *SRA *Leap Frog *Rally Ready Resource Kit	Mrs. D. Salinas, Mrs. D. Perez, Teachers, Teacher Aide	Title II - \$2,000	4	Walk-thru, Student Assessment Data Student Gains
August 2015 - May 2016	18. Provide students with ample opportunities to develop Fluency and comprehension, increase vocabulary, and strengthen their listening and speaking skills. Furnish necessary materials. *Read Naturally *Software Programs *McMillan Fluency *Audio Visual Aids *Podium Speaking *AR *Nursery Rhymes / Poetry *Book It *Storytelling	Mrs. D. Salinas, Mrs. D. Perez, Teachers	State Comp. - \$1,500 Title I - \$1,500 Migrant State Bilingual - \$900	2	Student Assessment Data Teacher Observations Walk-thrus Student Gains
	19. Encourage Parent Volunteer Tutoring for PreK-5 on a needs basis.	Mrs. D. Salinas, Mrs. D. Perez, Teachers	Title I - \$1,200 Migrant	6	Student Assessment Data Teacher Observations Walk-thrus Student Gains
March 2016	20. Promote reading in the classroom and at home by encouraging students to build a home library. *Scholastic Book Fairs *Reading Logs *Storytelling Time *Authors/Illustrators (Presentation) *Dr. Seuss Weekly Celebration *Read Across America Celebrations *FJS Book Club	Mrs. D. Salinas, Mrs. D. Perez, Teachers, Librarian	State Comp. - \$1,000 Title I - \$1,200 Migrant State Comp. - \$1,000	2	Student Assessment Data Teacher Observations Walk-thrus Student Gains

F. J. SCOTT ELEMENTARY
Campus Improvement Plan
2015-2016

Student Population: All Students
Indicator: Curriculum
Objective: To improve student performance levels as indicated.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
April 2016- May 2016	21. Instill a love for reading by encouraging students to Participate in activities such as: *Book It *AR *Read Naturally *Scholastic Book Fair	Mrs. D. Salinas, Mrs. D. Perez, Teachers, Librarian	Title I - \$1,000 Migrant State Comp - \$1,000 State Bilingual - \$800 Regular Program \$2,500	2	AR Management System Weekly School-wide Summary Reports
	22. Increase fluency and comprehension through the use of Campus AR Program. Continuously monitor student gains. Provide necessary materials. Check for correlation with student achievement. *AR incentives such as AR shirts, AR plaque, AR vouchers, and AR field trip	Mrs. D. Salinas, Mrs. D. Perez, Teachers, Librarian	Title I - \$800 Migrant State Comp. - \$800	2	AR Management System Weekly Point Reports Student Assessment Data
	23. Provide opportunities to allow for a smooth transition for students coming in from early childhood programs and those going to Middle School. *Campus Visits *Meeting Campus Personnel *Horizontal Team Meetings	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers		7	Teacher Observation
	24. Provide parents with training on skills they can use to help their children increase academic achievement. Establish a Parents as Partners in Education relationship. Provide necessary materials. *Monthly Parent Meetings *Parent Center *Monthly Parent newsletters	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers	Title I - \$500 Migrant	6	Sign In Rosters, Student Assessment Data Student Gains

F. J. SCOTT ELEMENTARY
Campus Improvement Plan
2015-2016

Student Population: All Students
Indicator: Curriculum
Objective: To improve student performance levels as indicated.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
August 2015- May 2016	25. Provide educational field trip opportunities to enhance student learning. <ul style="list-style-type: none"> Local/historical landmarks Educational locations that will boost student learning. 	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers	Title I - \$1,500 Migrant GT - \$800	2	Student Observation
	26. Coordinate horizontal and vertical planning on a systematic basis.	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers	Title I - \$500 Migrant Title II	3,4	Sign-in Rosters Teacher Observations Walk –thrus Student Assessment Data/Gains Teacher Input
	27. Implement a systematic approach to Reading, Writing, Math, Science and Social Studies with emphasis on TEKS objectives. <ul style="list-style-type: none"> Hands-on activities/materials (Science & Social Studies). Smart board Activities 	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers	Title I - \$500 Migrant	2	Student Assessment Data/Gains Walk – thru Teacher Observation Student Scores/Gains
	28. Recognize students for academic excellence. Furnish necessary materials. Incentives for student growth	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers	Title I - \$2,000 Migrant State Comp \$1,500	2	Student Performance Results
	29. Identify and address the needs of the Dyslexia/504 populations. Incorporate Express Ways to Reading in the classroom.		Title I - \$2,000 Migrant	2	Student Performance Results

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Campus Improvement Plan
2015-2016

Student Population: All Students
Indicator: Curriculum
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May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
August 2015– September 2016	1. Provide awareness opportunities to parents on importance of school attendance. <ul style="list-style-type: none"> Attendance Policy Parent Compact Student Handbook Meet the Teacher/Spring Open House Phone Calls Home Visits Conferences Daily Reminders 	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Superintendent, Parents, Students, Nurse, Truancy Officer, Attendance Committee, Community Service Resources	Title I - \$200 Migrant	6	ADA Report , PIEMS Data
August 2015 –May 2016	2. Provide timely response to excessive student absences and late arrivals 3. Promote Community / School Home Connections <ul style="list-style-type: none"> Parents as Partners in Ed Burger King Night Church's Night Pizza Hut / Book It Peter Piper Pizza McDonald's Night 	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Superintendent, Parents, Students, Nurse, Truancy Officer, Attendance Committee, Community Service Resources	Regular - \$500	2	
	4. Disaggregate and analyze student attendance reports. <ul style="list-style-type: none"> Weekly Basis 	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Superintendent, Parents, Students, Nurse, Truancy Officer, Attendance Committee, Community Service Resources	Title I - \$1,000 Migrant - \$500	6	ADA Report , PIEMS Data
Daily	5. Recognize students with perfect attendance through: <ul style="list-style-type: none"> Assemblies Incentives / Certificates / Trophies 			2,3	
Every Six Weeks	6. Provide ample opportunities for students to engage in extracurricular activities that will serve as motivators. These include: <ul style="list-style-type: none"> Character Ed. Activities UIL Seasonal / Cultural Activities Field Day Technology Presentations G.T. Field Trips 	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Superintendent, Parents, Students, Nurse, Truancy Officer, Attendance Committee, Community Service Resources	Title I - \$800 Migrant	2	ADA Report , PIEMS Data
August 2015 - May 2016					ADA Report , PIEMS Data

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Campus Improvement Plan

2015-2016

Student Population: All Students
Indicator: Curriculum
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May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
September October November December January February March April May Sept. 2015 – May 2016	1. Provide students with character education activities. Provide necessary materials. <ul style="list-style-type: none"> Honesty Responsibility Compassion Perseverance Loyalty Justice Self-Reliance Self-Discipline Integrity 	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers	Title I - \$250 Migrant State Comp. \$800	2,10	Disciplinary referral records Attendance Reports Student scores
	2. Emphasize positive character traits within classroom instruction.	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers	Title I - \$500 Migrant State Comp - \$250	2	Student observations
	3. Provide students with the opportunity to present / display acquired knowledge of character traits through: <ul style="list-style-type: none"> Class presentations/Guests Speakers Assemblies Student involvement with the community Student Leaders 	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers	Title I - \$200 Migrant \$250	2	Disciplinary referral monitoring records Student Observations
	4. Promote positive character traits on campus on an on-going basis: <ul style="list-style-type: none"> PA System Marquee Staff Modeling Project Wisdom Caring Messages Classroom management training/skills 	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers	Title I - \$150 Migrant - \$150 State Comp. \$200	2	Student Assessment Data Walk Thrus Teacher Observations Discipline Referrals Student Observation
	5. District Wall of Fame				

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Campus Improvement Plan
2015-2016

Student Population: All Students
Indicator: Curriculum
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May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
Aug. 2015 – May 2016	<ol style="list-style-type: none"> 1. Implement Fuel Up to Play 60 as our Coordinated School Health Program. 2. Incorporate physical activity breaks throughout school day. 3. Implement steps to improve knowledge on nutrition. 4. P.E. teachers will incorporate activities that keep all students active during P.E. class. 5. Encourage use of non-food fundraisers on our campus. 6. Students will not be removed from P.E. for disciplinary actions. 7. Alternatives for food will be used as rewards in the classroom. 8. Provide an “open gym” once a week. 9. Policies on physical activity and nutrition will be shared (in student handbook, on website) 10. Create a school “wellness team” for planning and promoting activities. Include at least one parent in team. 	<p>P.E. Coach Teachers Mrs. Diana Salinas Mrs. Diana Perez</p> <p>P.E. Coach Teachers Mrs. Diana Salinas Mrs. Diana Perez</p> <p>P.E. Coach Teachers Mrs. Diana Salinas Mrs. Diana Perez</p> <p>P.E. Coach Teachers Mrs. Diana Salinas Mrs. Diana Perez</p> <p>P.E. Coach Teachers Mrs. Diana Salinas Mrs. Diana Perez</p> <p>P.E. Coach Teachers Mrs. Diana Salinas Mrs. Diana Perez</p>		2,10	Student Participation Rosters Fitness gram Data

F. J. SCOTT ELEMENTARY

Campus Improvement Plan

2015-2016

Indicator: Physical Education for all students

Objective: To provide physical activity to enhance the physical growth and development of all students.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
Aug.2015 - May 2016	1. Provide children with gross motor development activities with/without equipment (balls, ropes, beanbags, scooters, mats, movements, hoops, etc.).	Mr. S. U. Barrera Mrs. D. Salinas Mrs. D. Perez	Title I - Migrant	2	Teacher monitoring
Aug.2015 - May 2016	2. Provide appropriate equipment and materials for physical activities; such as fitness, sports and learning games. (balls, bats, putters, nets, scoops, batons ropes, parachutes, sorting materials, music & other media, balance equipment, etc.)	Mr. S. U. Barrera Mrs. D. Salinas Mrs. D. Perez	Title I - Migrant	2	Teacher monitoring Lesson Plans
Aug.2015 - May 2016	3. Schedule classes to provide adequate time for PreK-5 students in Physical Education class (30 min.150min/wk or more).	Mr. S.U. Barrera Mrs. D. Salinas Mrs. D. Perez	Daily Schedule	2	TEA Min. Requirements 135 min/wk. or more
Aug.2015 - May 2016	4. Our campus has developed and is implementing a coordinated school health program that meets the criteria identified by TEA through the participation of students in health and wellness activities. -Volley ball Tournament (3 rd – 5 th) -Jump Rope For Heart -Walk for Diabetes -Field Day / Knight Relays -Fun walks before Jamaicas (Winter/Spring) -Fuel Up to Play 60 Projects	Mr. S.U. Barrera Mrs. D. Salinas Mrs. D. Perez	Title I - Migrant	2,10	Grade book data teacher evaluation Fitness Gram Program
	5. Campus team reviews student data to make informed recommendations for campus goals/objectives • Goals is to improve nutrition and physical activities on campus • Continue participation in Fuel Up to Play 60. Follow up with recommended activities that instill healthy habits - Newsletters - Posters - Fitness Walks • Follow up with recommendations made by the School Health Advisory Council (SHAC)	Mr. S.U. Barrera Mrs. D. Salinas Mrs. D. Perez Teachers	Title I - Migrant	2	Student Assessment Data Teacher Observation
	6. Provide appropriate materials for measurement of physical fitness and for evaluations of skills (Fitness Gram, flexibility box, BMI analyzer, heart rate, pedometers, monitor standing long jump mat, stop watch, cones, spots, measuring tape, line markers, lesson and activity books, targets. etc. Purchase necessary materials.	Mr. S.U. Barrera Mrs. D. Salinas Mrs. D. Perez Mrs. N. Benitez Teachers	Title I - Migrant	2,10	Student Participation Logs
	7. Use physical development activities in the enhancement of academic skills. Provide necessary resources. Integrate core subject skills into physical education.				

F. J. SCOTT ELEMENTARY
Campus Improvement Plan
2015-2016

Indicator: Physical Education for all students

Objective: To provide physical activity for physical growth and development

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90% +	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
Aug.2015 - May 2016	<p>8 Provide students opportunity to participate in a variety of extracurricular activities. Enhancing leadership, citizenship, and responsibility skills</p> <p>September – Fuel Up to Play 60 Kick Off</p> <p>October – School Walk before Fall Carnival</p> <p>November – School Walk</p> <p>February – Jump Rope for Heart</p> <p>March – Poster Competiton/School Walk before Spring Carnival</p> <p>May- Field Day</p> <p>Pull Tabs for Ronald McDonald House monthly throughout the school year</p>	<p>Mr. S. U. Barrera</p> <p>Supt./P.E. Staff</p> <p>Supt./P.E. Staff</p> <p>Supt./P.E. Staff</p> <p>Supt./P.E. Staff</p> <p>Supt./P.E. Staff</p> <p>P.E. Staff</p>	<p>AHA</p> <p>Roma ISD</p> <p>P. E. Dept.</p> <p>ADA</p> <p>Ronald McDonald House (Harlingen)</p> <p>Title I - Migrant</p> <p>\$1,000</p>	2	Students Participation sign up roster
Aug.2015 - May 2016	<p>9. Provide motivational incentives for good behavior, sportsmanship and citizenship.</p> <ul style="list-style-type: none"> • P. E. Class of the Week, trophy • stickers • Joust Competition • Pull tab campaign trophies (1st-3rd place) • Medals for top fund raisers for school Walk for Diabetes and Jump Rope for Heart • Certificates • “Class of the Year” – party • Teachers’ game (volleyball or other) 	<p>Principal D. Salinas</p> <p>D. Perez</p> <p>Mr. S. U. Barrera</p> <p>D. Salinas</p> <p>D. Perez</p>	<p>Title I Migrant</p> <p>\$1,000</p>	2	Sportsmanship and conduct Point chart
Aug.2015 - May 2016	<p>10. Provide students with the opportunity to participate in the F. J. Scott Cheer/Dance Teams.</p>			2	*Student Achievement Data
Aug.2015 - May 2016	<p>11. Purchase necessary materials and equipment for Dance Teams and P.E. Activities.</p>	<p>Mr. J. E. Alanis</p> <p>Mrs. Guerra</p> <p>Miss P. Gonzalez</p>		2	*Local Competitions
				2	*American Dance/Drill Team Competition

F. J. SCOTT ELEMENTARY
Campus Improvement Plan
2015-2016

Indicator: University Interscholastic League

Objective: To provide extra curricular activities for all students

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
Oct. to May 2015-2016	1. Students will be provided the opportunity to participate in UIL Academic Events such as: (Purchase necessary materials) a) Spelling 2 nd – 5 th b) Ready Writing 3 rd – 5 th c) Creative Writing 2 nd d) Oral Reading 3 rd – 5 th e) Sp. Poetry 2 nd – 5 th f) Number Sense 3 rd – 5 th / Mathematics 2 nd - 5 th g) Storytelling / Sp. Storytelling 2 nd – 3 rd h) Art – 4 th – 5 th i) Dictionary Skills 5 th j) Listening Skills 5 th k) Science 4 th – 5 th l) Maps, Graphs & Charts	UIL Coaches / UIL Coordinators: <u>D. Salinas</u> <u>D. Perez</u> <u>L. Maldonado</u>	Title I Part A UIL Funding \$2,000	2	Student Participation Rosters Invitational Meets In-House Meet District Meet
Oct. to May 2015-2016	2. Necessary materials/funding will be provided to assist students participating in UIL Academics. a) Transportation b) Materials c) Coaching staff d) Meals	UIL Coaches / UIL Coordinators: <u>D. Salinas</u> <u>D. Perez</u> <u>L. Maldonado</u>	Title I UIL Funding \$1,500	2	Student Participation Rosters Invitational Meets In-House Meet District Meet
Oct. to May 2015-2016	8. Motivational incentives will be provided for students participating in UIL activities. a) T-Shirts b) Awards / Trophies c) Recognition d) Field trip	UIL Coaches / UIL Coordinators: <u>D. Salinas</u> <u>D. Perez</u> <u>L. Maldonado</u>	Title I UIL Funding \$1,500	2	Student Participation Rosters Invitational Meets In-House Meet District Meet
Oct. 2015	9. UIL Fair- Coaches will be able to give a brief description of their event or events in order to recruit participants. This will give the students an idea of the different events, which in turn will help them decide which one they would like to try-out for. This will also help students get a better understanding of UIL, and the commitment they will have to dedicate to it.	UIL Coaches / UIL Coordinators: <u>D. Salinas</u> <u>D. Perez</u> <u>L. Maldonado</u>			Student Participation Rosters

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Campus Improvement Plan
2015-2016

Student Population: Migrant
Indicator: Curriculum
Objective: To improve student performance levels as indicated.

May 2015		Mid-Year Evaluation		May 2016		
Reading-% Math-% Writing-% Science-%				90%+		
Timeline	Strategy		Staff	Resources	Component #	Evaluation
Every Six Weeks	1. Emphasize TEKS objectives in all areas (Reading, Writing, Math, Science and Social Studies).		Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers	Migrant - \$1,000	2,3	Student Assessment Data
	2. Align and adjust Reading, Writing, Math, Science, and Social Studies topic maps as needed.		Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers		2,3	Teacher Observations
November 2015	3. On-going high quality research-based staff development on Reading, Math, Writing, Science and Social Studies strategies for improving the overall delivery of instruction for all migrant students.		Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, M. L. Cruz	Title II Part A - Migrant -		STAAR, D-MAC
April 2016	Provide necessary material.		Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers	Migrant \$800	4	Teacher Observations
	4. Provide small group instruction / tutorial services to migrant students. Furnish necessary materials.		Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers	Migrant - State Comp - \$1,200	9	Students Assessment Data
	*Before/After School Tutorials		Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers			Teacher Observations
	*Reading, Writing, Math, Science Camps		Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers			Students Assessment Data
	*STAAR Master		Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers			Sign In Roster
August 2015- May 2016	5. Develop a systematic approach to writing, emphasizing TEKS objectives. Provide students the opportunity to express their own migrant experiences in their writings. Purchase necessary material.		Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers	Title I Part C Migrant \$1,800	2	Campus Assessment Data
	6. Provide students the opportunity to use graphic organizers and hands on experiences to enhance academic achievement. Provide necessary material.		Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers	State Comp Migrant \$500	2	D-MAC
August 2015- May 2016	7. Administer Local and State Assessments / Six Weeks Tests to all migrant students. Disaggregate and analyze data. Plan accordingly. Purchase necessary materials.		Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers	State Comp Migrant \$1,000	8	Student Assessment Data
Every Six Weeks	*Provide students with incentives to motivate them to excel.					Walk-Thru
						Teacher Observation
						Student Assessment Data
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Campus Improvement Plan
2015-2016

Student Population: Migrant
Indicator: Curriculum
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May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
August 2015- May 2016	8. Develop and share reading and math strategies that target campus weaknesses. Focus on Vocabulary / Fluency. *Read Naturally *Discovery English *IStation *Leap Frog *CAI (IR & RR) *TTM *Sight Word Lists *Daily Buzzword *Moby Max *oral vocabulary development activities	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers	Migrant \$1,000	2	Student Assessment Data, Teacher Observation Walk-Thru
August 2015 May 2016	9. Provide ample opportunities for students to acquire and develop their listening / speaking skills. *Inspirational and Motivational presenters *Magic Show (Oscar Muñoz) *Invited parents and community members to read aloud stories. *Author's visits	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez,	Migrant \$900 Migrant \$2,500	2 2,10	Student Assessment Data Teacher Observation Walk-Thru Student Observation
Every Six Weeks	10. Provide self-esteem and motivational activities to boost student's self confidence. Furnish necessary materials.	Computer Lab Proctor, Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers	Migrant State Technology \$3,000	2	Student Observation, Teacher Observation, Students Assessment Data, Project Evaluation
August 2015 May 2016	11. Provide students with the opportunity to use technology / innovative strategies to enhance their learning. Provide necessary material. *CAI *Problem Solving *IStation *Discovery English *Science Lab *TTM *MCS *Reading-RR-IR-RW-RA *Moby Max *Technology Club *Knights TV *Starfall *Reading/Math Frontier *Sleek It *Brain Pop *United Streaming *Mysatori *Smart board lessons *Magic keys (phonics program) *Children's storybooks online				

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Campus Improvement Plan
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Student Population: Migrant
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May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
October 2015- April 2016	12. Provide resource assistance to service migrant students. Provide necessary materials.	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers	Migrant - \$750	9	Student Rosters Assessment Data
May 2015- June 2016	13. Provide staff development on Project Matters / Summer School Programs available to migrant students. Tutorial/Home activities (1-3 year olds)	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers	Migrant - \$750 Title II State Comp	3,4,7	Sign –In Rosters
October 2015, December 2015 March 2016 May 2016	14. Continue RIF distributions in efforts to instill a love of reading amongst migrant students. Furnish necessary materials *AR Program *Book Club *AR Incentives	Mrs. D. A. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers Mrs. D. G. Salinas	Migrant	2	Student Observation Teacher Observation Walk-Thru Student Assessment Data
Every Six Weeks	15. Provide on-going high – quality staff development on curriculum / delivery / assessment.	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez,		2,3,4	
August 2015 May 2016	16. Provide Accelerated Instruction in Reading / Math use different levels of Bloom’s Taxonomy in the delivery of instruction to close achievement gap among migrant students. Tutorial - Purchase necessary materials including motivational incentives.	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers	Migrant Title II Part A \$2,000	9	Student Rosters Teacher Observations Walk-Thru
August 2015 May 2016	17. Increase the use of manipulative/ hands-on activities to enhance student learning. Furnish necessary materials.	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers	Migrant, Bilingual \$1,300	2	Student Rosters Teacher Observations Walk-Thru
August 2015	18. Provide research based staff development to all instructional asst. on instructional strategies. Provide necessary materials.	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez,	Migrant State Comp. \$2,000	2,3,4	Student Rosters Teacher Observations Walk-Thru
			Migrant \$1,400		

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May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
August 2015 May 2016	*Read Naturally *Math (Fact Drills) *CAI	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Miss V. Bazan, Teachers	Migrant		Student Assessment Data
August 2015 May 2016	19. Identify and address the needs of the dyslexia / 504 Populations.	Mrs. D. Salinas, Mrs. D. Perez, Teachers,		2,9	Observation
August 2015 May 2016	20. Provide educational field trip opportunities to enhance student learning.	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Migrant Clerks	Migrant \$1,000	2	PEIMS Data
August 2015 May 2016	21. Coordinate efforts with central office personnel to identify and recruit migrant students. *enrollment booth at campus *designate a chairperson at campus level.	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers		2	
August 2015 May 2016	22. Increase Parental Involvement: *Parent-Tutoring *Parent Meetings *Parent Volunteers *Phone Calls *Newsletters (Use parent's primary language) *Parent Center	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Nurse, Community Aides, Mrs. M.L. Cruz	Migrant \$800	6	Sign-in Rosters
August 2015 May 2016	23. Provide awareness opportunities of programs and other services offered to migrant students. *Vouchers *Supplies *Medical Assistance *Other assistance as needed *Project Matters	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Nurse, Migrant Clerks, Mrs. M.L. Cruz	Migrant State Comp. \$800	4,6	Sign-in Rosters,

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May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
August 2015 May 2016	24. Ensure all Priority for Service students are being serviced.	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, , Teachers, Nurse, Migrant Clerks, Mrs. M.L. Cruz		2,10	PEIMS Data PFS Form
Monthly	25. On-going monitoring of migrant students progress. *Computer reports *PFS Routine Checks *AR Reports *Progress Reports	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers	Migrant State Comp. \$900	2	Student Assessment Data Student Report Cards Counselor Tracker
	26. Provide after school tutorials for all 1 st grade migrant students.	Mrs. D. Salinas, Mrs D. Perez, Mrs. N. Benitez, Teachers, Aides	Migrant State Comp. \$900	9,10	Student Assessment Data Student Report Cards Counselor Tracker

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Campus Improvement Plan
2015-2016

Student Population: Migrant
Indicator: Attendance / Dropout
Objective: To improve student performance levels as indicated.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
Every Six Weeks	1. Student incentives (Burger King tokens, ice cream party, pizza party, free video McDonalds) Community Involvement AR celebration	Mrs. D. Salinas, Mrs. D. Perez, Teachers	Migrant Community Resources \$400	2	ADA Records
August 2015 May 2016	2. Awards Assembly and self-esteem programs (Awards, trophies, medals, pictures)	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers	Migrant \$3,000	2	ADA Records
September 2015	3. Emphasize importance of student attendance through: *Parental Compact *Meet the Teacher *Attendance Policy *Student Handbook *Phone calls	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Parent	Migrant \$1,200	2,6	Sign-in Roster ADA Records
August 2015 May 2016	4. Assist students with late enrollment / early withdrawals.	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Registrar/ Attendance Clerk		2	ADA Records
September 2015 May 2016	5. Send school representative after three consecutive absences. *Maintain proper documentation	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Attendance Clerk		2	ADA Records
September 2015 May 2016	6. Provide character education activities to motivate all migrant students to attend school.			2	ADA Records
September 2015 May 2016	7. Provide educational opportunities for migrant students. *Field Trips	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers	Migrant \$1,500	2	ADA Records
	8. Group/Individual counseling sessions for identified PFS students.		Migrant	2	

F. J. SCOTT ELEMENTARY
Campus Improvement Plan
2015-2016

Student Population:	Migrant
Indicator:	Attendance / Dropout
Objective:	To ensure attendance rate exceeds state standard.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
Six Weeks	9. Self-Esteem / Student motivational activities that include:	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Staff, Mrs. M.L. Cruz	Regular Bilingual Migrant State Comp \$1,200	2,10	ADA Records
September 2015	a. Spring/Fall Fests (games and activities)				
November 2015	b. Seasonal Programs (show)				
December 2015	c. Field day				
February 2016	d. Extra-curricular activities (motivators)				
April 2016	e. Punt, Pass, and Kick				
May 2016	f. Jump Rope for Heart				
	g. Knight's Relay				
	h. Awards Assemblies				
	i. Character education activities				
	j. Trophies / Medals/ Certificates				
	k. Multimedia Presentations on school importance				
	l. Field trips				
	m. UIL				
	n. Knight's T.V.				
	o. Dance/Drill Team				
	p. AR Kick off celebration				
	10. Migrant Counseling Groups.	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Staff, Mrs. M.L. Cruz	Regular Bilingual - Migrant State Comp \$3,000	2	ADA, Perfect Attendance Roster
	11. Summer Program Celebrations			2	

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Campus Improvement Plan
2015-2016

Student Population: At Risk
Indicator: Curriculum
Objective: To improve student performance levels as indicated.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
Daily	1. Emphasize TEKS objectives in all areas (Reading, Writing, Math, Science and Social Studies).	Mrs. D. Salinas, Mrs. D. Perez, Curriculum Director All Teachers	Title II Title I \$500	2,3	Student Assessment Data Teacher Observation Walk-Thru PDAS
Every Six Weeks	2. Align and adjust Reading, Writing, Math, Science, and Social Studies topic maps as needed. Furnish necessary materials. *Establish Teams (Campus Level)	Mrs. D. Salinas, Mrs. D. Perez, Curriculum Director	State Comp Title II Title I	2,3	
August 2015- As necessary	3. On-going high quality research based staff development on Reading, Writing, Math, Science, and Social Studies strategies. Focus on the improvement of overall delivery of instruction for all at-risk students. (Bloom's Taxonomy) Provide necessary materials *Include Math and other upcoming subject area updates.	Mrs. D. Salinas, Mrs. D. Perez, Teachers, Consultant	\$1,000 Title I Regular State Comp	4	Student Assessment Data Teacher Observation Walk-Thru PDAS
August 2015 – May 2016 As necessary	4. Provide staff development for all teachers/ instructional assistants on intervention programs / strategies that may be implemented in the classroom. *Read Naturally *CAI *McMillan Intervention *Leap Frog *Achieve It *Head Sprout *Star Fall	Mrs. D. Salinas, Mrs. D. Perez, Teachers, Teacher Aides	\$2,500 Title I - \$2,500	4	Sign In Roster Student Assessment Data
October 2015 – April 2016	5. Implement an intervention / tutorial program for at-risk students. Provide early identification / intervention. Focus on the development of vocabulary / comprehension and increasing fluency. Purchase necessary materials. <ul style="list-style-type: none"> Read Naturally Saxon Phonics Saxon Math/Sharon Wells/TEKSING towards STAAR Leap Frog Computer Software Programs A.R. Istation Texas Success Moby Max 	Mrs. D. Salinas, Mrs. D. Perez, Teachers, consultant	 Title I Title II Part D State Comp \$1,500 State Technology	9	Teacher Observation Walk-Thru Student Assessment Data
August 2015 – May 2016	6. Provide students with ample opportunities to acquire and develop their listening / speaking skills. Purchase necessary materials.	Mrs. D. Salinas, Mrs. D. Perez, Teachers	State Comp \$1,500 Title I \$1,500	9	Teacher Observation Walk-Thru Student Assessment Data

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Campus Improvement Plan
2015-2016

Student Population: At Risk
Indicator: Curriculum
Objective: To improve student performance levels as indicated.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
August 2015 to May 2016 Daily	7. Provide on-going high-quality research based staff development on curriculum / instruction delivery/ assessment on an on-going basis. Target Campus Weaknesses. (Information gathered from assessment data.)	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Instructional Aides	Title II \$2,000	1,4	Sign In Rosters Teacher Observation Walk-Thru
Every Six Weeks	8. Implement a systematic and progressive approach to Writing. Target all student expectations.	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers	Title II State Comp \$1,100	2	Teacher Observation Walk-Thru
	9. Coordinate vertical / horizontal team planning on a scheduled basis (PLC's).	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Resource Teacher, Librarian	Title I Title II \$2,500	2,3,4	Sign In Rosters Teacher Observations
August 2015 to April 2016	10. Administer local / state assessments. Disaggregate, analyze and plan according to data. Purchase necessary materials to enhance instruction and improve student scores.	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers		8	Student Assessment Data (TPRI, Tejas Lee, ITBS, Dist. Assessment, TELPAS, STAAR)
August 2015 to May 2016	11. Enhance parental involvement program by providing parents with training sessions that will enable them to better assist their children in all subject areas. <ul style="list-style-type: none"> Monthly Parent Meetings 	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Parental Involvement Liaison	Title I	2,6	Sign In Rosters DMAC
August 2015 to May 2016	12. Encourage the use of graphic organizers in the classroom to enhance student learning.	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers		2	
August 2015 to May 2016	13. Provide self-esteem / motivational activities that enhance student's overall growth (academically and emotionally). Furnish necessary materials. <ul style="list-style-type: none"> Project Wisdom Character Education Programs 	Mrs. D. Salinas, Mrs. D. Perez, Teachers, 504 Committee, Dyslexia Teacher	Title I \$1,400 State Comp State Comp Title I \$1,000	10	Sign in Rosters Student Assessment Data Teacher Observation Walk-Thru Student Observations

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Campus Improvement Plan
2015-2016

Student Population: At Risk
Indicator: Curriculum
Objective: To improve student performance levels as indicated.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
August 2015 thru May 2016	14. Provide at risk students with the opportunity to use technology / innovative and hands – on strategies to enrich learning. *CAI, Programs *Science Lab *Software Programs *MySatori *Technology Club *Monitoring on an on-going basis (Weekly, Bi-weekly, Every Six Weeks)	Mrs. D. Salinas, Mrs. D. Perez, Teachers	Title I, State Allot. Tech., Title III, State Comp. \$3,500	2	CAI Report (Assessment Data) Study Island Report
August 2015 thru May 2016	15. Provide AR / AM instruction to all at – risk students. Purchase necessary materials.	Mrs. D. Salinas, Mrs. D. Perez, Teachers,		9	Student Attendance Roster Student Assessment Data
August 2015 thru May 2016	16. Update the AR Reading Program and continue with the RIF Book distribution. <ul style="list-style-type: none"> • Provide incentives • Spanish Tests • Lower Level books 	Mrs. D. Salinas, Mrs. D. Perez, Teachers, Librarian	Title I \$3,000	2	AR Report Student Assessment Data
August 2015 thru May 2016	17. Provide educational field trip opportunities to all at risk students to enhance learning.	Mrs. D. Salinas, Mrs. D. Perez, Teachers	Title I \$2,500	2	Student Observation
August 2015 thru May 2016	18. Provide early identification/intervention of At Risk students - RTI	Mrs. D. Salinas, Mrs. D. Perez, Teachers, Dyslexia Proctors	Title I \$1,500	2	Assessment Data
August 2015 thru May 2016	19. Identify and address the needs of the dyslexia / 504 / ELL's, Sp. Ed. populations.			2,9	Student Assessment Data Student Attendance Roster
August 2015 thru May 2016	20. Provide resource assistance to all at risk students. <ul style="list-style-type: none"> • After School • Resource Classes • Peer Tutoring • CCC Lab • Before School 	Mrs. D. Salinas, Mrs. D. Perez, Teachers, Resource Teachers	Title I State Comp. Title II Title I \$3,500	2,9 7	Early Childhood Program Agency
August 2015 thru May 2016	21. Develop a plan for assisting pre school children in the transition from early childhood programs to local elementary school programs.				

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Campus Improvement Plan
2015-2016

Student Population: At Risk
Indicator: Attendance / Dropout
Objective: To ensure attendance rate exceeds state standard.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
August 2015- May 2016	1. Implement and maintain a strong parental involvement program by offering training sessions on the importance of attendance for all students including economically disadvantaged Title I students. <ul style="list-style-type: none"> A. Awards Assembly B. Parent-teacher conferences on a regular basis to improve attendance C. Phone Calls D. Home Visits 2. Encourage / motivate to attend school on a daily basis by implementing incentive activities. <ul style="list-style-type: none"> Class/Campus Newsletters A. Class Charts B. Conduct home visits by teachers to develop a good rapport with home. C. Counsel parents on the importance of education. D. Reward students with Perfect Attendance 3. Enhance parental involvement through direct communication with parents using phone calls, notes, visits and conferences, when student is absent. Purchase necessary materials. 4. Implement special incentive activities to promote attendance for the economically disadvantaged and Title I students. Purchase necessary materials. <ul style="list-style-type: none"> • Student of the Week • Outstanding Student Award • Classroom Incentives (Prizes) 5. Continue the implementation of a District-Wide Character Education program for all students including economically disadvantaged and Title I students to promote attendance. Recognize students who practice positive character traits. Purchase necessary materials. 6. Through the PLC process, teachers will meet to – <ul style="list-style-type: none"> *Determine and develop weekly and local academic assessments. *Schedule academic assessments *Plan for instructional strategies based on assessment data. 7. Provide students with research based intervention programs/ strategies that will help ensure student success and help them acquire proficient and advanced levels of academic achievement in STAAR. Furnish necessary materials. <ul style="list-style-type: none"> *Region IV Intervention Program *Before/After School Targeted Tutorials *Reading, Writing, Math, Science Camps *Math Success *Istation *Research Based Instruction *Hands-On Activities *Technology *Exposure to science experiments throughout the school year *Accelerated Reader *Daily Homework (Packets from Administrator to target identified skills in need of intervention.)	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Community Resources, Room Parents, Teachers, Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Teacher aides, Other Parents, Nurse, Parental Involvement Liaison Mrs. D. Salinas, Mrs. D. Perez, N. Benitez, Teachers Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Teacher – Aide Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Teacher – Aide	Title I - \$1,300 Title I \$1,300 Title I \$1,300 Title I - \$2,000 Title I – \$1,700	2,6 2,6 2,6 2 2	ADA Reports Parental Involvement Roster ADA Reports Parental Involvement Roster ADA Report Parent Rosters ADA Report ADA Reports Student Observation

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Campus Improvement Plan
2015-2016

Student Population: Title I / Economic Disadvantaged
Indicator: Curriculum
Objective: To improve student performance levels as indicated.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
Daily	1. Emphasize TEKS objectives in all areas (Reading, Writing, Math, Science and Social Studies).	Mrs. D. Salinas, Mrs.. D. Perez, Curriculum Director, All Teachers	Title II \$1,500	2,3	Student Assessment Data Teacher Observation Walk-Thru PDAS
	2. Align and adjust Reading, Writing, Math, Science, and Social Studies topic maps as needed. *Create Campus Level Teams	Mrs. D. Salinas, Mrs.. D. Perez, Curriculum Director, All Teachers	Title II \$1,000	2,3	
August 2015- May 2016	3. On-going high quality research based staff development on Reading, Writing, Math, Science, and Social Studies strategies, ELA updates. Focus on the improvement of overall delivery of instruction for all at-risk students. (Bloom's Taxonomy) Provide necessary materials.	Mrs. D. Salinas, Mrs.. D. Perez, Teachers, Consultant, All Teachers	Title I Regular State Comp \$1,500	4	Student Assessment Data Teacher Observation Walk-Thru PDAS
End of Every Six Weeks	4. Provide staff development for all teachers/ instructional assistants on intervention programs / strategies that may be implemented in the classroom. *Read Naturally *CAI *McMillan Intervention *Saxon Phonics *SRA *Motivation Math *TAKS Coach *Voc. Picture Cards *IStation *Moby Max *Texas Success	Mrs. D. Salinas, Mrs.. D. Perez, Teachers, Teacher Aides	Title I - \$1,500	4	Student Assessment Data Teacher Observation Walk-Thru PDAS, Sign In Roster
After Test Results Every Six Weeks	5. Implement an intervention / tutorial program for at-risk students. Provide early identification / intervention. Focus on the development of vocabulary and increasing fluency and comprehension. Purchase necessary materials. *Before/After School Tutorial *Camps *Instructional Materials *Star Fall *IStation	Mrs. D. Salinas, Mrs.. D. Perez, Teachers	Title I - \$4,500	9	Sign In Roster Student Assessment Data Teacher Observation
August – May Daily	6. Provide students with ample opportunities to acquire and develop their listening / speaking skills. Purchase necessary materials.		Title I State Technology \$1,300	9	Teacher Observation Walk-Thru Student Assessment Data/ Roster

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Campus Improvement Plan
2015-2016

Student Population: Title I / Economic Disadvantaged
Indicator: Curriculum
Objective: To improve student performance levels as indicated.

May 2015		Mid-Year Evaluation		May 2016	
Reading-94% Math-93%				90%+	
Writing-94% Science-98%					
Timeline	Strategy	Staff	Resources	Component #	Evaluation
August 2015to May 2016	7. Provide high-quality research based staff development on curriculum / instruction delivery/ assessment on an on-going basis. Target Campus Weaknesses.	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Instructional Aides	Title II \$1,500	1,4	Sign In Rosters Teacher Observation Walk-Thru, Student Assessment Data
Every Six Weeks	8. Implement a systematic and progressive approach to Writing. Target all student expectations.	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers	Title I \$1,000	2	Teacher Observation Walk-Thru, Student Assessment Data
August 2015to April 2016	9. Coordinate vertical / horizontal team planning on a Scheduled basis. (PLC's)	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Resource Teacher, Librarian	Title II \$1,500	2,3,4	Teacher Observation Walk-Thru, Student Assessment Data
August 2015 to May 2016	10. Administer local / state assessments. Disaggregate, analyze, and plan according to data.	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers		8	Sign In Rosters Teacher Observations Student Assessment Data
August 2015 to May 2016	11. Enhance parental involvement program by providing parents with training sessions that will enable them to better assist their children in all subject areas.	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Parents	Title I \$1,300	2,6	Student Assessment Data (TPRI, Tejas Lee, ITBS, Dist. Assessment, TELPAS, STAAR) DMAC
August 2015 to May 2016	12. Encourage the use of graphic organizers in the classroom to enhance student learning.	Mrs. D. Salinas, Mrs. D. Perez, Teachers, 504 Committee, Dyslexia Teacher, Mrs. N. Benitez	Title I State Comp. \$1,000	2	Sign In Rosters Student Assessment Data Teacher Observation Walk-Thru
	13. Provide self-esteem / motivational activities to enhance student's overall growth (academically and emotionally). Furnish necessary materials.		Title I \$2,000	10	Student Observations

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Campus Improvement Plan
2015-2016

Student Population: Title I / Economic Disadvantaged
Indicator: Curriculum
Objective: To improve student performance levels as indicated.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
August 2015 thru May 2016	14. Provide students with the opportunity to use technology / innovative and hands – on strategies to enrich learning. *CAI, Programs *Science Lab *Software Programs *Technology Club *AR *Reading Club *Brain Pop *Leap Pad *Ed Helper *Read Naturally *United Streaming *Smartboard	Mrs. D. Salinas, Mrs. D. Perez, Teachers	Title I, State Allot. Tech., Title III, State Comp. \$4,0500	2	CAI Report (Assessment Data) Study Island Report AR Reports RN Reports
August 2015 thru May 2016	15. Provide ARI / AMI instruction to all Title I students. Purchase necessary materials.	Mrs. D. Salinas, Mrs. D. Perez, Teachers		9	Student attendance Roster Student Assessment Data
August 2014 thru May 2015	16. Update the AR Reading Program and continue with the RIF Book distribution. Provide incentives. Purchase necessary materials.	Mrs. D. Salinas, Mrs. D. Perez, Teachers, Librarian	Title I \$3,500	2	AR Report
August 2015 thru May 2016	17. Provide educational field trip opportunities to all at risk students to enhance learning.	Mrs. D. Salinas, Mrs. D. Perez, Teachers	Title I \$1,500	2	Student Observation
August 2015 thru May 2016	18. Identify and address the needs of all students including ELL's, Dyslexia / 504 and Special Ed populations.	Mrs. D. Salinas, Mrs. D. Perez, All Teachers, Dyslexia Proctor	Title I \$1,500	2,9	Assessment Data
August 2015 thru May 2016	19. Provide resource assistance to all Title I students. <ul style="list-style-type: none"> After School Resource Class for all grade levels Peer Tutoring Camps 	Mrs. D. Salinas, Mrs. D. Perez, All Teachers, Dyslexia Proctor	Title I State Comp. Title II \$750	2,9	Student Assessment Data Student Attendance Roster
August 2015 thru May 2016	20. Provide economic assistance. Medical Services – to all students including those classified as ED. <ul style="list-style-type: none"> Vouchers Nurse's Services 	Mrs. D. Salinas, Mrs. N. Benitez, All Teachers	Title I \$3,500		Student Attendance Roster
August 2015 thru May 2016	21. Develop a plan for assisting Pre school children in the transition from early childhood programs to local elementary school programs.	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, All Teachers, EC Program Agencies	Title I \$5,500	7	Student Roster

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Campus Improvement Plan
2015-2016

Student Population: Title I / Economic Disadvantaged
Indicator: Attendance / Dropout
Objective: To ensure attendance rate exceeds state standard.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
August 2015- May 2016	1. Implement and maintain a strong parental involvement program by offering training sessions on the importance of attendance for all students including economically disadvantaged / Title I students. A. Awards Assembly B. Parent-teacher conferences on a regular basis to improve attendance C. Phone Calls D. Home Visits 2. Encourage / Motivate students to attend school on a daily basis by implementing incentive activities. A. Class Charts B. Conduct home visits by teachers to develop a good rapport with home. C. Counsel parents on the importance of education. D. Reward students with Perfect Attendance 3. Enhance Parental Involvement by communicating with parents through phone calls, notes, visits, and conferences, when student is absent. 4. Continue the implementation of a District-Wide Character Education Program for all students economically disadvantaged and Title I students to promote attendance. Recognize students who practice positive character traits.	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Community Resources, Room Parents, Teachers	Title I - \$500	2,6	Sign In Roster ADA Report
			Title I \$2,000	2,6	ADA Report
			Title I \$1,400	2,6	ADA Report Sign In Rosters
			Title I \$1,700	2	ADA Report
September 2015 - May 2016	5. Recognize / Praise the effort of all students maintaining Perfect Attendance throughout every 6 weeks. Purchase necessary materials. A. Awards (trophies, certificates) B. Rewards 6. Through the PLC process, teachers will meet to – * Determine and develop weekly and local academic assessments. * Schedule academic assessments * Plan for instructional strategies based on assessment data. 7. Provide students with research based intervention programs/ strategies that will help ensure student success and help them acquire proficient and advanced levels of academic achievement in STAAR. Furnish necessary materials. * Region IV Intervention Program * Before/After School Targeted Tutorials * Reading, Writing, Math, Science Camps * Math Success * Istation * Research Based Instruction * Hands-On Activities * Technology * Exposure to science experiments throughout the school year * Accelerated Reader *Daily Homework (Packets from Administrator to target identified skills in need of intervention.)	Mrs. D. Salinas, Mrs. D. Perez, N. Benitez, Teachers, Teacher aides, Nurse, Parents			
September 2015 - May 2016					
September 2015 - May 2016					
September 2015 - May 2016					

F. J. SCOTT ELEMENTARY

Campus Improvement Plan

2015-2016

Student Population: Special Education
Indicator: Curriculum
Objective: To improve student performance levels as indicated.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
Every Six Weeks	1. Emphasize TEKS objectives in all areas (Reading, Writing, Math, Science and Social Studies).	Mrs. D. Salinas, Mrs. D. Perez, Teachers, M. Galvan, Mr. J.E. Alanis	Special Ed. , Title I Bilingual \$800	2,3	District Assessments, Teacher Observations, Walk-Thru, Student Assessment Data
August 2015 May 2016	2. Align and adjust Reading, Writing, Math, Science, and Social Studies topic maps as needed. Create Campus Level Teams – Training on Math Updates.	Mrs. D. Salinas, Mrs. D. Perez, Teachers, M. Galvan, Mr. J.E. Alanis	Title I Special Ed \$500	2,3	District Assessments, Teacher Observations, Walk-Thru, Student Assessment Data
	3. Develop benchmark tests according to state blue print and analyze results. Plan accordingly. Provide additional training on STAAR A.	Mrs. D. Salinas, Mrs. D. Perez, Teachers, M. Galvan, Mr. J.E. Alanis	Special Ed. , Title I - \$500	8	District Assessments, Teacher Observations, Walk-Thru, Student Assessment Data
August 2015 May 2016	4. Administer District Benchmark Assessments according to each individual student IEP. Train Special Ed. Staff to create assessments and analyze assessment data.			8	District Assessments, Teacher Observations, Walk-Thru, Student Assessment Data
	5. Provide research-based staff development on the interventions and strategies that can be implemented according to the instructional level of the students in all areas.	Mrs. D. Salinas, Mrs. D. Perez, Teachers, M. Galvan, Mr. J.E. Alanis	Special Ed., Title I \$500	2,3,4	District Assessments, Teacher Observations, Walk-Thru, Student Assessment Data
August 2015 May 2016	6. Increase the exposure to technology. Furnish necessary materials. *Availability of Ed. Software which is at level *Typing skills to facilitate written expression *Leap Frog *Elmo *Computers *Sleek *Projector *Moby Max	Mrs. D. Salinas, Mrs. D. Perez, , Teachers, M. Galvan, Mr. J.E. Alanis	Special Ed. - Technology \$500	2	Evaluation Forms, Sign-in Rosters, Agenda/Minutes, Needs Assessment
August 2015 May 2016	*Star-fall *Lap tops *Texas Success *Smart-board *Ipads *IStation	Mrs. D. Salinas, Mrs. D. Perez, Teachers, M. Galvan, Mr. J.E. Alanis	Special Ed. Title I \$1,000		Teacher Observations, Students Report Cards
	7. Ensure that identified Sp. Ed. Students have access to all instructional programs and services such as computer labs, tutorials, Saturday camps, and reading programs.	Mrs. D. Salinas, Mrs. D. Perez, Teachers, M. Galvan	Special Ed. Title I \$1,000	2	Lab Reports, Computer Reports
	8. Ensure that the instructional services are at the student's specified level of performance. Furnish necessary materials.	Mrs. D. Salinas, Mrs. D. Perez, Teachers, M. Galvan	Special Ed. Title I \$2,000	2	Teacher Observations Student Data
August 2015 May 2016	9. Provide daily writing opportunities for all Special Ed. students.	Mrs. D. Salinas, Mrs. D. Perez, Teachers, M. Galvan, All Teachers	Special Ed. Title I \$500	2	Teacher Observations Student Data

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Campus Improvement Plan
2015-2016

Student Population: Special Education
Indicator: Curriculum
Objective: To improve student performance levels as indicated.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
August 2015 May 2016	10. Encourage student publishing.	Mrs. D. Salinas, Mrs. D. Perez, Teachers, M. Galvan, All Teachers	Special Ed. Title I \$500	2	Teacher Observations Student Data
August 2015 May 2016	11. Encourage the use of graphic organizers to aid students in developing their writing.	Mrs. D. Salinas, Mrs. D. Perez, Teachers, M. Galvan, All Teachers		2	Teacher Observations Student Data
August 2015 – May 2016	12. Allow students opportunities to express their own experiences and ideas through their writing. Include Journal Writing, Diary Entries, Non-fictional writing.	Mrs. D. Salinas, Mrs. D. Perez, , Teachers, M. Galvan, Paraprofessional	Special Ed. Title I \$500	2	Student Assessment Data
August 2015	13. Staff development regarding Senate Bill 1196 and CPI training.	Mrs. D. Salinas, Mrs. D. Perez, Teachers, M. Galvan, Librarian, Curriculum Director	Special Ed. - Title I - \$500	4	Teacher Observation
August 2015	14. Increase parental involvement to enhance student performance. *Establish a home library using RIF books *Parental reading logs (at home reading) *Parental participation in ARD/IEP meetings. *Monthly Six Weeks Meeting *Parent Homework Log	Mrs. D. Salinas, Mrs. D. Perez, M. Galvan	Special Ed. \$1,000	6	Progress Reports, Pre/Post Testing ARD/IEP Meeting Documentation
August 2015 – May 2016		Mrs. D. Salinas, Mrs. D. Perez, M. Galvan, Teachers	Special Ed. - Title I - Title II - \$900		Sign-in Rosters, Agendas, Parental Logs Coordination/Monitoring Form Student Tracking Sheet
August 2015 – May 2016	15. Sp. Ed. and regular ed. staff will collaborate in order to discuss instructional strategies, accommodations, modifications, monitor student progress, coordination of student services. (PLC's)		Special Ed. \$1,000	3,4	

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Campus Improvement Plan
2015-2016

Student Population: Special Education
Indicator: Curriculum
Objective: To improve student performance levels as indicated.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
August 2015– May 2016	16. Increase and maintain student’s interest in Reading. *Motivational presenters *Culture Pride *Moby Max *Use of technology *RIF *Starfall *Authors’ visit *Graphic Organizers *Book Club *Book It Rewards *Career awareness *Accelerated Reading *AR Program *Incentives *Read Naturally	Mrs. D. Salinas, Mrs. D. Perez, M. Galvan, All Teachers	Special Ed. \$1,200	2	Progress on IEP, Report Cards
August 2015 – May 2016	17. Administer local and state developed assessments. Dissaggregate and analyze data.	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Reg. And Sp. Ed. Teachers, Librarian, Parents	Special Ed. Title I Title II	4	STAAR results
August 2015- May 2016	18. Provide staff development to teachers and aides on all rules and regulations of special students including timelines for completion of initial evaluations and re-evaluation.	Mrs. D. Salinas, Mrs. D. Perez, Sp. Ed. Teacher	Title II Special Education \$1,000		Sign-in Sheets, Agenda
August 2015- May 2016	19. Provide staff development on implementation of accommodations and modifications for special education students in all areas. *Accommodations and modifications to use in gen. ed. classroom as per IEP *Strategies to use with Sp. Ed. Students *Identify level of performance and appropriate resources *Least Restricted Environment (LRE) *Differentiated Instruction *STAAR A	Mrs. D. Salinas, Mrs. D. Perez, Sp. Ed. Teacher, Teachers	District Effectiveness and Compliance Guide \$1,000	2,6	Modifications in lesson plans to improve student performance

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Campus Improvement Plan
2015-2016

Student Population: Special Education
Indicator: Curriculum
Objective: To improve student performance levels as indicated.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
Daily	21. Provide use of manipulatives aligned with the Math skills covered in the classroom. Purchase necessary materials.	Mrs. D. Salinas, Mrs. D. Perez, Regular Teacher, Special Ed. Teacher	Title I Special Ed. - \$1,500	9	Teacher Observation, Student Assessment Grades
August 2015 May 2016	22. Provide parents with training/awareness opportunity services offered to Special Ed students. Use parents' primary language. *IEP's *Medical Assistance *Other assistance as needed	Mrs. D. Salinas, Mrs. D. Perez, Regular Teacher, Special Ed. Teacher, Parents	Title I \$900	6	Student Performance Student Progress
August 2015 May 2016	23. Have a school-home connection where teacher and parent work together to enhance student performance.	Mrs. D. Salinas, Mrs. D. Perez, Regular Teacher, Special Ed. Teacher	Title I \$500	6	Student Performance, Student Progress, Parent Surveys, Sign-in Rosters,
August 2015 – May 2016	24. Teachers will provide and share interventions on instructional level depending on student's needs. Teachers will discuss accommodations and modifications and monitor student progress.	Mrs. D. Salinas, Mrs. D. Perez, Regular Teacher, Special Ed. Teacher, All Teachers	Title I \$800	2	Teacher Input, Teacher Self-Evaluation, PDAS

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Campus Improvement Plan
2015-2016

Student Population: Special Education
Indicator: Attendance / Dropout
Objective: To ensure student attendance exceeds state average.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
August 2015 May 2016	1. Emphasize attendance through parental involvement and different activities that include: <ul style="list-style-type: none"> a. Direct communication with parents through notes, home visits, phone calls and character education. (Use parent's primary language.) b. Room parents and committee of parents will promote student attendance. c. Parental training on importance of student attendance. <ul style="list-style-type: none"> *Parent-teacher Conference *Awards assembly *Parent training on achievement scores *Attendance policies d. Encourage parent participation in student ARD/IEP meetings. 	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teacher, Parents, Parental Involvement Liaison	Special Ed. \$1,500	2	Attendance Sheets, Monitor Every Student's Attendance, Sign-in Rosters, Increased Achievement Scores, Parent Compact, Verification Form
August 2015 May 2016	2. Special Incentive Activities (Weekly, six weeks, and semester incentives) <ul style="list-style-type: none"> *Awards *Privileges *Ribbons *Coupons/Play money *Trips *Praise *Bulletin boards *Recognized through school media *Student of the week *Fun Days *Book Club 	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teacher	Special Ed. \$1,500	2	Attendance Reports, Home Visits, Sign-in Rosters
August 2015 May 2016	3. Cultural Awareness/Character Education Programs <ul style="list-style-type: none"> a. Project Wisdom b. Caring Messages c. Provide counseling as per student IEPs. d. Character Trait 	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teacher	Special Ed. \$1,200	2,10	Attendance Reports, Classroom Parental Log

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Campus Improvement Plan

2015-2016

Student Population: Bilingual
Indicator: Curriculum
Objective: To improve student performance levels as indicated.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
August 2015- May 2016	1. Emphasize TEKS objectives and ELPS in all areas (Reading, Writing, Math, Science and Social Studies).	Mrs. D. Salinas, Mrs. D. Perez, Curr. Dept., Mrs. C. Guerra	State Bilingual - Title III - \$1,000	2,3	Campus Assessment Data, Sign-in Rosters, and Evaluations, STAAR/STAAR-L/STAAR-M & STAAR ALT. Scores
August 2015 – May 2016	2. Align and adjust Reading, Writing, Math, Science, and Social Studies topic maps as needed. Create Campus Level Teams. Training on ELA Updates. Furnish necessary materials.	Mrs. D. Salinas, Mrs. D. Perez, Teachers, Curr. Dept., Mrs. C. Guerra	State Comp. - \$800	2,3	Campus Assessment Data, Sign-in Rosters, and Evaluations, STAAR/TELPAS Scores
August 2015- May 2016	3. On-going high quality research-based staff development on Reading, Math, Writing, Science, and Social Studies strategies for improving the overall delivery of instruction for bilingual students.	Mrs. D. Salinas, Mrs. D. Perez, Teachers, Curr. Dept. All Level Teachers, Mrs. C. Guerra	Title I Title II Title III \$800	2,3,4	LAS scores, Student Assessments TELPAS <ul style="list-style-type: none"> Local-weekly tests, RAKS State-TELPAS, TPRI, STAAR
Oct. 2015- April 2016	4. Provide small group instruction, tutorial services and LEP student plans. Furnish necessary materials. *Before School *After School *Saturday Camps *LEP Student Plans	Mrs. D. Salinas, Mrs. D. Perez, Teachers, Curr. Dept. All Level Teachers, Mrs. C. Guerra		2,9	Daily Lesson Plans, LAS scores Teacher Observation, Student Assessment Data, TEA Scoring Guide / Teacher Assessment
August 2015 – May 2016	5. Develop a systematic approach to writing, emphasizing the TEKS objectives * The Writing Academy *STAAR Writing *Math Warm-Ups *Write Source	Mrs. D. Salinas, Mrs. D. Perez, Teachers, Curr. Dept. All Level Teachers, Mrs. C. Guerra	Title I Title III \$2,000	2	Grade Book, Report Cards, LAS scores, TELPAS/STAAR/TPRI
August 2015 – May 2016	6. Provide opportunities for students to connect their experiences/ background knowledge to future learning opportunities. <ul style="list-style-type: none"> Project-Based Learning Language Experience Approach Storytelling Rhymes/Charts Nursery Rhymes 	Mrs. D. Salinas, Mrs. D. Perez, Teachers, Curr. Dept. All Level Teachers, Mrs. C. Guerra	State Comp. - \$500 State Comp. – Title III \$1,000	2	Benchmark Assessment, Writing Log, Journal Writing, Scoring Guide

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Campus Improvement Plan

2015-2016

Student Population: Bilingual
Indicator: Curriculum
Objective: To improve the level of students' performance as indicated.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
September 2015- May 2016	7. Campus Writing Project. Provide necessary materials. <ul style="list-style-type: none"> ✦ Teach Me Writing *Math Warm-Ups ✦ William McDonald Strategies *Write Source ✦ Writing Academy *STAAR Writing ✦ Writing Round-Up ✦ DOL/Journal Writing ✦ Writing STAAR Master 	Mrs. D. Salinas, Mrs. D. Perez, All Teachers,	Bilingual Ed. - Title I - Migrant - State Comp. Title III \$1,000	2	Benchmark Assessment, Writing Log, Journal Writing, Scoring Guide
August 2015- May 2016	8. Provide opportunities for students to use graphic organizers to enhance academic achievement.	Mrs. D. Salinas, Mrs. D. Perez, Teachers	Title I State Comp. Title III \$500	2	Local Assessments Classroom Data
Daily Basis	9. Develop and share reading strategies. Target campus weaknesses. Include self-esteem activities and approaches that address multicultural and diverse needs. Provide Staff Development in:	Mrs. D. Salinas, Mrs. D. Perez, Teachers,	State Comp. Title I Title III \$1,200	3	STAAR, Computer Reports, Progress Report, LAS scores/TELPAS/STAAR
Daily Basis	-Differentiated Instruction/Sheltered Instruction	Mrs. D. Salinas, Mrs. D. Perez, Teachers, M. Saenz			District Assessments, Teacher-made Tests, Teacher Observations
October 2015- April 2016	10. Provide students with the opportunity to use the CAI Program that addresses all student expectations. *Discovery English, *Problem Solving, *MCS, *Discover Science, *Reading IR, RR, RW, RA, Stories STAAR Prep, MySatori, Heart Beeps	D. Salinas, D. Perez, Teachers C. Guerra	Title III - Regular \$2,500	2	
August 2015	11. Provide staff training for Bil. Ed. LPAC – LAS – testing / Tejas Lee/TPRI TELPAS. Provide necessary materials. *LAS – Links *TETN Sessions-Update on BE/ESL Program -Review Handbook Policy & Procedures -Incorporate the ELPS in all subject areas -Teacher awareness on different levels of TELPAS (Beg.-Inter.-Adv.-High in: Listening, Speaking, Reading, Writing -Provide ELPs Resources -ELPs Flip Chart Instructional -ELPs Linguistic Alignment Guide -ELPs Instructional Tool	Mrs. D. Salinas, Mrs. D. Perez, Teachers	Title I Title III \$3,000	4	Student Assessment Data, Student Rosters
August 2015 – May 2016	12. Provide resource assistance to service LEP and recent immigrant students in Native language. Furnish materials as necessary.	D. Salinas, D. Perez, Teachers Librarian	Title I Title III \$2,000	3,9	Sign-in Sheet, LAS scores, Walk-thru TELPAS
October December March	13. Continue RIF distributions to encourage a home library. Provide library skills. Access to both Eng/Sp material.		Title III Title I State Comp \$3,000 Title I	2	LAS scores, Student Assessment Data Reading Logs Student Assessment Data

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Campus Improvement Plan
2015-2016

Student Population: Bilingual
Indicator: Curriculum
Objective: To improve students performance levels as indicated.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math- Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
August 2015	14. Research-based staff development on multi-cultural awareness.	Mrs. D. Salinas, Mrs. D. Perez, Teachers,	Bilingual Ed - Title III - \$1,000	4	Sign-in Roster, Teacher Observations Agendas
August 2015 As necessary	15. Provide high-quality staff development on curriculum/ delivery of instruction/assessment for bilingual students.	Mrs. D. Salinas, Mrs. D. Perez, Teachers, Mrs. C. Guerra	Bilingual - Title III - \$1,000	4	Sign In Roster, Students Assessment Data, Walk-thru Agendas
Every Six Weeks	16. Provide intensive programs of instruction such as, Accelerated Instruction in Reading / Math using Bloom's Taxonomy in the instructional program. Provide opportunities for students to use graphic organizers to enhance their academic achievement in all areas (Reading, Math, Writing, Science and Social Studies). (Venn Diagram, Webbing, Story Maps, Smart Boards, etc). (Literature Based Books for all subjects).	Mrs. D. Salinas, Mrs. D. Perez, Teachers, M.L. Cruz	Title I - \$3,000	9	LAS scores, TELPAS Student Assessment Data , End of Program Reports
August 2015 May 2016	17. Improve reading comprehension and vocabulary development in all content areas and fluency through the use of innovative strategies and activities. Provide necessary materials: *Technology , *Science Lab, *Saxon Phonics * Read Naturally, *AR, *Computer Software, *Brain Pop, Frontier reading, 3 rd , 4 th and 5 th grade interactive Sites *Word Walls to increase vocabulary	Mrs. D. Salinas, Mrs. D. Perez, Teachers	Title I - Title III \$2,800	2,9	TELPAS - Levels LAS scores, Student Assessment Data, Teacher Observation
August 2015	18. Increase parental involvement through parent training sessions on the role of parents as partners in education. Use parent's primary language. (English/Spanish) <ul style="list-style-type: none"> School Home Connection Parenting Skills Bilingual Ed. Info. & LPAC Process Strategies to enhance learning Services available to LEP students STAAR Meeting Nutrition / Health Finances Anti-Bullying Domestic Violence 	Mrs. D. Salinas, Mrs. D. Perez, Teachers, Parents, N. Benitez, Mrs. C. Guerra	Title I Title II \$900 Title III	6	Sign In Rosters Agendas

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Campus Improvement Plan
2015-2016

Student Population: Bilingual
Indicator: Curriculum
Objective: To improve students performance levels as indicated.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
August 2015 – May 2016	19. Administer Local/State Developed Assessments Disaggregate, analyze, and plan using STAAR / Campus Assessment Data. Purchase necessary materials.	Mrs. D. Salinas, Mrs. D. Perez, Teachers, M.L.Cruz	Title II - Bilingual - \$250	8	D-MAC Program Data Student Assessment Results Sign In Rosters
Every six weeks	20. Identify and address the needs of LEP/dyslexia / 504 populations.	Mrs. D. Salinas, Mrs. D. Perez, Teachers, 504 committee	Title I Title III	9	ETR Program, 504 committee, teachers evaluation, Assessment Data
August 2015 May 2016	21. Provide extensive vocabulary development opportunities for all ELL students. Furnish necessary materials. *Word Walls *Voc. Journals *Dolch Words, Fry Words, Picture Cards	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez	Bilingual - Title I - \$1,000	2	TELPAS Levels LAS Scores, Student Assessment Data, Teacher Observation.
	22. Provide research based staff development to all instructional assistants on strategies that may be implemented in classroom. *Read Naturally *Math *CAI *Hands-On activities *AR Program Provide all necessary materials.	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez	Bilingual - State Comp. Title II - \$1,000	4	Student Assessment Data Teacher Observation Teacher-Aide Evaluations Sign-In Rosters
September 2015 January 2016	23. Vertical and horizontal alignment meetings to address updates and modify instructional timelines/assessments/delivery of instruction to address students needs. (PLC's)	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez Consultants, Middle School Staff	Bilingual State Comp. Title II \$800	3,4	Student Assessment Data Teacher Observation Sign-in Rosters Agendas
August 2015 January 2016	24. Use student's primary language as a foundation to reinforce skills while transitioning into the English language. Provide necessary materials / Resources in English / Spanish	D. Salinas, D. Perez, Mrs. N. Benitez	Bilingual State Comp. Title II \$2,200	2	Student Assessment Data Teacher Observation Sign-In Rosters
August 2015 January 2016	25. Activities to help LEP students transition/cope from one grade level to the next as well as from one campus to another. <ul style="list-style-type: none"> Tours Meet the Teacher Peer Grouping Counseling Sessions with Roma Middle School Schedule Visits (Early Childhood Agencies/Roma Middle School) 	D. Salinas, D. Perez, Mrs. N. Benitez, Consultant	Title III Title I \$250	7	Student Feedback Sign-In Rosters (Adults) Agendas
August 2015 January 2016	26. Meet with other campuses to ensure a smooth transition from 5 th grade to Middle School.				

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Campus Improvement Plan
2015-2016

Student Population: Bilingual
Indicator: Curriculum
Objective: To improve student performance levels as indicated.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
August 2015 May 2016	27. Monitor ELL students growth / progress by using Assessment Data *Teacher Observations *STAAR scores *Student Grades *ITBS *LAS *TPRI *TELPAS *Benchmark (6 wks) *Weekly exams *Tracker *RAAR *ELL Progress Reports	D. Salinas D. Perez Teachers	Title III Title I State Comp. \$250	2,3 2,3	TELPAS, STAAR, STAAR-L, STAAR-M, TPRI, Local Benchmarks, Six Weeks Tests, Weekly, LAS scores, Norm Reference Test - ITBS Student Performance Data
August 2015 May 2016	28. Monitor M1 and M2 student growth and Denials. *Teacher Observations *STAAR scores *GT grades *Student Grades *ITBS *Monitoring Progress Reports *LAS *TPRI *TELPAS *Benchmark (6 wks) *Weekly exams *Tracker *RAAR *Monitor LEP Denials	D. Salinas D. Perez Teachers D. Salinas D. Perez Teachers	Title III Title I State Comp. \$1,500 Title III Title I State Comp. \$2,500	2,3 2,3 2,3	TELPAS, STAAR, STAAR-L, STAAR-M, TPRI, Local Benchmarks, Six Weeks Tests, Weekly, LAS, Norm Reference Student Performance Data TELPAS, STAAR, STAAR-L, STAAR-M, Local Benchmarks, Six Weeks Tests, Weekly Assessments, Teacher Observations
August 2015 May 2016	29. Increase the level of student achievement in Science. Discovery Science – a form of teaching science in which the teacher takes an active part in organizing instructional activities so that students can be led to make discoveries of their own. *Living With Science *Science Lab / Proctor *Science Videos	D. Salinas D. Perez Teachers		2	TELPAS, STAAR, STAAR-L, STAAR-M, Local Benchmarks, Six Weeks Tests, Weekly Assessments, Teacher Observations
	30. Incorporate the use of Math/Science Manipulative Activities to enhance the learning of all ELL students. • Project-Based lessons • Smart Board activities • Hands-On Experiments • Use/access Science Lab	D. Salinas D. Perez Teachers		2	TELPAS, STAAR, STAAR-L, STAAR-M, Local Benchmarks, Six Weeks Tests, Weekly Assessments, Teacher Observations
	31. Increase the level of student achievement by providing them with ample opportunities to engage in innovative learning experiences via technology. Purchase necessary materials.				

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Campus Improvement Plan
2015-2016

Student Population: Bilingual
Indicator: Attendance / Dropout
Objective: To ensure student attendance exceeds the state average.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
Monthly	1. Emphasize importance of student attendance through Parental Compact and Attendance Policy. *Meet the Teacher Day *Parent Meetings – English & Spanish *Phone Calls *Encourage Positive school/Home Relations	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers Attendance Clerk		2,6	Verification Form, ADA
Daily	2. Call parents to verify absences. *Set up Parent Conferences as needed.	Teacher, Paraprofessionals, Administration		2,6	Communication Log, ADA
Daily	3. Send Campus Representative after three consecutive absences to check up on students. *Maintain proper documentation.	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez Teachers, Truant Officer, Attendance Clerk		2,6	ADA Records Truant Officer Log Campus Representative
Daily	4. Classroom daily attendance chart.	D. Salinas, N. Benitez, Teachers		2	ADA Records
Monthly	5. Provide Character education activities to encourage all bilingual students to attend school. *School Home Connection – English & Spanish	D. Salinas, N. Benitez, Teachers	Bilingual - State Comp. \$1,500	2	ADA, Academic Scores
Six Weeks	6. Community business involvement with incentives (videos, pizza, burger).	Mrs. D. Salinas, Mrs. D. Perez, Teachers	Community	2	ADA, Test Data
Six Weeks	7. Recognize / Celebrate Perfect Attendance Accomplishments through school media / awards assemblies.	Mrs. D. Salinas, Teachers	Title I Title III State Bilingual \$1,000	2	ADA Records

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Campus Improvement Plan
2015-2016

Student Population: Bilingual
Indicator: Attendance / Dropout
Objective: To ensure student attendance exceeds the state average.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
Six Weeks October 2015 December 2015 December 2015 April 2016 September 2015 January 2016 February 2016 May 2016 May 2016	8. Build/Enhance Self-Esteem through student motivational activities that include: Fall and Spring (games and activities) Seasonal Programs (Veteran's Day, Christmas, etc.) Field day Extra-curricular activities (motivators) Punt, Pass, and Kick Jump Rope for Heart Knight's Relays Awards Assemblies (Fall and Spring Semester) Character education activities Trophies / Medals/ Certificates Multimedia Presentation on school importance Educational Field trips UIL Knight's T.V. Diabetes Walk Pull Tabs Campaign Drug Awareness Walk Jump Rope for Heart F.J. Scott Dance Teams Clothing/Food Drives Live Author Visits Book-It Rewards AR Incentives / AR Kick Off Career Day Project Wisdom	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Staff,	Regular - Bilingual - Title I \$1,500	2,6,10	ADA Records ADA, Perfect Attendance Roster

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Campus Improvement Plan

2015-2016

Student Population: G/T
Indicator: Curriculum
Objective: To improve student performance levels as indicated.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
August 2015 January 2016	1. Emphasize TEKS objectives in all areas (Reading, Writing, Math Science and Social Studies).	Mrs. D. Salinas, Mrs. D. Perez, Teachers, Mrs. N. Benitez, Mrs. C. Guerra	Title II Part A Regular Program Migrant – GT	2,3,4	Student Assessment Data Sign-In Rosters
Daily	2. Align and adjust Reading, Writing, Math, Science, and Social Studies topic maps as needed. Create Campus Level Teams. Training on ELA/Science and Math Updates.	Mrs. D. Salinas, Mrs. D. Perez, Teachers, Mrs. N. Benitez, Mrs. C. Guerra	Title II Part A Regular Program Migrant – GT	2,3,4	Student Assessment Data Sign-In Rosters
August 2015	3. Provide high quality research –based staff development strategies that focus on enhancing critical thinking in all subject areas. (Reading, Writing, Math, Science, Social Studies) Check lesson plans for differentiation of instruction and creativity as well. Furnish necessary materials.	Mrs. D. Salinas, Mrs. D. Perez, Teachers, Mrs. N. Benitez, Mrs. C. Guerra	Title II Part D - Regular Program - Title 1 ,GT Funds, \$500	3,4	Student Assessment Data Sign-In Rosters
Every Six Weeks	4. Provide students with opportunities to engage in activities that foster high levels of thinking and self-directed learning. Provide necessary materials. *Science Projects (Lab), *Technology Presentations, *Research / Inquiry Projects *Texas Performance Standards Project	Mrs. D. Salinas, Mrs. D. Perez, Teachers, Mrs. N. Benitez, Mrs. C. Guerra	Title II Part D - Regular Program - Title 1 ,GT Funds \$1,200	2	Student Assessment Data Project Evaluations
Every Six Weeks	5. Administer local / state assessments to all G/T students. Disaggregate, analyze and plan instruction based on data. * Monitor Student Progress	Mrs. D. Salinas, Mrs. D. Perez, Teachers, Mrs. N. Benitez, Mrs. C. Guerra	Title II Part A \$250	8	Student Assessment Data
August 2015	6. Provide staff with G/T training in efforts to meet program requirements. *Update meeting of 6 hrs. or 30 hr. requirement *Dr. Bertie Kingore *Region One Consultants *Parental Awareness of G/T Program – G/T Coordinator *Pass out G/T Brochures	Mrs. D. Salinas, Teachers, Contracted Services, Mrs. N. Benitez, Mrs. C. Guerra	Title II Part A \$500	3,4	Student Assessment Data
August 2015- May 2016	7. Establish a Science Lab where students will have access to equipment that stimulates and challenges their learning; *Manipulative (telescopes, globes, scales, anemometers, microscopes etc) *Experiments *Computers *Reading Material *Science Snapshots *Bill Nye the Science Guy Complete Series *Living with Science	Mrs. D. Salinas, Mrs. D. Perez, Teachers, Mrs. N. Benitez	Title 1 GT Funds \$1,800	2	Student Assessment Data Sign-in Rosters Teacher Observation Student Assessment Data Project Outcomes

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Campus Improvement Plan
2015-2016

Student Population: G/T
Indicator: Curriculum
Objective: To improve student performance levels as indicated.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
August 2015 – May 2016	<p>8. Provide ample opportunities for students to be challenged with reading activities. Foster self-directed learning. Provide necessary materials.</p> <ul style="list-style-type: none"> • Novel Units * Scholastic News • USA Kids * Time for Kids • National Geographic * Resources for Science Lab • AR Program * Book Club * STAAR Master <p>9. Provide students with opportunities to use graphic organizers to enrich their learning.</p> <ul style="list-style-type: none"> • Venn Diagrams *Character Development Chart • T-Charts • Reading Charts • Story Maps • Math Charts • Timelines <p>10. Staff development on awareness of targeting different cognitive levels in their delivery of instruction. Research Skills</p> <p>11. Foster opportunities for GT students to engage in cooperative learning projects.</p>	Mrs. D. Salinas, Mrs. D. Perez, Teachers, Mrs. N. Benitez	Regular Program Title I GT \$2,000	2	Student Assessment Data AR Roster
Every Six Weeks		Mrs. D. Salinas, Mrs. D. Perez, Teachers, Mrs. N. Benitez	Regular Program Title I GT \$500	2	Student Assessment Data, Teacher Observation
August 2015		Mrs. D. Salinas Mrs. D. Perez Mrs. N. Benitez Teachers	Regular Program Title I GT \$500	3,4	
August 2015 – May 2016	<ul style="list-style-type: none"> • Student Tutors • Students Social Studies Projects • Research / Presentations • Community Involvement • Project Wisdom • Student Leader • Drama • Knights TV (Purchase necessary materials) • Texas Performance Standard Project • Reading Club 	Mrs. D. Salinas, Mrs. D. Perez, Teachers, Mrs. N. Benitez	Regular Program Title I GT \$2,500	2,10	Sign In Rosters, Teacher Observations, Walk-Thurs
					Product Evaluation, Students Assessment Data

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Campus Improvement Plan

2015-2016

Student Population: G/T
Indicator: Curriculum
Objective: To improve the level of students' performance as indicated.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
August 2015 - May 2016	12. Provide opportunities for students to develop their leadership skills. *Promote college and career readiness *Student Tutors *Community Involvement *Student Assemblies *Knights TV *Student Leaders	Mrs. D. Salinas, Mrs. D. Perez, Mrs. Teachers, Mrs. N. Benitez	Title I GT	2	Student Observation Project Evaluation
October 2015 - May 2016	13. Provide students with math, reading, and science strategies and activities that will enhance their critical thinking skills. Furnish necessary materials.	Mrs. D. Salinas, Mrs. D. Perez, Mrs. Teachers, Mrs. N. Benitez	Title I GT \$1,000	2,3 6	Sign In Roster Project Evaluation
	14. Encourage parent involvement with students by providing opportunities for home projects as an extension of classroom learning. Provide necessary materials. *Parent / Student Authors *Model Projects *Interviews *Pass out GT Brochures *Required Texas Performance Standards Project – Individual Projects for students to work on during school time.	Mrs. D. Salinas, Mrs. D. Perez, Teachers, Mrs. N. Benitez	Title I GT \$1,200	2	Student Assessment Data Project Evaluation
	15. Provide students the opportunity to engage in learning that encompasses technology / innovative strategies. Provide necessary materials *Computers *Software programs *Study Island *Microsoft Applications *Internet Access *Science Lab *Cameras (Digital, Video) *Reading Club *Knights T.V. *Technology Club *Theater Audio Microphones	Mrs. D. Salinas, Mrs. D. Perez, Teachers, Mrs. N. Benitez	State Tech Title I GT \$2,500	2	Student Assessment Data Student Observation
August 2015 - May 2016	16. Provide students with field trip opportunities that will provide them experiences thus enhancing their learning. Field experience applications. Provide necessary material. *Space Center *McAllen: U.S. History *Alamo *Edinburg Municipal Park: Coastal Expo *Covenant Christian Academy *UTPA *Local Field Trips *Kids in Court	Mrs. D. Salinas, Mrs. D. Perez, Teachers, Mrs. N. Benitez, Mrs. C. Guerra	Title I GT \$1,000	2	Student Assessment Data Student Observation
August 2015 - May 2016	17. Identify and address the needs of GT/Sp.Ed., GT/LEP, 504 /Dyslexia Population.				
August 2015 - May 2016	18. Pass out GT surveys to parents to better implement or make program improvements and place recommendations in the Campus Improvement Plan.		Title I GT	1	Student Assessment Data ETR, 504 Meetings

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Campus Improvement Plan

2015-2016

Student Population: Technology Education

Indicator: Academic Excellence

Objective: To enhance the use of technology in the instructional program.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
August 2015	1. Conduct a needs assessment. Plan accordingly	Mrs. D. Salinas, Mrs. D. Perez, , Teachers	Title I \$1,200	1	Survey Results
May 2016	2. Provide on-going high quality staff development to assist teachers and other school personnel on basic computer skills and on effective ways technology can be implemented in the classroom. *Grade Book *Smartboard *Lesson Plans *Atomic Learning *Online lessons *Think Through Math *Software Programs *Media Services *E-Chalk *IStation	Mrs. D. Salinas, Mrs. D. Perez, Teachers, Mr. N. Salinas, Mr. M. Saenz, Librarian, Mrs. L. Cadena	Title I \$1,500	3,4	Sign In Roster Teacher Observation Student Assessment, Peer Assessment Teacher Observation, Student Presentations
Sept. 2015	3. Provide students and teachers with materials required for successful implementation of technology integration in the classroom. *computers, scanners, printers *digital microscopes *ink and paper supplies *Projectors *cameras, (digital, video) *document camera *cassettes *CD's *microphones *DVD's	Mrs. D. Salinas, Mrs. D. Perez, Teachers	Title I, Title II State Comp, GT \$1,000	2	Student Assessment, Peer Assessment Teacher Observation, Student Presentations
September 2015		Mrs. D. Salinas, Mrs. D. Perez, , Teachers, Mr. N. Salinas, Mr. J. Gonzalez, Mr. S. Barrera	Title I, Title II State Comp, GT \$1,500		Student Assessment, Peer Assessment Teacher Observation, Student Presentations
March 2016		Mrs. D. Salinas, Mrs. D. Perez, Teachers, Mr. M. Saenz, Mrs. L. Cadena	Title I, Title II State Comp, GT \$1,000	2	Student Assessment, Peer Assessment Teacher Observation, Student Presentations
Daily		Mrs. D. Salinas, Mrs. D. Perez, Teachers, Mrs. L. Cadena	Title I, Title II State Comp, GT \$1,200	2	Sign In Roster Teacher Observation
Every Six Weeks	4. Provide students ample opportunities to acquire computer skills based on STAAR/TEKS.	Mrs. D. Salinas, Mrs. D. Perez, Teachers, Mrs. L. Cadena	Title I, Title II State Comp, GT \$1,800	3,4	Student Assessment, Peer Assessment Teacher Observation, Student Presentations
Every Six Weeks	5. Provide students with opportunities where they can apply acquired knowledge. *Power Point Presentations *Knight TV Production *Video Presentations *Other projects	Mrs. D. Salinas, Mrs. D. Perez, Teachers, Mrs. L. Cadena	Title I, Title II State Comp, GT \$2,000	2	Student Assessment, Peer Assessment Teacher Observation, Student Presentations
Every Six Weeks	6. Provide support services for the acquisition upgrading and maintenance of technology as indicated in the needs assessment survey.	Mrs. D. Salinas, Mrs. D. Perez, Teachers			
Every Six Weeks	7. Provide training workshops for continued growth in technology. –learning.com	Mrs. D. Salinas, Mrs. D. Perez, Teachers			
March 2016	8. Enable all students to use technology oriented programs such as United Streaming and Brain Pop on a systematic basis. Monitor for progress. IStation, Think Through Math, and Moby Max	Mrs. D. Salinas, Mrs. D. Perez, Teachers			
	9. Provide students and staff members with an overview of e-chalk and encourage its use as a means of enhancing learning & communicating with students, staff, and parents.	Mrs. D. Salinas, Mrs. D. Perez, Teachers			
	10. Create a database of best practices that include lessons, presentations, and other projects created by teachers to share within the school.				

F. J. SCOTT ELEMENTARY
Campus Improvement Plan
2015-2016

Student Population: Technology Education

Indicator: Academic Excellence

Objective: To enhance the use of technology in the instructional program.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
August 2015- May 2016	11. Request Usernames and Passwords of all digital resources being provided by Region One Library Services (Brain Pop, United Streaming, TTM, Istation, EdHelper, Moby Max) and make them easily accessible to teachers.	Mrs. D. Salinas, Mrs. D. Perez, Teachers, Librarian and Media COOP	Title I, Title II State Comp, GT	2	Student Assessment, Peer Assessment Teacher Observation, Student Presentations
	12. Discuss with teachers all available programs and their functions. Schedule training on these programs when teachers request them.	Mrs. D. Salinas, Mrs. D. Perez, Teachers Librarian	Title I, Title II State Comp, GT	3,4	
August 2015- May 2016	13. Make a list of blocked links being used by teachers. (Help Desk)			2	Student Assessment, Peer Assessment Teacher Observation, Student Presentations
	14. Discuss Technology Competition within Campus.	Mrs. D. Salinas, Mrs. D. Perez, Teachers	Title I, Title II State Comp, GT	2	
August 2015- May 2016	15. Discuss with teachers any ideas on software, hardware, lessons, and other media used to enhance student learning.	Mrs. D. Salinas, Mrs. D. Perez, Teachers	Title I, Title II State Comp, GT	2	Student Assessment, Peer Assessment Teacher Observation, Student Presentations
	16. Monitors in each classroom to convey messages and other information via media.	Mrs. D. Salinas, Mrs. D. Perez, Teachers	Title I, Title II State Comp, GT	2	
	17. Update all computer stations in the classrooms with new Windows Update.			2	
	18. Provide students, teachers, and parents with accounts for online textbook access and provide teachers with the appropriate training to log in into these accounts.				
	19. Provide access to AT (Assistive Technology) as per students' IEP.				

F. J. SCOTT ELEMENTARY
Campus Improvement Plan
2015-2016

Indicator: Parent Involvement
Objective: To better prepare parents as partners in education.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90% +	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
Monthly	1. Provide research-based training that will enhance a parent's ability to help their child's learning.	Mrs. D. Salinas, D. Perez, N. Benitez, Parent Liason, Mrs. M.L. Cruz	Migrant - \$1,000	6	Sign-in Rosters, Student Data
August 2015-May 2016	2. Celebrate Parental Involvement and accomplishments on an on-going basis.	Mrs. D. Salinas, D. Perez, N. Benitez, Parent Liason	Title I - \$250 Migrant	6	Sign-in Rosters, Award Ceremonies
August 2015-May 2016	3. Train parents on the different special population programs in the district. (English and Spanish or as needed)	Mrs. D. Salinas, D. Perez, N. Benitez, Parent Liason, Mrs. M.L. Cruz	Title I Migrant \$900	6	Sign-in Roster, Student Data
August 2015-May 2016	4. Parent Awareness Sessions on various services offered to students in the district. *Bilingual Program, GT, Sp. Ed., 504, etc.	Mrs. D. Salinas, D. Perez, N. Benitez, Parent Liason, Mrs. M.L. Cruz	Title I Migrant \$1200	6	Sign-in Roster
August 2015-May 2016	5. Provide parent training that promotes positive self-esteem. Purchase necessary materials. *Health/Wellness	Mrs. D. Salinas, D. Perez, N. Benitez, Parent Liason, Contracted Services	Title I Migrant \$200	6	Sign In Roster
August 2015-May 2016	6. Provide parent training on clerical / industrial /and literacy skills. Purchase necessary materials.	Mrs. D. Salinas, D. Perez, N. Benitez, Parent Liason	Title I Migrant \$200	6	Sign In Roster
August 2015-May 2016	7. Encourage parents to become active participants in their child's education. <ul style="list-style-type: none"> Promote a welcoming environment Room Parents Assign parents to committees such as SBDM & LPAC 	Mrs. D. Salinas, D. Perez, N. Benitez, Parent Liason	Title I Migrant \$200	6	Sign In Roster
August 2015-May 2016	8. Parent Home School Connection in both Sp. & Eng.	Mrs. D. Salinas, D. Perez, N. Benitez, Parent Liason	Title I Migrant \$200	6	Sign In Roster
August 2015-May 2016	9. Establish a Parental Involvement Center on campus where parents can meet and help out on a daily basis. Furnish necessary materials. <ul style="list-style-type: none"> *Title I Parent Involvement Chart *Parent Volunteers *Parent Ushers for Special Events *Parent Leaders 	Mrs. D. Salinas, D. Perez, N. Benitez, Parent Liason	Title I Migrant \$250	6	Sign In Roster
September 2015	10. Appoint Parent Leaders to serve as advocates for other parents. <ul style="list-style-type: none"> *Communicate information to others *Convey concerns 	Mrs. D. Salinas, D. Perez, N. Benitez, Parent Liason	Title I Migrant \$1500		Sign In Roster
		Mrs. D. Salinas, D. Perez, N. Benitez, Parent Liason	Title I \$250		Sign In Roster

F. J. SCOTT ELEMENTARY
Campus Improvement Plan
2015-2016

Indicator: Parent Involvement
Objective: To better prepare parents as partners in education.

May 2015		Mid-Year Evaluation	May 2016		
Reading-% Math-% Writing-% Science-%			90% +		
Timeline	Strategy	Staff	Resources	Component #	Evaluation
September 2015	11. Encourage parents to attend “Meet the Teacher Night”.	Mrs. D. Salinas, D. Perez, N. Benitez, Parent Liason	Title I \$200	6	Sign-in Rosters
March 2016	12. Encourage parents to attend Spring Open House.	Mrs. D. Salinas, D. Perez, N. Benitez, Parent Liason	Title I \$200	6	Sign-In Rosters
February 2016	13. Encourage parents to attend District/Campus Parental ARD/IEP Meetings.	Mrs. D. Salinas, D. Perez, N. Benitez, Parent Liason	Title I \$200	6	Sign-in Rosters Student Progress
	14. STAAR Awareness Session to inform parents about upcoming tests in grades 3-5.	Mrs. D. Salinas, D. Perez, N. Benitez, Parent Liason	Title I \$200	6	Sign-in Rosters Student Progress
	15. Expectations/Goals Campus Meetings to inform parents of specific goals and expectations for each specific grade level.	Mrs. D. Salinas, D. Perez, N. Benitez, Parent Liason	Title I \$200	6	Sign-in Rosters Student Progress
	16. Provide meetings to discuss intervention plans/strategies for students identified as At-Risk of not meeting state testing requirements.	Mrs. D. Salinas, D. Perez, N. Benitez, Parent Liason	Title I \$200	6	Sign-in Rosters Student Progress
	17. Training Session on Curriculum, Student Code of Conduct, & Handbook. (English and Spanish), Title I, Bilingual, STAAR, Policies	Mrs. D. Salinas, D. Perez, N. Benitez, Parent Liason			
	18. Coordination and integration occurs between federal, state, and local services and programs, including programs under NCLB, violence prevention programs, nutrition programs, housing programs, etc.				

F. J. SCOTT ELEMENTARY
Campus Improvement Plan
2015-2016

Indicator: Guidance and Counseling
Objective: To provide a drug and violence free environment for all students.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
August 2015 May 2016	1. Provide an environment that is safe and conducive to learning by integrating a variety of activities to the instructional program. Provide necessary materials.	Mrs. D. Salinas, Mrs. D. Perez, Mrs. N. Benitez, Teachers, Contracted Services	Title I -\$100 Migrant	2,10	Agenda, Attendance Roster, Schedules, Monthly calendar of events, Picture album, Writing prompts and products Student Assessment Data
October 2015 October 2015 October 2015	a. Self-esteem activities b. Character Education activities c. Fire Prevention Activities d. Red Ribbon Week e. Anti-Bullying Presentation f. Anti-drug presentation by law enforcement officers from the community g. Multi-media presentation (Motivational Productions) h. Inner Reflection Group Presentations i. Career Awareness j. Programs that instill self-directed learning k. Project Wisdom				
October 2015 October 2015	l. Staff Development m. Pennies for Patients n. Clothing/Toy & Food Drive (If permitted) o. Bus Safety Presentations p. Home School Connections – Parental Involvement q. School Fests – Motivate/encourage school attendance. r. G/T – Parent overview of G/T Program s. Roma ISD Food Pantry	Mrs. N. Benitez	Title I - Migrant \$1,500	2	Student Progress Report
August 2015 May 2016	2. Provide individual and group counseling based on student needs. Purchase necessary materials. 3. Provide students with test-taking strategies in addition to those presented in the classroom to reduce anxiety and enhance academic success. 4. Provide services as per students' IEPs.	Mrs. N. Benitez	Title I - Migrant \$1,500	2	Student Assessment Data

F. J. SCOTT ELEMENTARY
Campus Improvement Plan
2015-2016

Indicator: Guidance and Counseling
Objective: To provide a drug and violence free environment for all students.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
August 2015 May 2016	5. Violence Prevention Activities will be conducted throughout the school year to promote a safe, nurturing, violence-free environment for all students. Purchase necessary materials.	Mrs. D. Salinas Mrs. D. Perez Mrs. N. Benitez Teachers, Contract Service Providers	Title I - \$500 Migrant	2,10	Student Assessment Data Student Progress Reports
	6. Coordination and integration occurs between federal, state, and local services and programs, including programs under NCLB, violence prevention programs, nutrition programs, housing programs, etc.	Mrs. D. Salinas Mrs. D. Perez Mrs. N. Benitez Teachers, Contract Service Providers			

F. J. SCOTT ELEMENTARY
Campus Improvement Plan
2015-2016

Indicator: Library
Objective: To encourage all students to use library services to enhance their learning.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
September 2015 April 2016	1. Build-up selection of library books. <ul style="list-style-type: none"> Cultural Awareness Novel Units Newberry & Caldecott Book Collections Author/Illustrator Units 	Librarian, Teachers	State Comp. Regular \$4,000	2	AR Reports
September 2015 May 2016	2. Increase the number of AR participants. <ul style="list-style-type: none"> Upgrade Program as necessary Provide incentives Track AR Progress 	D. Salinas, D. Perez, M. Saenz, Librarian, Teachers	Title I \$2,000 Regular	2	Student Assessment, AR Logs
September 2015 – May 2016	3. Provide culturally, relevant activities and books. Furnish necessary materials. <ul style="list-style-type: none"> Novel Units ebooks 	Librarian, Teachers	Title I \$3,500 Regular	2	Student Assessment Reports Library Logs
September 2015 – May 2016	4. Update library software & computers.	M. Saenz, Librarian	Title I \$3,000 Regular	2	Student Assessment Student Participation Logs.
September 2015 – May 2016	5. Provide activities and incentives in celebration of National Children’s Book Week. Provide necessary resources	Librarian	Title I \$1,000 Regular	2	Student Assessment Student Participation Logs.
September 2015– May 2016	6. Provide instruction on library skills. * Research Process	Librarian	Title I \$1,000 Regular	2	Student Assessment Student Participation Logs.
September 2015 – May 2016	7. Instill a love for reading by engaging in the following activities. Furnish necessary materials. <ul style="list-style-type: none"> Accelerated Reading 	Librarian	Title I \$1,000 Regular	2	Student Assessment Student Participation Logs.
	8. Plan monthly activities to instill a love of reading in all students.	D. Salinas, D. Perez, M. Saenz, Librarian, Teachers	Title I \$1,000	2	Student Assessment Student Participation Logs.
	9. Encourage students to participate in the F. J. Scott Book Club. Provide necessary resources.		Regular Title I \$1,800	2	

F. J. SCOTT ELEMENTARY
Campus Improvement Plan
2015-2016

Indicator: Library
Objective: To encourage all students to use library services to enhance their learning.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
September 2015 – May 2016	10. Update library with audio- visual material. <ul style="list-style-type: none"> • Flatscreen TV's • Document Cameras • Tape recorders • Ear phones • Listening centers • Microphones • Speakers • Smartboard • Laptops • Elmo • Nooks • Tablets 	Librarian	Regular Title I \$5,000	2	Student Assessment Student Participation Logs.
	11. Provide laptops for increased internet research use and AR Testing. Furnish necessary materials.			2	AR Reports
	12. Live Author/Illustrator Visits			2	
	13. Librarian will attend several conferences and training to gain knowledge on new library and technology trends.			2	
	14. Provide ebooks for students to check out.			2	
	15. Library Display on advances in technology. Provide necessary resources.			2	
	16. Summer Reading Club <ul style="list-style-type: none"> - Internet based - Provide Incentives - Improve Reading Levels - Local Library 		Student Check-out Roster	2	

F. J. SCOTT ELEMENTARY
Campus Improvement Plan
2015-2016

Indicator: Crisis Management Plan
Objective: To provide a safe learning environment for all children and staff members.

May 2015		Mid-Year Evaluation		May 2016		
Reading-% Math-% Writing-% Science-%				90%+		
Timeline	Strategy		Staff	Resources	Component #	Evaluation
September 2015	<ol style="list-style-type: none"> Update crisis management plan and provide necessary materials. *first aid kits *videos Provide staff development on Crisis Management Plan. *Crisis Management Booklet Meet with the safety team twice a semester to debrief and practice incident command system. Schedule and conduct evacuations, lockdowns, fire drills, lockdown drills, bus evacuation drills, and duck, cover, and hold drills throughout the year. Severe weather, reverse evacuations and shelter in place. Provide students and staff with training and purpose for drills. Conduct campus safety and security audits at least once a year. Enforce closed campus and local ID policy for visitors. Designate and monitor duty stations. Staff and visitors are aware of and follow campus safety policies such as wearing badges or nametags. Reduce number of access points to campus by locking doors. 		Mrs. D. Salinas Mrs. D. Perez Crisis Management Team	EOP District Plan	10,12	Evaluation of Plan
September 2015			Mrs. D. Salinas Mrs. D. Perez Crisis Management Team	District Plan	10,12	Hard copy of plan, Sign In Roster, Agenda.
September 2015			Mrs. D. Perez (Incident Commander) EOP TEAM		10,12	Sign-in Roster
September 2015-May 2016			Mrs. D. Perez (Incident Commander) EOP TEAM	EOP District Plan	10,12	Drill Schedule and Log Form After Action Report Form Sign-in Roster
September 2015-May 2016			Mrs. D. Perez Teachers	EOP District Plan	10,12	Drill Schedule and Log Form After Action Report Form
September 2015-May 2016			Mr. O. Ramirez Mrs. D. Perez	EOP Campus Plan	10,12	After Action Report Form
September 2015-May 2016			Mrs. D. Salinas, Mrs. D. Perez, , Crisis Management Team	EOP District Plan	10,12	Sign-in Roster
September 2015-May 2016			Mrs. D. Perez (Incident Commander)	EOP District Plan	10,12	Teachers monitoring campus Morning and afternoon
September 2015-May 2016			All Staff, Administration		10,12	
September 2015-May 2016			Custodial, Security, All Staff	EOP District Plan	10,12	All adults on campus identifiable via nametag
September 2015-May 2016				Staff ID's		
September 2015-May 2016				EOP District Plan		Access limited to main office entrance

ROMA INDEPENDENT SCHOOL DISTRICT

Crisis Management Plan

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I. PURPOSE

The purpose of the Roma Independent School District Crisis Management Plan is to develop and provide procedures by which staff members and students can respond to situations classified as being emergencies or crises. Through the implementation of this plan, it is the intention of the District to act immediately, efficiently, and effectively in responding to all emergencies and to assure the protection of all human life. In doing so, the Plan focuses on major components which are readily obvious throughout the Plan and applicable at different times of the implementation phases. These components are:

1. Prevention
2. Intervention
3. Management
4. Post-Crisis Care

II. OBJECTIVES

The objectives of the Roma Independent School District Crisis Management Plan are as follows:

1. To emphasize the need for and practice of safety behavior and standards.
2. To maintain a safe, healthy, and drug-free educational environment.
3. To protect and preserve all human life and health.
4. To provide guidance to school staff and students in responding to crises.
5. To define roles, responsibilities, and responses to all emergencies.
6. To minimize loss or damages to facilities and resources.
7. To establish and maintain communication lines to all related parties.
8. To provide support for the care of victims and those traumatized.

IV. DISTRICT CRISIS MANAGEMENT TEAM

The Crisis Management Team at the district level will be under the direction of the school superintendent. Notification of any events or acts, which may be considered, threatening to the staff and students of the district, must be immediately provided to the superintendent's office. A determination as to the identification of the emergency and the classification of the crisis will follow this notification. The superintendent will determine the need for the participation of the Emergency Response Team after consultation with his Crisis Management Team. Once a crisis has been declared, all staff members and students will be expected to follow the procedures outlined in this plan.

The district level Crisis Management Team will consist of the following staff members:

1. Mr. Carlos Guzman, Superintendent
2. Mr. J. M. Saenz, Personnel Director
3. Mr. Oscar Ramirez, Emergency Operation Plan Director
4. Mr. Alfonso Perez, Business Manager

THE ROLE OF THE CRISIS MANAGEMENT TEAM

In addition to providing response guidance and leadership to all emergencies and crisis, the functions of the District Crisis Management Team will be as follows:

1. To identify the emergency at hand.
2. To determine the type of crisis and the necessary response.
3. To coordinate the efforts of all campuses crisis management teams, especially those directly affected by the emergency at hand.
4. To make a determination as to the need for services by the Emergency Response Team and to direct its operations.
5. To direct all communications to the media, the community, and interested parties.
6. To coordinate efforts with local and state agencies assisting the District in its response to the emergency.
7. To determine and direct the follow-up services to be provided to staff members and students after the solution to the emergency at hand.

V. CAMPUS CRISIS MANAGEMENT TEAM

Each campus must have its own Crisis Management Team, which will be under the direction of the campus principal. In addition to assisting the campus administration respond to emergencies, this team will also make recommendations on programs, procedures, and staff training sessions aimed at preventing crises involving students or adults. All events or acts occurring at the campus which may be considered a threat to the safety of the staff and students of that respective campus must be reported immediately to the campus principal. A determination of the severity of the crisis at hand and the needs of the campus to respond efficiently to such acts must be quickly determined by the campus principal and his management team. Notification to the superintendent must be made while the campus management team is in the process of making their determination. If determined to be an emergency and one that can escalate to a crisis at the campus level, the superintendent will immediately call the District Management Team and make additional determinations and recommendations as to the necessary responses by the campus and the district. The superintendent will make a determination as to the need for the services of the Emergency Response Team.

The campus crisis management team will consist of the following staff members:

1. Diana Salinas, Principal
2. Diana Perez, Assistant Principal
3. Norma Benitez, Counselor
4. Marta Gonzalez, Facilitator
5. Humberto Saenz III, Bilingual Clerk
6. Brenda Navarro, Attendance Clerk

THE ROLE OF THE CAMPUS C/M TEAM

The Campus Crisis Management Team will respond accordingly to all events or acts occurring at the campus level, especially those considered to be emergencies which may escalate to the crisis level. Functions of this Team include the following:

1. To identify the issue at hand and make a classification as to its status.
2. To isolate the emergency and make a determination as to the level of response that may be necessary to contain or prevent a crisis.
3. To maintain order and assure the safety of all staff and students on the campus.
4. To provide immediate notification to the superintendent and/or the District Crisis Management Team.
5. To request assistance from the district level management team.
6. To coordinate all campus-level activities aimed at providing the needs of all.
7. To work cooperatively with district-level management team members.
8. To coordinate efforts with local and state agencies requested by the superintendent and/or district-level management team members.
9. To provide post-crisis care for staff members and students.

VI. IDENTIFICATION OF CRISES/EMERGENCIES

Acts or events occurring on any campus or on school grounds which are contrary to those permitted by the code of conduct should be dealt with promptly and efficiently by the administrator in charge of the level of administration in which the violation exists. All events or acts involving firearms, explosive devices, or any other weapons should immediately be identified as emergencies. The same applies to events or acts involving groups of individuals intent on causing disturbances, damages, or injury to others. A group may be defined as more than five.

Prior to declaring an emergency, the administrator must assess the situation and determine the necessary course of action. Acts of misbehavior and common disciplinary violations should be handled in customary manner within the boundaries of the campus with the use of the administrative resources common to all schools. Acts or events which may escalate to a level of causing harm to others and with potential for destruction of property should be immediately reviewed and possibly classified as emergencies. In doing so, emergencies will be classified as either LIMITED or MAJOR.

LIMITED emergencies may consist of acts or events that can be effectively handled by the Campus Crisis Management Team. While the superintendent and/or District Crisis Management Team must be advised of the emergency, their services, as well as those of the Emergency Response Team, will not be utilized. Limited emergencies do not pose physical harm to others nor do they have the potential of causing widespread damage to the surrounding facilities. Campus-based security officers, administrators, and crisis management team members will be responsible for diffusing the problem and reestablishing order within the campus.

MAJOR emergencies are acts or events which can lead to damage or destruction to facilities and which have the potential of developing into a crisis with life-threatening consequences. Emergencies of this type are to be considered crises which require the cooperative efforts of the District Crisis Management Team, the Emergency Response Team, local and state agencies, and all other service providers requested by school officials. Authority for declaring a crisis of this type rests with the superintendent and/or the District Crisis Management Team.

Upon the declaration of emergencies or crises, all school personnel and students will be expected to comply with the procedures outlined in this plan. In all cases, priority will be given to assuring the safety and well-being of all involved in the emergency. Working cooperatively with local and state agencies, the superintendent, the district's Crisis Management Team, and the district's Emergency Response Team will direct the procedures necessary to meet the needs of the district and/or the campus.

VII. TYPES OF CRISES

The following is a listing of various emergencies which may require responses by the District and/or Campus Crisis Management Teams. A crisis will be determined only when the safety of all involved is compromised and when damages to facilities and property is evident. Each will be reviewed independently for the purpose of understanding the course of action to be taken in responding to the different needs.

1. Weather Emergency
2. Bus Accidents
3. Fire/Smoke
4. Toxic Chemical Spills/Gas Leaks
5. Bomb/Explosive Device Threats
6. Evacuation of Buildings
7. Demonstrations/Disturbances
8. Injury/Death/Suicide of Student or Employee
9. Crime in Progress
10. Trespassers

Weather Emergency

Weather conditions which may result in dangerous situations for housing, dismissing, or transporting students will be handled as major emergencies. Reports from weather bureaus and local police departments should be solicited and coordinated with the responses being prepared to meet this type of emergency. If conditions are determined to be unfavorable and dangerous prior to the beginning of the school day, the superintendent and the District Crisis Management Team will make a determination as to whether all campuses should be closed for the duration of the emergency. If classes are to be canceled, notification will be provided to local radio and television stations so that they may announce this closure. Unless needed to provide assistance at the district or campus level, all employees will also be instructed to remain at home. The purpose of this action is to keep staff members, parents, and students (buses) off the highways.

The same holds true whenever poor weather conditions occur towards the end of the school day. If considered to be unsafe to transport students, all school campuses will remain open and occupied by staff and students until a determination has been made to the contrary. When this occurs, the superintendent will again advise local radio and television stations to make an announcement of this type and advise parents of the late arrivals of their children.

In responding to emergencies of this type, teachers should instruct all students to comply with basic safety measures which include:

1. remaining inside the classroom
2. keeping away from windows and doors
3. if necessary, seeking shelter under tables/desks
4. protection from all sharp objectives, glass, etc.

Bus Accidents

All bus accidents, regardless of the severity of the incidents, should immediately be reported to the superintendent and the District Crisis Management Team, and the district's Director of Transportation. The need for assistance from the local police department, emergency care, and other related services will be determined by the severity of the accident. School officials will be expected to respond immediately by reporting to the scene of the accident and providing for the needs of those involved. Responses should be provided by members of the District Crisis Management Team and by the Director of Transportation, a member of the Emergency Respond Team.

In addition to assuring that emergency medical services be provided on the scene, school officials will respond by:

1. personally attending to those not needing medical care
2. providing for the safety of all involved in the accident
3. notifying all campus principals with accurate information
4. instructing campus school officials on how to advise the parents of those involved
5. providing transportation for those students who were not injured
6. provide information to police officials investigating the accident
7. assisting the bus driver with related needs (i.e. investigations)
8. helping students return to the normal routine by helping with related needs (counseling, limited physical activities, medication schedules, etc.)

Fire/Smoke

All campuses are required to periodically conduct fire drills and evacuation of the buildings. In responding to emergencies of this type, the campus principal and the Campus Crisis Management Team will determine the need for assistance from outside agencies. All efforts should be made to contain small, non-threatening fires with the use of campus fire extinguishers. This is especially true in cases where fires may occur as a result of science lab experiments, cooking accidents in the foods lab, or mishaps in shop areas. At no time should staff and students remain in an area in which fires or smoke may cause serious injuries.

The campus principal should direct the evacuation of any building in which a fire threatens the occupants. Crisis management team members should help direct student traffic and assure that no one is injured in the process of entry onto the grounds and/or building by service vehicles (fire department units, ambulances, etc.)

Toxic Chemical Spills/Gas Leaks

District and campus personnel working with chemicals which may cause adverse reactions are to comply with all rules and regulations related to proper storage and use of chemicals. Instructional programs using chemicals as part of the lesson should provide adequate training to all students on the properties, dangers, and use of such chemicals. The same holds true in the use of gas and gas-burning equipment. Minor accidents occurring in the classroom/laboratories which involve a small number of students should be handled by the classroom teacher by assessing the immediate needs of those hurt and making a determination as to the actions that should follow. If injuries are minor and not life threatening, those involved should be immediately referred to the closest nurse's station for first aid. The classroom teacher will be expected to contain the situation and prevent the re-occurrence of the incident. If the determination is made that a potential exists for serious injuries to all, the classroom should be immediately evacuated in an orderly fashion, all systems should be turned off, and all doors should be shut. The campus principal must be advised so that a decision can be made as to the need to evacuate the entire building. In doing so, all procedures related to emergency evacuations should be followed by all staff members and students. The campus principal and the Campus Crisis Management Team will coordinate the responses necessary to contain the situation, provide for the safety of all involved, and re-establish the normal routines.

The superintendent and the District Crisis Management Team should be advised of any chemical spills and/or gas leaks which occur on the schools grounds. Working with the Maintenance/Facilities Director of the Emergency Response Team, a determination will be made as to the response necessary to assure the safety of all staff members and students in the immediate area. Immediate actions will be taken to assure that the area is secured to prevent non-essential personnel from entry onto the site. If necessary, the gravity of the spill or gas leak may require evacuation of buildings, containment of staff and students to the buildings/classrooms, or early dismissal. Non-professional staff members assigned to respond to this emergency will follow procedures outlined in the RISD Safety Program Guide. The district's Safety Officer will continuously keep the superintendent apprised of all needs and the proposed response actions.

Bomb/Explosive Device Threat

The campus principal should be immediately advised of all communications (written form, telephone calls, statements, etc.) related to threats against campus staff members, students, or school property. Working cooperatively with the Campus Crisis Management Team, a determination as to the course of action which will follow must be made. Threats must be taken seriously at all times. While the possibility exists that often times "prank calls" are made to cause interruptions of the daily routine, campus responses must not consist of assumptions which may jeopardize the lives of all affected.

Any staff member or student making threats of this nature should be identified, reported to the local authorities and dealt with accordingly. The superintendent must be immediately advised of the campus-level decision to request assistance from the local law enforcement agency. Written notes which contain threatening messages should also be referred to the local authorities for possible determination of its origin. If the note contains statements which threaten the well being of all with bombs or explosive devices, a careful review of the details contained should be made to determine dates, specific times, and other important data which may necessitate evacuations of the building.

EMERGENCY TELEPHONE NUMBERS

It is imperative that all administrators in charge of the different levels of responsibilities of the district/campus and members of the various crisis management team be immediately advised of any event or act which may develop into a crisis. The same applies to law enforcement agencies and service organizations, which may need to become part of the response. Notification will provide both a coordinated effort at meeting the immediate needs of the district and/or the campus, as well as assuring that all components of the school's management and response teams are informed and prepared to provide the necessary service.

The following is a listing of telephone numbers of school district officials and agencies, which may need to be contracted immediately:

Name	Position	Office Number
Mr. Carlos Guzman	Supt. (Dist CM Team)	849-1377
Mr. J. M. Saenz	Personnel Dir. (Dist CM Team)	849-1377
Mr. M. Escobar	Emergency Operation Plan Director	849-1377
Mr. A. Perez	B/Mgr. (Dist CM Team)	849-1377
	Facilities (Em. Response Team)	849-1655
	Transportation/Security (ERT)	849-1424
Mr. J.J. Treviño	Food Srv. (ERT)	849-3891
Mrs. D. Leal	Health Srv. (ERT)	849-4350
	Roma Police Department	849-2231
	Roma Fire Department	849-1770
	Starr County Sheriff's Office	487-5571
	Starr County Hospital	487-5561
	Poison Control Center	1-800-764-7661
Mrs. D. Salinas	Campus Principal	849-1175

DRILLS

F. J. Scott Elementary is required to conduct at least five school lock-down drills, five school fire drills each year. There is an expectation that students be present and participate and receive training on bus evacuation procedures.

PURPOSE FOR DRILLS

The purpose of drills is to demonstrate a school's commitment to prepare for crises, emergencies and disasters. Drills test universal procedures (e.g. lockdowns, evacuation, shelter-in-place), build staff and student awareness, and provide training to students and staff. Drills are a crucial component of emergency planning and preparedness but they are not the only component of testing a school emergency plan.

Drills provide schools with the opportunity to:

- Test the universal procedures
- Reveal weaknesses in procedures
- Improve response and coordination
- Clarify roles and responsibilities
- Improve individual performances

PLANNING FOR DRILLS

At the beginning of each school year schools, in compliance with district policy, should create a drill schedule. As you schedule drills, consider changing the elements of each drill scenario by:

- Varying the times of drills
- Blocking evacuation routes
- Including a hazardous material scenario in a fire drill
- Hosting a community emergency response drill using a school emergency scenario

DOCUMENTING DRILLS

- Documentation is necessary in the follow-up to every drill. It identifies steps to be taken to improve procedures and corrective actions to be implemented. Documentation includes, but is not limited to, drill logs and after action reports.
 - Drill logs provide necessary documentation for compliance with statutory obligation. They are a record of the planned drill schedule and implementation dates. Other relevant information can also be recorded within the drill logs. A sample drill log is included in the toolkit.
- After action reports allow for a detailed analysis of the drills. The reports document the process; identify successes, challenges and failures; and make recommendations. A sample after action report is included in the toolkit.

Emergency Procedures for F.J. Scott Elementary

Most emergencies will require one or more Immediate Response Actions listed below.

Duck, Cover, and Hold

Shelter in Place (Lock Down)

Evacuation

Reverse Evacuation

Immediate Response Action

DUCK, COVER, AND HOLD

This action is used to protect students and staff in case of an explosion, hurricane, tornado etc.

Procedures to follow:

If inside,

- DROP to the floor,
- GET under the desk and remain facing away from windows.

If outside,

- MOVE away from buildings and other collapsible objects,
- DROP to your knees on the ground,
- BEND over at the waist bringing your head between your knees,
- COVER your head with arms and hands.

SHELTER IN PLACE (LOCK DOWN)

This action is used after a decision is made that being indoors would provide a greater level of protection to students and staff.

Procedures to follow:

If inside,

- Lock the doors,
- Turn lights off,
- Stay away from a visible place,
- Have a total count of your students, and
- Keep students in classrooms pending further instructions.

If outside,

- Direct students into the nearest classroom or school building
- Consider the proximity of the identified hazard
- If necessary proceed to an alternative indoor location

EVACUATE BUILDING

This action is used after the decision is made that it is unsafe to remain in the building.

Procedures to follow:

- The fire alarm will initiate the action
- Evacuate the building using designated routes to the assigned Assembly Area.
- Once assembled, stay in place until further instructions.
- Teacher will secure the student roster when leaving the building and take attendance once the class is assembled in a safe location.
- Teacher will take the First Aid Kit.

ALL CLEAR

This action is used after the decision is made that normal school operations can resume.

Procedures to follow;

- This action signifies the emergency is over.

If appropriate, teachers should immediately begin discussions and activities to address students' fear, anxiety, etc.

F.J. Scott Elementary Drill Schedule and Log

F.J. Scott Elementary is require to conduct five fire drills, five lockdown drill, and one bus evacuation drill each year.

School: _____

Principal: _____

Fire Drills:

Date Schedule	Date Conducted	Weather Conditions	Number of Occupants	Evacuation Time	Comments:

Lockdown Drills:

Date Schedule	Date Conducted	Weather Conditions	Number of Occupants	Evacuation Time	Comments:

Bus Evacuation Drills:

Date Schedule	Date Conducted	Weather Conditions	Number of Occupants	Evacuation Time	Comments:

Other Drills or Practice:

Date Schedule	Date Conducted	Weather Conditions	Number of Occupants	Evacuation Time	Comments:

After Action Report Form

Name of person completing report: _____

School: _____ Date: _____

Drills/Exercises [check one]

OR

Incident response [check one]

Drill [check one]:

☐ Fire

☐ Lockdown

☐ Evacuation

☐ Tornado

☐ Other (specify): _____

☐ Fire

☐ Tornado

☐ Lockdown

☐ Intruder

☐ Bomb threat

☐ Other (specify): _____

Participation:

Start time: _____

End Time: _____

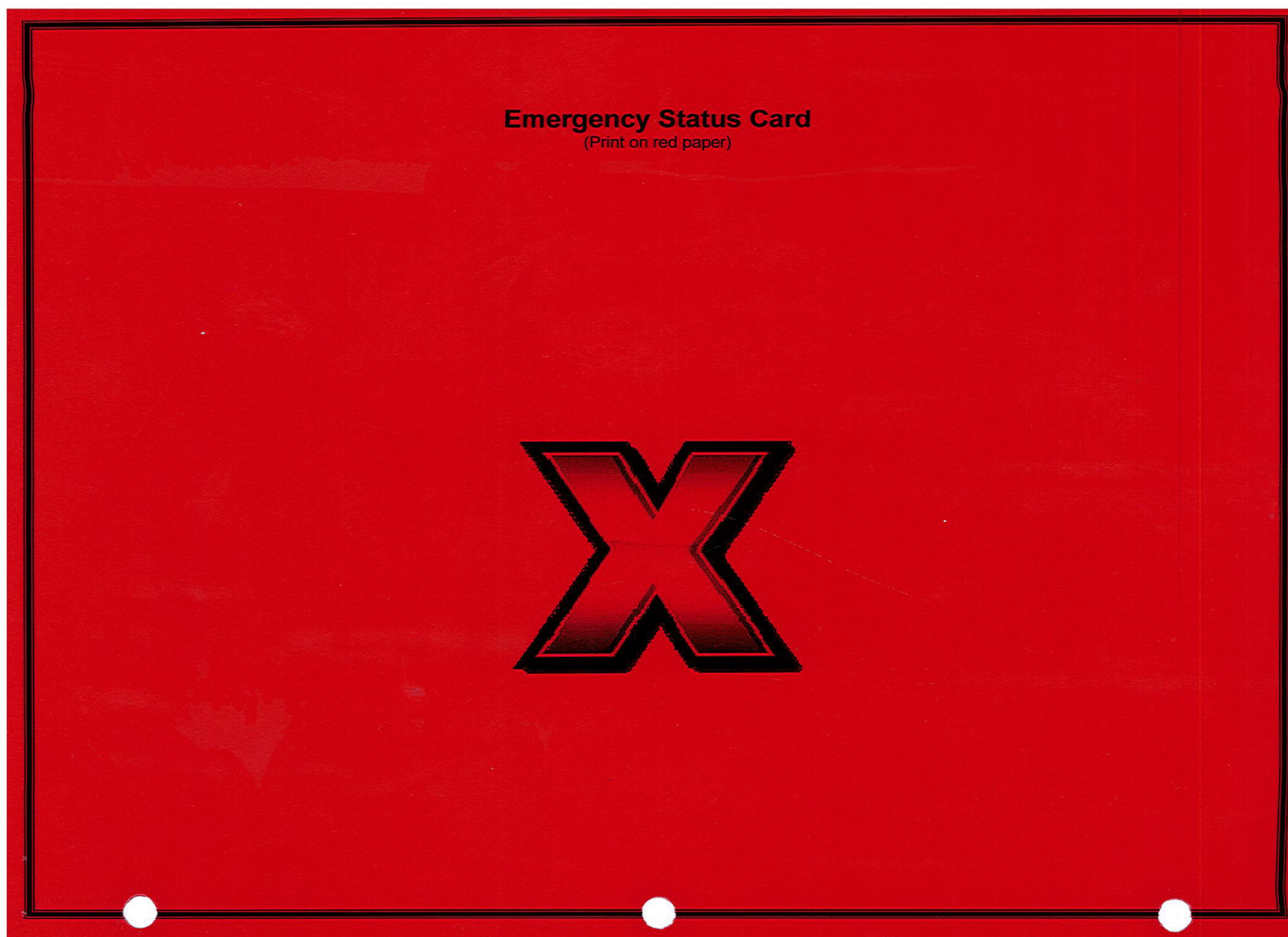
Timeline of events: Provide a detailed outline or description of events and activities.

Lesson learned: Provide an overview of lessons learned.

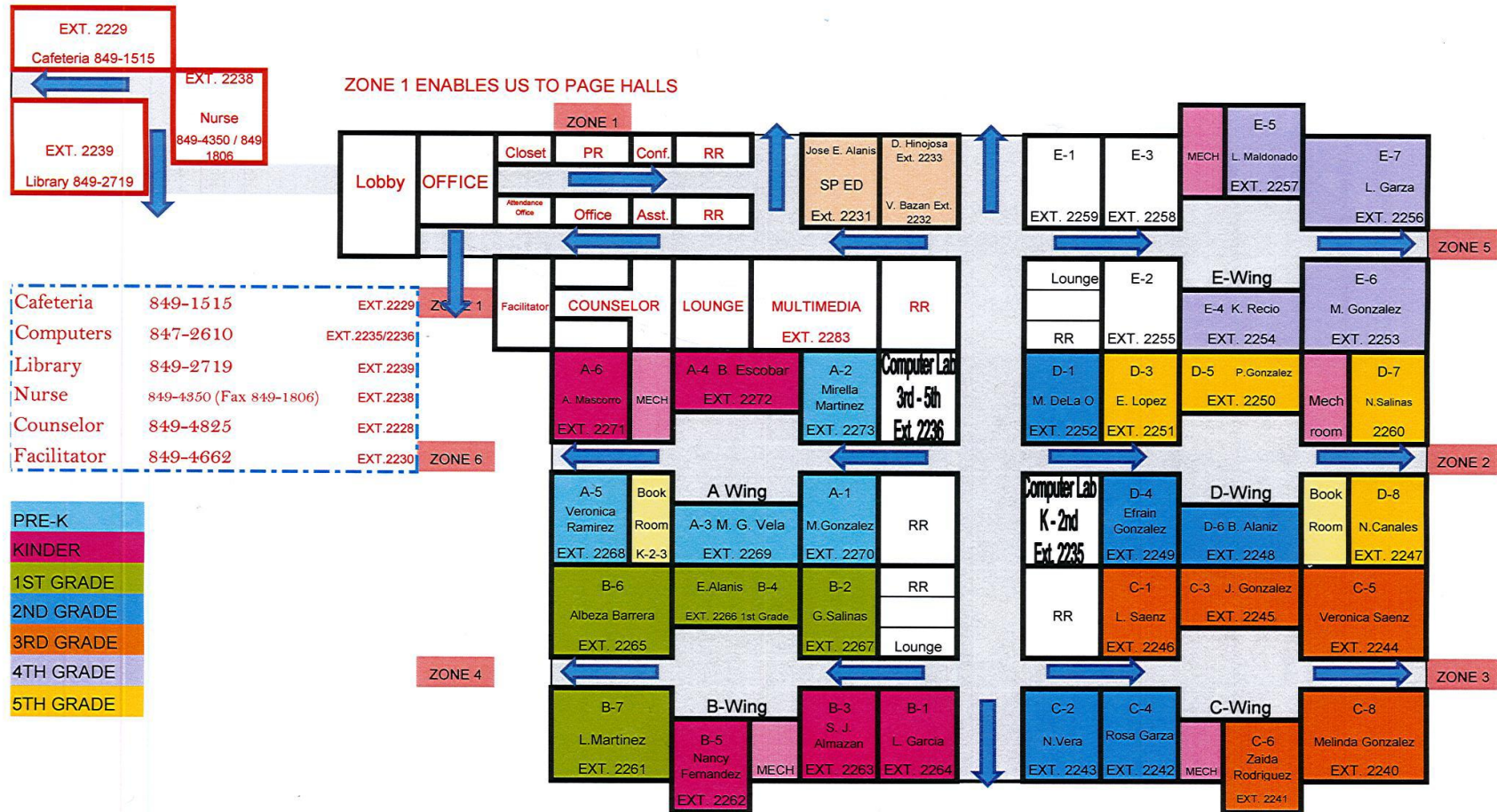
Discussion and recommendations: Provide any recommendations for improvements or changes to the emergency plan and procedures and how they will be addressed.

Emergency Status Card
(Print on green paper)





F. J. Scott Elementary
Phone # 956-849-1175 Fax # 956-849-3650
FIRE EXITS
71 Employees / 598 Students



F. J. SCOTT ELEMENTARY
Campus Improvement Plan
2015-2016

Indicator: Staff Development
Objective: To provide the needed staff development training and build teacher capacity.
To train, recruit and retain highly qualified staff members.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
August 2015	1. On-going, high quality, research-based staff development on: <ul style="list-style-type: none"> Title IX –Sexual Harassment on district’s policy and procedures Child Abuse Conflict Resolution Classroom management TEKS Awareness (updates) Systematic Writing Program Implementation of intervention strategies based on individual student needs. Improving the overall delivery of instruction (Bloom’s Taxonomy) Alignment of curriculum / delivery of instruction/ assessment Data Desegregation. Planning instruction accordingly Technology / technology in the classroom Bilingual/ESL strategies GT Training Assessment Updates-TPRI, ITBS,TELPAS,STAAR,Tejas Lee, Phase In Progression Chart, Progress Measure Chart, ELL Progress Measure Chart Inclusion Unpacking Checking For Understanding DOK Model Sheltered instruction Developing Assessments (Purchase necessary materials) 2. Coordinate efforts with central office personnel to recruit, train, hire and retain highly qualified staff. Suggested activities include: <ul style="list-style-type: none"> Promote incentives Sign up Bonuses Relocation expenses Explicit TEKS Awareness / grade level GT Training Staff development as required by standards (Purchase necessary materials) Provide Mentors 	Mrs. D. Salinas, Mrs. D. Perez , Contracted Services	Title II Part A Title I \$5,000	3,4	Policy and Procedures, Sign-in Roster
September 2015 – May 2016		Mrs. D. Salinas, Mrs. D. Perez, Teachers, Contracted Services	Title II Part A Title I \$2,500	5	Sign-in Roster

F. J. SCOTT ELEMENTARY
Campus Improvement Plan
2015-2016

Indicator: Staff Development
Objective: To provide the needed staff development training and build teacher capacity.
To train, recruit and retain highly qualified staff members.

May 2015		Mid-Year Evaluation		May 2016	
Reading-% Math-% Writing-% Science-%				90%+	
Timeline	Strategy	Staff	Resources	Component #	Evaluation
September 2015 May 2016	3. Coordinate efforts to build teacher capacity (Highly qualified Teachers). <ul style="list-style-type: none"> • Weekly staff meetings (PLC's) • Book studies • Master Teacher Series • Mentorship • Individualized Staff Development • Ongoing Research Based Staff Development on & off campus • PDAS Training • Science Our Way • Living With Science • The Writing Academy • Technology Training • Vertical/Horizontal Team Meetings • Crisis Management Plan • Emergency Procedures • Disecting Released Tests • Purchase necessary materials • CPI Training 	Mrs. D. Salinas, Mrs. D. Perez, Teachers, Contracted Services	Title II Part A Title I \$2,500	3,4	Sign-in Roster

F. J. Scott Campus Budget Allotment 2015-2016

State Comp(30)	Payroll				Total
	6100	6200	6300	6400	
	\$5,360.00	\$2,784.52	\$4,133.48	\$0.00	\$12,278.00

GT(21)	Payroll				Total
	6100	6200	6300	6400	
	\$668.00	\$440.00	\$3,209.00	\$615.00	\$4,932.00

Title I, Part A (211)					Total
	6100	6200	6300	6400	
	\$2,987.00	\$0.00	\$3,235.00	\$0.00	\$6,222.00

Title I Part C(212)					Total
	6100	6200	6300	6400	
	1057.77	\$0.00	\$2,222.23	\$0.00	\$3,280.00

Title II, Part A(255)					Total
	6100	6200	6300	6400	
	13858	\$658.00	\$0.00	\$1,782.00	\$16,298.00

Title III (263)					Total
	6100	6200	6300	6400	
	12861	7,505	\$3,640.00	\$884.00	\$24,890.00

Sp. Ed(23)					Total
	6100	6200	6300	6400	
	\$0.00	\$0.00	\$1,500.00	\$500.00	\$2,000.00

State Bilingual(25)					Total
	6100	6200	6300	6400	
	\$3,684.00	\$737.00	\$4,106.00	\$1,053.00	\$9,580.00