Houston Independent School District

269 Scroggins Elementary School

2021-2022 Campus Improvement Plan

Mission Statement

The mission of Scroggins Elementary School is to provide individualized instruction for all students while providing an environment rich in fine arts.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Scroggins Elementary Magnet School is in the Denver Harbor area in Northeast Houston. Scroggins currently has a total population of 335 students and serves children in grades Pre-Kindergarten through Fifth. The student population of Scroggins is 97% Hispanic, 1% White, and 2% African American. 92.5% of our students are Economically Disadvantaged, 7.3% receive Special Education services, 48.3% are English Learners, 4.6% receive Dyslexia services, and Scroggins is a 100% Title I campus. Scroggins is an HISD Fine Arts Magnet campus offering all students Dance, Music/Band, Art, and Drama. It is also a Neighborhood G/T School with 6.4% of our students identified as gifted and talented. All teachers at Scroggins are required to be G/T certified to effectively differentiate for the varied needs of our students. Student enrollment has decreased over the last couple of years as some families are moving outside of Houston city limits. Teachers work in grade-level teams, using Professional Learning Community tenets to plan instruction and assessment.

Demographics Strengths

Scroggins ES is a generational school where we are able to establish strong relationships with families and community members. We are also a small campus allowing us to work closely with all students, staff members, and parents/guardians.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): EL students are not meeting bilingual exit criteria. **Root Cause:** Teachers are not effectively providing ESL/ELD instruction and providing optimal opportunities for students to participate and practice listening, speaking, writing, and reading in English.

Problem of Practice 2 (Prioritized): Dyslexia and SPED Identification **Root Cause:** Teachers are not recognizing student's inability to perform at grade level expectations and are delaying the referral process.

Student Learning

Student Learning Summary

The 2018 - 2019 STAAR administration reading scores reflected 58% of third grade students scoring approaches, 83% of fourth grade students scoring approaches, and 84% of our fifth grade students scoring approaches. The 2019 - 2020 administration of STAAR was canceled due to the pandemic. Upon returning to campus with students attending in-person, concurrent, virtual instruction or a combination of those; students were administered the 2020 - 2021 administration of STAAR. Scores demonstrated a significant drop in grades 3 - 5. Scores showed 51% of third grade students scoring approaches, 55% of fourth grade students scoring approaches, and 63% of our fifth grade students scoring approaches. Benchmark running records at the end of the 2020 - 2021 school year showed 96% of Kinder students needing more development, 74% of first grade students needing more development, and 74% of second grade students needing more development.

The 2018 - 2019 STAAR administration math scores reflected 72% of third grade students scoring approaches, 88% of fourth grade students scoring approaches, and 87% of our fifth grade students scoring approaches. The 2020 - 2021 administration of STAAR scores demonstrated a significant drop in grades 3 - 5. Scores showed 57% of third grade students scoring approaches, 50% of fourth grade students scoring approaches, and 46% of our fifth grade students scoring approaches. Universal screener data for math showed 23% of first grade students needing Urgent Intervention, 11% of second grade students needing Urgent Intervention, 10% of third grade students needing Urgent Intervention, 12% of fourth grade students needing Urgent Intervention, and 26% of fifth grade students needing Urgent Intervention.

TELPAS scores for 2020 - 2021 show 63% of our students at Advanced or Advanced High in Listening, 40% of our students at Advanced or Advanced High in Speaking, 36% of our students at Advanced or Advanced or Advanced High in Reading, 29% of our students at Advanced or Advanced or Advanced High in Writing, and 41% of our students at Advanced or Advanced or Advanced High Composite score.

Student Learning Strengths

There has been an increase in the amount and level of student discourse in content areas. Students are engaged in the learning process and are willing participants in the learning. There has been growth in the amount of writing opportunities available to students. Students are building content knowledge by exploring academic vocabulary and taking advantage of opportunities to grow literacy.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Level of rigor in instruction. **Root Cause:** There is a low level of rigor in instruction in all grade levels.

Problem of Practice 2 (Prioritized): Students are not familiar with the format of assessment. **Root Cause:** The stimulus and assessments presented to students are not aligned to the way students will be assessed on STAAR.

Problem of Practice 3 (Prioritized): Students do not have prerequisite skills needed to be successful in their grade level. **Root Cause:** Ineffective small group instruction and interventions.

School Processes & Programs

School Processes & Programs Summary

In order to recruit teachers to our campus we participate in HISD recruitment events. Through these events we are interviewing teacher candidates that have been vetted by HISD Human Resource Department. Teachers are assigned to their content through teacher surveys as well as campus needs. New teachers are inducted to our campus through our campus indication coach. Teachers are retained through high quality training and by creating leadership opportunities for high achieving teachers. In order to ensure high quality teachers are placed in classrooms routine classroom walk-throughs and observations are implementing to ensure that our students needs are being met.

Instructional leaders are developed through continuous professional department to develop teacher leaders. We also provide opportunities for teachers to enhance their leadership skills with various leadership roles such as, team leads, content leads, GT Coordinator, Title I, and LPAC Committee members. Roles and responsibilities are explained through various trainings. In order to address root causes of low performance we first break down data, once data is reviewed we look for commonalities between different groups of students, to create structured and targeted intervention plans. Stakeholders are involved in the process through our PTO and our SDMC. We track short term and long term goals through out campus data trackers as well as student grades. Professional development is planned to target areas of growth for both our teacher and our students. Walk-throughs, observations, calibration walks, and student data help us determine these areas of development.

Currently our campus offers a Fine Arts Magnet program for all students. Through out Fine Arts program we are able to align cross curriculum instruction for our students aligning to the vision of our campus. We believe that through the arts we can integrate core curriculum to enhance student learning. Through our magnet classes student participate in various lessons including, safety and anti-bullying. All students including at-risk students have opportunities to participate in multiple fine arts classes and through our integration of core curriculum these students have an opportunity to meet challenging state standards.

Currently, our enrollment is 346 with about 173 of our student in the bilingual program. In special education it is important to note that were is an increasing number of AU cases on campus. Students participate weekly in both the computer lab as well as the science lab. In order to expose our students to college and career readiness we have implemented College Shirt Monday's where students can wear university shirts. Additionally, our students participate in a yearly career day event.

School Processes & Programs Strengths

A strength that our campus possesses in school processes and programs is the targeted development of teacher leaders. We strive to find and foster a sense of leadership within our teaching staff. We ensure that we review past data and campus areas of growth through walk-throughs and observations to target professional development as well as PLCs. Calibration walks aid us in determining areas for potential growth and we provide immediate feedback to our teachers. Several of our teachers are teacher leaders in the form of GT Coordinator, Title I Coordinator, Team Leads, and Content Leads.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): Our campus enrollment has decreased leading to low numbers in our third grade classes as well as low numbers in our Pre-K bilingual class leading to a decrease in our Magnet numbers. **Root Cause:** Due to limited recruitment events conducted in the 2020-2021 school year our campus numbers for our fine arts programs have decreased.

Problem of Practice 2 (Prioritized): Continue developing instructional practices. **Root Cause:** The need to improve teacher capacity.

Perceptions

Perceptions Summary

Currently our campus is comprised of 97% Hispanic, 1% White, and 2% African American students. Although our attendance rate dropped to 93.8% from 97.5% in 2019-2020, there are no significant differences between race/ethnicity groups. During the 2020-2021 school year we reported 3 suspensions which changed from 0 suspensions in the 2019-2020 school year. There was 1 removal of a student to an alternative setting due to severe behavior outburst. Overall, discipline referrals show a pattern of repeated off task behavior in the classroom which results in parent conferences and have proven to remedy these referrals. We currently partner with the Houston Police Department to offer after-school soccer and kickball programs. We have also partnered with Vecinos Clinics to provide counseling services for our students. Teacher turn-over rate for the 2020-2021 school year included the retirement of 1 teacher, state relocation of 2 teachers, and reassignment of 1 teacher. Compared to the 2019-2020 school year where we had a turn-over of 2 teachers who moved school districts, 1 who retired, and 1 who resigned due to relocation. As of 2019 we have partnered with the Families and Community Engagement Department to become a Family Friendly School. Currently we hold a gold standing and in other to achieve this level we complied with a list of family engagement events and hosted several parent and community forums to discuss current and upcoming events. During these engagement events parents were encouraged to provided ideas and suggestions to enhance both academic and social needs of students. In 2020 our parents and our faculty worked together to establish Scroggins ES first official PTO. We also ensure the participation of all stakeholders during our SDMC committee meetings. Our Fine Arts department also provides multiple opportunities to engage our parents and community members by providing events such as Field Day, Fine Arts Night, and Fine Arts News in the Scroggins Buzz. During the 2020-2021 school year the barriers we faced was limiting parent engagements to virtual events which resulted in a decrease engaged, many of our parents have limited knowledge of technology usage. Students described our campus as a safe learning environment based on the Student Survey submitted at the end of the school year. In 2018 we implemented the use of both Guided Reading and Guided Math, this year both our 4th and 5th grades scored in the 80% range in Reading and Math. Although, our STAAR scores dropped across grade levels in the 2020-2021 school year we will continue to push the implementation of both Guided Reading and Guided Math to move our students to next levels. During the 2020-2021 we implemented and SEL block to ensure that students had an opportunity to learn skills that would enhance their social development where students could feel safe expressing themselves. Students are also encouraged to participate in different Fine Arts events to foster a sense of belonging. Teachers are involved in the instruction of the whole child by providing not only academic instruction but also SEL instruction. Administration and teachers partner weekly in PLCs to discuss student goals, effective instructional strategies, data, and curriculum. Teachers participate in multiple trainings specific to the campus needs such as, Sheltered Instruction training, Guided Reading training, Guided Math training, as well as data dives. Stakeholders are engaged in the development of both vision and mission goals during our monthly SDMC meetings.

Perceptions Strengths

Our perceptual strength is discipline management as evident by our limited discipline referrals low suspension rates.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): Excessive tardies and absences. **Root Cause:** Parents unfamiliar with the process of logging on to the different programs necessary for students to be accounted in attendance during virtual learning. Families with multiple students tend to keep all students home when one is ill. Additionally, parents continue to bring students tardy.

Priority Problems of Practice

Problem of Practice 1: EL students are not meeting bilingual exit criteria.

Root Cause 1: Teachers are not effectively providing ESL/ELD instruction and providing optimal opportunities for students to participate and practice listening, speaking, writing, and reading in English.

Problem of Practice 1 Areas: Demographics

Problem of Practice 3: Level of rigor in instruction.

Root Cause 3: There is a low level of rigor in instruction in all grade levels.

Problem of Practice 3 Areas: Student Learning

Problem of Practice 6: Our campus enrollment has decreased leading to low numbers in our third grade classes as well as low numbers in our Pre-K bilingual class leading to a decrease in our Magnet numbers.

Root Cause 6: Due to limited recruitment events conducted in the 2020-2021 school year our campus numbers for our fine arts programs have decreased.

Problem of Practice 6 Areas: School Processes & Programs

Problem of Practice 8: Excessive tardies and absences.

Root Cause 8: Parents unfamiliar with the process of logging on to the different programs necessary for students to be accounted in attendance during virtual learning. Families with multiple students tend to keep all students home when one is ill. Additionally, parents continue to bring students tardy.

Problem of Practice 8 Areas: Perceptions

Problem of Practice 2: Dyslexia and SPED Identification

Root Cause 2: Teachers are not recognizing student's inability to perform at grade level expectations and are delaying the referral process.

Problem of Practice 2 Areas: Demographics

Problem of Practice 4: Students are not familiar with the format of assessment.

Root Cause 4: The stimulus and assessments presented to students are not aligned to the way students will be assessed on STAAR.

Problem of Practice 4 Areas: Student Learning

Problem of Practice 7: Continue developing instructional practices.

Root Cause 7: The need to improve teacher capacity.

Problem of Practice 7 Areas: School Processes & Programs

Problem of Practice 5: Students do not have prerequisite skills needed to be successful in their grade level.

Root Cause 5: Ineffective small group instruction and interventions.

Problem of Practice 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Board Goals

Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: ELAR: By May 2021, the percentage of students scores in reading (bilingual and regular combined) will increase from 75% to 82% at Approaches, 39% to 42% at Meets, and 16% to 18% at the Masters level.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: By May 2022, the percentage of students scores in reading (bilingual and regular combined) will increase from 75% to 82% at Approaches, 39% to 42% at Meets, and 16% to 18% at the Masters level.

Evaluation Data Sources: Renaissance 360 Data Reports, Student Tiered Reports, OnTrack Reports, Campus Data Tracking tool

HB3 Board Goal

Strategy 1 Details			Reviews		
Strategy 1: Snapshot and formative assessment data gathered from OnTrack will be used to disaggregate data, set learning targets for students, assess mastery of standards, and tier students to plan for targeted instruction.			**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will be provided with targeted instruction based on data that will support the mastery of standards. **Staff Responsible for Monitoring:** Principal, Teacher Specialists, Teachers, Intervention Support Staff, Teacher Assistants **Action Steps:** 1. Teachers will meet as a grade level with the leadership team and resource staff in PLCs to participate in data talks regarding student progress. 2. Teachers will set learning targets for students based on data. 3. Teachers will develop progress monitoring steps based on learning targets. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Funding Sources:** General School Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000			30%		
0% No Progress	100% Accomplished		Continue/Modify	✗ Discontinue	

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Level of rigor in instruction. **Root Cause**: There is a low level of rigor in instruction in all grade levels.
Problem of Practice 2: Students are not familiar with the format of assessment. **Root Cause**: The stimulus and assessments presented to students are not aligned to the way students will be assessed on STAAR.
Problem of Practice 3: Students do not have prerequisite skills needed to be successful in their grade level. **Root Cause**: Ineffective small group instruction and interventions.

School Processes & Programs
Problem of Practice 2: Continue developing instructional practices. **Root Cause**: The need to improve teacher capacity.

Measurable Objective 2: At least 5% of students will show an increase in reading level on each running record at the campus 6-week cycle checkpoint in addition to the district assessment requirements.

> **Evaluation Data Sources:** Running Records, Campus Data Tracking Form

> **HB3 Board Goal**

Strategy 1 Details		Reviews			
Strategy 1: Teachers will continue to be provided with professional development to reinforce the Gradual Release framework and Guided Reading. Teachers will participate in data discussions to identify and understand trends in data to develop campus goals.		**Formative**			**Summative**
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will engage in effective first instruction that will reduce the need for reteaching and intervention. Students will receive targeted interventions to support reading skills leading towards mastery of skills. **Staff Responsible for Monitoring:** Principal, Teacher Specialists, Teachers, Teacher Assistants **Action Steps:** 1. Teachers will assess students reading levels, administer running records, tracking data, maintain flexible groups, and creating meaningful tasks for other students to build their reading skills. 2. The leadership team will create opportunities for teachers to participate in refresher PD and observe model lessons. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Targeted Support Strategy** **Funding Sources:** General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000		60%			
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 2: Dyslexia and SPED Identification **Root Cause**: Teachers are not recognizing student's inability to perform at grade level expectations and are delaying the referral process.

Student Learning
Problem of Practice 1: Level of rigor in instruction. **Root Cause**: There is a low level of rigor in instruction in all grade levels.
Problem of Practice 3: Students do not have prerequisite skills needed to be successful in their grade level. **Root Cause**: Ineffective small group instruction and interventions.

School Processes & Programs
Problem of Practice 2: Continue developing instructional practices. **Root Cause**: The need to improve teacher capacity.

Measurable Objective 3: At least 80% of students will show mastery on district Snapshots and assessments.

    Evaluation Data Sources: Renaissance 360 Data Reports, Student Tiered Reports, Circle Assessment Report

    HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Snapshot and formative assessment data gathered from OnTrack will be used to disaggregate data, set learning targets for students, assess mastery of standards, and tier students to plan for targeted instruction.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Student learning and achievement will move forward to the meets and masters levels.
   Staff Responsible for Monitoring: Principal, Teacher Specialists, Teachers, Teacher Assistants
   Action Steps: 1. Teachers will meet as a grade level with the leadership team and resource staff in PLCs to participate in data talks regarding student progress. 2. Teachers will plan for tiered instruction based on data. 3. Teachers will plan for scaffolded instruction. 4. Teachers will plan for intervention based on student data.
 	
   Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy**
   Funding Sources: General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000
		30%			

0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 1: Level of rigor in instruction. **Root Cause**: There is a low level of rigor in instruction in all grade levels.
Problem of Practice 2: Students are not familiar with the format of assessment. **Root Cause**: The stimulus and assessments presented to students are not aligned to the way students will be assessed on STAAR.
Problem of Practice 3: Students do not have prerequisite skills needed to be successful in their grade level. **Root Cause**: Ineffective small group instruction and interventions.
School Processes & Programs
Problem of Practice 2: Continue developing instructional practices. **Root Cause**: The need to improve teacher capacity.

Board Goal 2: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: MATH: By May 2022, the percentage of student scores in math (regular and bilingual combined) will increase from 82% to 87% in Approaches; from 42% to 45% in Meets; and from 20% to 23% in Masters.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: At least 80% of students will show mastery of targeted by district Snapshot/DLA assessments.

Evaluation Data Sources: District Assessments

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Teachers will participate in PLCs to review student data in order to determine the individual needs of students. Using this information, the teacher will update student groupings and create targeted instruction for their students as well as intervention plans.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student scores as it relates to mastery of grade level standards. **Staff Responsible for Monitoring:** Classroom Teachers, Teachers Specialist, Math Champions, Administrators **Action Steps:** 1. Teachers will provide updates on the students progress during campus PLCs using data from Renaissance 360, Snapshots, DLAs, as well as classroom unit assessments. 2. Teachers will modify flexible groups to reflect student data. 3. Teachers will plan for targeted and tiered instruction. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Funding Sources:** - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000		50%			
0% No Progress	100% Accomplished	Continue/Modify		X Discontinue	

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Level of rigor in instruction. **Root Cause**: There is a low level of rigor in instruction in all grade levels.
Problem of Practice 2: Students are not familiar with the format of assessment. **Root Cause**: The stimulus and assessments presented to students are not aligned to the way students will be assessed on STAAR.
Problem of Practice 3: Students do not have prerequisite skills needed to be successful in their grade level. **Root Cause**: Ineffective small group instruction and interventions.

School Processes & Programs
Problem of Practice 2: Continue developing instructional practices. **Root Cause**: The need to improve teacher capacity.

Measurable Objective 2: 100% of our teachers will implement and use Guided Math Instruction.

   Evaluation Data Sources: Walkthroughs, Observation, Lesson Plans

   HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Teachers received Guided Math Instruction expectations during the 2021-2022 week of pre-service and will continue to receive support by our school leaders. Teachers will reflect Guided Math instruction practices in their lesson plans.		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Implementing Guided Math Instruction will enhance differentiated instruction for students.		40%			
Staff Responsible for Monitoring: Classroom Teachers, Teachers Specialist, Math Champions, Administrators					
Action Steps: 1. All new hired teachers will participating in Guided Math Training. 2. Additionally, our teacher specialists will follow up with additional model lessons and peer observations as needed. 3. Returning teachers will participate in a refresher Guided Math training.					
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000					
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

Measurable Objective 2 Problems of Practice:

School Processes & Programs
Problem of Practice 2: Continue developing instructional practices. **Root Cause**: The need to improve teacher capacity.

Measurable Objective 3: At least 80% of our students will be At/Above on Math Renaissance 360 Data.

   Evaluation Data Sources: Renaissance Data Reports

   HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Renaissance 360 will be routinely used to enhance the learning for all students. Computer lab schedule has been developed to allow adequate time for this program. Classrooms have also been equipped with Chromebooks or IPADs in order to utilize Renaissance during workstations and progress monitoring.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Creating flexible grouping that will maximize the time spent with teachers in small group as well as intervention groupings. **Staff Responsible for Monitoring:** Classroom Teachers, Teachers Specialist, Math Champions, Administrators **Action Steps:** 1. As we enter the 2021-2022 school year we will ensure that students participate in the Renaissance 360 Math assessment. 2. Teachers will establish guided math groups. 3. Teachers will provide targeted instruction to students. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 2110000000 - Title 1 Basic Programs - 6600 - Capital Outlay - $10,000	50%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 1: Level of rigor in instruction. **Root Cause**: There is a low level of rigor in instruction in all grade levels.
Problem of Practice 3: Students do not have prerequisite skills needed to be successful in their grade level. **Root Cause**: Ineffective small group instruction and interventions.
School Processes & Programs
Problem of Practice 2: Continue developing instructional practices. **Root Cause**: The need to improve teacher capacity.

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: Our goal for Domain 1 is to see a percentage growth at the Approaches level from 76% to 79%, growth in Meets from 38% to 40%, and growth in Masters from 15% to 17% to impact the Domain 1 Component Score.

    Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 100% of our Gifted and Talented students will participate in Renzulli and complete projects assigned.

    Evaluation Data Sources: Monthly checks of Renzulli usage and completion of projects.

Strategy 1 Details		Reviews			
Strategy 1: Students will complete beginning of the year learning profiles and teachers will plan for students to work for at least one hour per week to complete projects assigned.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Extended learning opportunities will be provided to students to support an increase in meets and masters levels of achievement.
  Staff Responsible for Monitoring: Principal, Teacher Specialist, GT Coordinator, Teachers
  Action Steps: 1. 100% of teachers will be trained on the use of the Renzulli program. 2. GT instruction, intervention, extension activities and usage time will be built into the master schedule and planned for in the classroom's daily schedule.
 	
  Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Targeted Support Strategy**
  Funding Sources: General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000
		70%			

0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Level of rigor in instruction. **Root Cause**: There is a low level of rigor in instruction in all grade levels.
School Processes & Programs
Problem of Practice 2: Continue developing instructional practices. **Root Cause**: The need to improve teacher capacity.

Measurable Objective 2: By June 2022, at least 75% of our special population students will achieve at least one year's growth as demonstrated by campus, district, and state assessments.

    Evaluation Data Sources: Benchmark Running Records, Renaissance 360 reports, Reading by Design Progress Monitoring, Esperanza Progress Monitoring

Strategy 1 Details	Reviews			
Strategy 1: Teachers and campus Dyslexia interventionist will be informed of the student's service plan, tiered intervention requirements, and collaborate to ensure that students are receiving support in reading strategies, phonics, writing instruction, and reading comprehension.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students in Special Education or Section 504 will be provided with the services and accommodations listed in their IEPs and plans that will ensure that they have the tools and support needed to be successful in grade level curriculum. **Staff Responsible for Monitoring:** Principal, Teacher Specialists, Teachers, Interventionists, SPED team **Action Steps:** 1. Designate staff that will be trained in providing dyslexia interventions to our students per their service plans. These staff members will meet with students per their tiered service minute requirements and maintain documentation of progress using mastery checks and HISD progress monitoring tools. 2. Special education resource teachers will be trained to provide structured dyslexia support to students under SPED with dyslexia. 3. Teachers will receive professional development on campus from 504 Coordinator/Campus Dyslexia Contact on how to provide accommodations to students with dyslexia. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Funding Sources:** General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000	90%			

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 1: Level of rigor in instruction. **Root Cause**: There is a low level of rigor in instruction in all grade levels.
Problem of Practice 3: Students do not have prerequisite skills needed to be successful in their grade level. **Root Cause**: Ineffective small group instruction and interventions.
School Processes & Programs
Problem of Practice 2: Continue developing instructional practices. **Root Cause**: The need to improve teacher capacity.

Measurable Objective 3: Achieve a Domain Goal Scale score of 73 or above.

Evaluation Data Sources: TEA Accountability Report, A4E Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Teachers and support staff will provide targeted instruction to provide intervention and enrichment support to students that will increase achievement across all levels.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will score past approaches and achieve meets or masters level of proficiency. **Staff Responsible for Monitoring:** Principal, Teacher Specialists, Teachers, Paraprofessionals **Action Steps:** 1. Implementation of guided reading and math instruction in 100% of classrooms. 2. Professional development and PLCs working towards increasing the effectiveness of first instruction. 3. Built in times in the master schedule for intervention, GT, and small group instruction that is aligned across grade levels to support efficiency and fidelity. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $3,000	75%			
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 1: Level of rigor in instruction. **Root Cause**: There is a low level of rigor in instruction in all grade levels.
Problem of Practice 2: Students are not familiar with the format of assessment. **Root Cause**: The stimulus and assessments presented to students are not aligned to the way students will be assessed on STAAR.
Problem of Practice 3: Students do not have prerequisite skills needed to be successful in their grade level. **Root Cause**: Ineffective small group instruction and interventions.

Board Goal 4: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: CLOSING THE GAPS Our overall student achievement will be impacted with the highest score of Domain 1 or 2 prevailing so an increase will raise our overall score. In focusing on our campus's academic growth, our earned points for student's growth will be reflected in Domains 1 and 3.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: Our campus goal for Academic Achievement is to meet targets in 4 out of the 5 indicator in the areas of Math and Reading. Indicators include Hispanic, Economically Disadvantaged, EL including monitored students, continuously enrolled, and all students meeting targets.

Evaluation Data Sources: STAAR Release, Snapshots, DLA, STAAR

Strategy 1 Details	Reviews			
Strategy 1: There are 5 indicators evaluated for Math for Academic Achievement Status during our Snapshots/DLA and STAAR Release we will use this information to determine if we are on track to meet our goal.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By monitoring the progress of these assessments we will be able to set goals for our students to ensure that we meet our goal. **Staff Responsible for Monitoring:** Teachers, Teacher Specialist, Interventionist **Action Steps:** 1. A tracker will be developed of the 5 indicators evaluated for Math for Academic Achievement Status to monitor our Snapshots/DLA and STAAR Release. 2. We will use this information to determine if we are on track to meet our goal. 3. We will adjust instructional practices as measured by the tracker. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000	30%			
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: EL students are not meeting bilingual exit criteria. **Root Cause**: Teachers are not effectively providing ESL/ELD instruction and providing optimal opportunities for students to participate and practice listening, speaking, writing, and reading in English.
Student Learning
Problem of Practice 1: Level of rigor in instruction. **Root Cause**: There is a low level of rigor in instruction in all grade levels.

Student Learning

Problem of Practice 2: Students are not familiar with the format of assessment. **Root Cause**: The stimulus and assessments presented to students are not aligned to the way students will be assessed on STAAR.

Problem of Practice 3: Students do not have prerequisite skills needed to be successful in their grade level. **Root Cause**: Ineffective small group instruction and interventions.

School Processes & Programs

Problem of Practice 2: Continue developing instructional practices. **Root Cause**: The need to improve teacher capacity.

Measurable Objective 2: The goal is to increase all achievement levels (Approaches, Meets, and Masters) across content levels.

Evaluation Data Sources: STAAR and End Of Year Assessments

Strategy 1 Details	Reviews			
Strategy 1: By targeting instruction for these students and setting achievement goals for these populations, we will be able to meet our goals of 3/5 points in growth, thereby closing the cap.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: All Students column will be positively affected due to the increased percentages in the indicators. **Staff Responsible for Monitoring:** Teachers, Teacher Specialist, Interventionist. **Action Steps:** Students will participate in daily intervention blocks in both reading and math. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000	30%			
0% No Progress	100% Accomplished	Continue/Modify	✗ Discontinue	

Measurable Objective 2 Problems of Practice:

Student Learning

Problem of Practice 1: Level of rigor in instruction. **Root Cause**: There is a low level of rigor in instruction in all grade levels.

Problem of Practice 2: Students are not familiar with the format of assessment. **Root Cause**: The stimulus and assessments presented to students are not aligned to the way students will be assessed on STAAR.

Problem of Practice 3: Students do not have prerequisite skills needed to be successful in their grade level. **Root Cause**: Ineffective small group instruction and interventions.

School Processes & Programs

Problem of Practice 2: Continue developing instructional practices. **Root Cause**: The need to improve teacher capacity.

Measurable Objective 3: Our campus goal for Growth Status in Reading is to maintain our met targets in all 5 indicator areas and campus goal for Growth Status in Math is to meet targets in 3 out of the 5 indicator areas.

Strategy 1 Details	Reviews			
Strategy 1: Schedule intervention for these students and setting achievement goals for these populations, we will be able to meet our goals by earning points in growth.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: By providing targeting instruction and intervention for these students and setting achievement goals for these populations, we will be able to meet our goals by earning points in growth.
    Staff Responsible for Monitoring: Teachers, Teacher Specialist, Sped teachers, and Interventionist,
    Action Steps: 1. Master schedules will include two intervention blocks for each grade level. 2. Staff will be scheduled and assigned pull out or push in groups for intervention. 3. Students will participate in small group instruction in class as well as pull out interventions.
 	
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math
    Funding Sources: General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $3,000
	50%			

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 1: Level of rigor in instruction. **Root Cause**: There is a low level of rigor in instruction in all grade levels.
Problem of Practice 2: Students are not familiar with the format of assessment. **Root Cause**: The stimulus and assessments presented to students are not aligned to the way students will be assessed on STAAR.
Problem of Practice 3: Students do not have prerequisite skills needed to be successful in their grade level. **Root Cause**: Ineffective small group instruction and interventions.
School Processes & Programs
Problem of Practice 2: Continue developing instructional practices. **Root Cause**: The need to improve teacher capacity.

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE By the end of the 2021-2022 academic school year, Scroggins will have a 98% Attendance rate.

    Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: The daily attendance rate will be at 98% or higher.

    Evaluation Data Sources: Daily, Monthly, and Yearly Attendance Rate

Strategy 1 Details	Reviews			
Strategy 1: Teachers will report daily attendance to the office by 8:00 a.m. in order for parents of children that are absent to be contacted.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase daily student attendance **Staff Responsible for Monitoring:** Janie Anaya, Clerk Noemi Espinoza, Clerk Rosa Martinez, SIR Clerk **Action Steps:** Teachers will take an early attendance and submit absent student names to the office by 8:00 a.m. Office personnel will contact the parents of the student to see to inquire about the reason for absence. If the student is not ill, the parent will be asked to bring the student to campus immediately. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000	80%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 1 Problems of Practice:

School Processes & Programs
Problem of Practice 1: Our campus enrollment has decreased leading to low numbers in our third grade classes as well as low numbers in our Pre-K bilingual class leading to a decrease in our Magnet numbers. **Root Cause**: Due to limited recruitment events conducted in the 2020-2021 school year our campus numbers for our fine arts programs have decreased.

Perceptions
Problem of Practice 1: Excessive tardies and absences. **Root Cause**: Parents unfamiliar with the process of logging on to the different programs necessary for students to be accounted in attendance during virtual learning. Families with multiple students tend to keep all students home when one is ill. Additionally, parents continue to bring students tardy.

Measurable Objective 2: Regular communication with parents and students will result in a reduced number of repeated absences tracked by daily and weekly attendance rates.

Evaluation Data Sources: Daily and Weekly Attendance rate

Strategy 1 Details	Reviews			
Strategy 1: Scroggins ES will send attendance reminder letters and conduct face-to-face/virtual/phone conferences with parents of students missing 2 consecutive days or a total of 3 days.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student percentage. **Staff Responsible for Monitoring:** Janie Anaya, Clerk Noemi Espinoza, Clerk Rosa Martinez, SIR Clerk **Action Steps:** For students that have 2 or more consecutive absences or for students that have multiple absences, a meeting will be held with parents. The importance of attending school every day will be discussed and an attendance plan will be developed for the student. Monitoring of the student attendance with a follow up meeting will take place. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000	80%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Measurable Objective 2 Problems of Practice:

School Processes & Programs
Problem of Practice 1: Our campus enrollment has decreased leading to low numbers in our third grade classes as well as low numbers in our Pre-K bilingual class leading to a decrease in our Magnet numbers. **Root Cause**: Due to limited recruitment events conducted in the 2020-2021 school year our campus numbers for our fine arts programs have decreased.

Perceptions
Problem of Practice 1: Excessive tardies and absences. **Root Cause**: Parents unfamiliar with the process of logging on to the different programs necessary for students to be accounted in attendance during virtual learning. Families with multiple students tend to keep all students home when one is ill. Additionally, parents continue to bring students tardy.

Measurable Objective 3: Student attendance corrections will be made daily.

Evaluation Data Sources: Daily Attendance

Strategy 1 Details	Reviews			
Strategy 1: Update student absences when they attend a doctor's appointment and return to campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student attendance rate.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: SIR Clerk				
Action Steps: When students have morning appointments, they will be asked to return to campus and bring the medical excuse so their attendance can be marked as present. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000	90%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Measurable Objective 3 Problems of Practice:

School Processes & Programs
Problem of Practice 1: Our campus enrollment has decreased leading to low numbers in our third grade classes as well as low numbers in our Pre-K bilingual class leading to a decrease in our Magnet numbers. **Root Cause**: Due to limited recruitment events conducted in the 2020-2021 school year our campus numbers for our fine arts programs have decreased.

Perceptions
Problem of Practice 1: Excessive tardies and absences. **Root Cause**: Parents unfamiliar with the process of logging on to the different programs necessary for students to be accounted in attendance during virtual learning. Families with multiple students tend to keep all students home when one is ill. Additionally, parents continue to bring students tardy.

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE With the implementation of social emotional learning structures and routines for self-regulation behavior, student out-of- school and in-school suspensions will result in 0 at the end of year.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Continued partnership with "Vecinos" counseling services focusing on root causes of student's behavior will decrease the number of repeated behavior by 80%.

Evaluation Data Sources: Tracking of student discipline referrals.

Strategy 1 Details			Reviews		
Strategy 1: Parents, teachers, or campus administrators will recommend students to the Vecinos if a change of student behaviors is noted. Vecinos counselor will meet with students once a week.			**Formative**		**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Continued partnership with Vecinos focusing on root causes of students' behavior will decrease the number of repeated behaviors by 80%. **Staff Responsible for Monitoring:** Discipline Coordinator **Action Steps:** Develop school-wide behavior expectations and outline procedures in the campus student handbook. Parents will acknowledge receipt and understanding of campus expectations. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000			70%			
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 3: Students do not have prerequisite skills needed to be successful in their grade level. **Root Cause**: Ineffective small group instruction and interventions.

Measurable Objective 2: 0% out/in school suspensions by the end of the school year.

Evaluation Data Sources: Tracking of student discipline referrals.

Strategy 1 Details	Reviews			
Strategy 1: All staff members will implement unconscious biased strategies in order to build relationships with students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students follow campus and district behavior expectations.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers Administration **Action Steps:** Outline procedures for student discipline referral system on campus for teachers. Review and update campus student discipline referral form. Ensure that all staff members are trained on campus discipline procedures. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000	70%			
0% No Progress	100% Accomplished	Continue/Modify	✗ Discontinue	

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 3: Students do not have prerequisite skills needed to be successful in their grade level. **Root Cause**: Ineffective small group instruction and interventions.

Measurable Objective 3: By May 2020 we will decrease the amount of student referrals by 10% for repeated classroom management misconduct.

    Evaluation Data Sources: Discipline referral forms, HISD Connect Discipline report

Strategy 1 Details	Reviews			
Strategy 1: 100% of our teachers will implement SEL practices to develop consistent discipline management system.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Establishing consistent discipline management systems will ensure that students are aware of the expectations set in place.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Discipline Coordinator **Action Steps:** 1. Teachers will receive SEL training during a PLC. 2. Teachers will have monthly check-ins with discipline coordinator regarding students behaviors. **Title I Schoolwide Elements:** 2.6 **Funding Sources:** General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000	70%			
0% No Progress	100% Accomplished	Continue/Modify	✗ Discontinue	

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 3: Students do not have prerequisite skills needed to be successful in their grade level. **Root Cause**: Ineffective small group instruction and interventions.

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION Decrease the amount of office referrals that involve accusations or reported behaviors of bullying in all grade levels.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 100% of our students in 3rd through 5th grades will participate in Anti-Bullying education classes.

Evaluation Data Sources: Student sign-in sheets, student surveys, documented office referrals, Student At The Center Meetings

Strategy 1 Details	Reviews			
Strategy 1: During the student's magnet time, our magnet teacher will facilitate the district Cyber Anti-Bullying education classes students to increase awareness of conflict resolution strategies.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Provide Cyber Anti-Bullying education classes for parents and students to increase awareness of conflict resolution strategies. **Staff Responsible for Monitoring:** Wrap Around Specialist, Campus Administration, Principal, Magnet Teachers **Action Steps:** During the student's magnet time, our magnet teacher will facilitate the district Cyber Anti-Bullying education classes students to increase awareness of conflict resolution strategies. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** General Suppliez - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000	90%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Measurable Objective 2: 100% of our teachers will implement Unconscious Bias strategies to build relationships with students.

Evaluation Data Sources: Teacher training sign-in sheets, PLC discussion meetings

Strategy 1 Details	Reviews			
Strategy 1: Teachers will received PD provided by our Wraparound Service Specialist on implementing unconscious bias strategies and they will continue to receive coaching on building relationships with students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will have the tools to de-escalate situations. **Staff Responsible for Monitoring:** Teacher Specialists, Principal, Teachers **Action Steps:** Teachers will received PD provided by our Wraparound Service Specialist on implementing unconscious bias strategies and they will continue to receive coaching on building relationships with students. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000	50%			
0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue	

Measurable Objective 3: 100% of our teachers will deliver SEL activity opportunities for our students.

Evaluation Data Sources: Lesson Plans, Classroom Observations

Strategy 1 Details	Reviews			
Strategy 1: Using different strategies from the SEL Department as well as Kagan best practices teachers will have the tools need to provided social emotional learning for students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: This will result in growing and educating the whole child, creating a safe environment where students can learn. **Staff Responsible for Monitoring:** Teacher Specialists, Principal, Teachers **Action Steps:** Training teachers on different strategies from the SEL Department as well as Kagan best practices during PLCs. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000	50%			
0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue	

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION By June 2022, at least 75% of our special education students will achieve one year's growth.

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1: 75% of targeted students will show increasing fluency with numeracy and word problem solution.

Evaluation Data Sources: Unit Assessments, Renaissance 360 Reports, Snapshot/DLA Reports

Strategy 1 Details	Reviews			
Strategy 1: Students will receive individualized instruction based on both their math level and their IEPs. Teachers will provide small group instruction through their guided math groups as well as tiered assignment in during their work station times. Additionally, our Sped department will work with students in pull out or push in strategies.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: This will ensure that all students are receiving individualized instruction with appropriate accommodations of their daily instruction. **Staff Responsible for Monitoring:** Sped Teachers, Classroom Teachers, Math Interventionists **Action Steps:** The SPED department will provide teachers a copy of their students IEPs in order to individualize instruction. Additionally, teachers will use their student's Math level to determine small group assignments and intervention strategies. Teachers will implement guided math instruction to facilitate small group instruction. Additionally, our Sped department will work with students using pull-out or push-in strategies. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** General Supplies - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - $500	60%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 2: Dyslexia and SPED Identification **Root Cause**: Teachers are not recognizing student's inability to perform at grade level expectations and are delaying the referral process.
Student Learning
Problem of Practice 2: Students are not familiar with the format of assessment. **Root Cause**: The stimulus and assessments presented to students are not aligned to the way students will be assessed on STAAR.
School Processes & Programs
Problem of Practice 2: Continue developing instructional practices. **Root Cause**: The need to improve teacher capacity.

Measurable Objective 2: 75% of targeted students will show increasing fluency including accuracy, rate, and expression in their reading.

    Evaluation Data Sources: BBR, Renaissance 360 Reports, District Assessments

Strategy 1 Details	Reviews			
Strategy 1: Students will receive individualized instruction based on both their reading level and their IEPs. Teachers will provide small group instruction through their guided reading groups. Additionally, our Sped department will work with students as pull out or push in strategies.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: This will ensure that all students are receiving individualized instruction with appropriate accommodations of their daily instruction.
    Staff Responsible for Monitoring: Sped Teachers, Classroom Teachers, Interventionists
    Action Steps: The SPED department will provide teachers a copy of their students IEPs in order to individualize instruction. Additionally, teachers will use their student's Reading level to determine small group assignments and intervention strategies. Teachers will implement guided reading instruction to facilitate flexible small group instruction. Additionally, our Sped department will work with students in pull-out or push-in strategies.
 	
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math
    Funding Sources: General Supplies - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - $400
	65%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 2: Dyslexia and SPED Identification **Root Cause**: Teachers are not recognizing student's inability to perform at grade level expectations and are delaying the referral process.
Student Learning
Problem of Practice 2: Students are not familiar with the format of assessment. **Root Cause**: The stimulus and assessments presented to students are not aligned to the way students will be assessed on STAAR.
School Processes & Programs
Problem of Practice 2: Continue developing instructional practices. **Root Cause**: The need to improve teacher capacity.

Measurable Objective 3: 100% of our teachers will receive training on effectively implementing accommodations, modifications, and designated supports.

    Evaluation Data Sources: BBR, Renaissance 360 Reports, Unit Assessments, Snapshot/DLA Reports

Strategy 1 Details	Reviews			
Strategy 1: Teacher specialists will provide professional development on the referral process, service plans and models. The leadership team, in conjunction with the Special Education chair will train teachers on interpreting student IEPs, the evaluation process, modifications and accommodations.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: This will ensure teachers are using appropriate accommodations to meet students needs. **Staff Responsible for Monitoring:** Teacher Specialists, Special Education teachers, General education teachers **Action Steps:** Teacher specialists will collaborate with Special Education resource teachers to provide professional development on the IAT referral process, service plans and models. The Special Education chair will discuss and train teachers on interpreting student IEPs and the implementation of accommodations and modifications in the classroom. The leadership team, in conjunction with the special education chair, will review the co-teaching model and the program requirements and expectations. The campus Testing Coordinator and Special Education team will train teachers on utilizing designated supports through the school year in preparation for use on assessments. **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** General Supplies - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - $500	65%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 2: Dyslexia and SPED Identification **Root Cause**: Teachers are not recognizing student's inability to perform at grade level expectations and are delaying the referral process.

Student Learning
Problem of Practice 2: Students are not familiar with the format of assessment. **Root Cause**: The stimulus and assessments presented to students are not aligned to the way students will be assessed on STAAR.

School Processes & Programs
Problem of Practice 2: Continue developing instructional practices. **Root Cause**: The need to improve teacher capacity.

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

    Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: By June 2022, at least 75% of our special population students will achieve one year's growth.

    Evaluation Data Sources: Benchmark Running Records, Renaissance 360 reports, Reading by Design Progress Monitoring, Esperanza Progress Monitoring

Strategy 1 Details	Reviews			
Strategy 1: Teachers and campus Dyslexia interventionist will be informed of the student's service plan, tiered intervention requirements, and collaborate to ensure that students are receiving support in reading strategies, phonics, writing instruction, and reading comprehension.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students in Special Education or Section 504 will be provided with the services and accommodations listed in their IEPs and plans that will ensure that they have the tools and support needed to be successful in grade level curriculum. **Staff Responsible for Monitoring:** Principal, Teacher Specialists, Teachers, Interventionists, SPED team **Action Steps:** Designate two instructional teachers will be trained in providing dyslexia interventions to our students per their service plans. District Dyslexia Interventionist will meet with students per their tiered service minute requirements. Dyslexia interventionist will maintain documentation of progress using Neuhaus mastery checks, Reading by Design, and HISD progress monitoring tools. Special education resource teachers will be trained to provide structured dyslexia support to students under SPED with dyslexia. Teachers will receive professional development on campus from 504 Coordinator/Campus Dyslexia Contact on how to provide accommodations to students with dyslexia. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Funding Sources:** General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000	70%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 2: Dyslexia and SPED Identification **Root Cause**: Teachers are not recognizing student's inability to perform at grade level expectations and are delaying the referral process.
Student Learning
Problem of Practice 3: Students do not have prerequisite skills needed to be successful in their grade level. **Root Cause**: Ineffective small group instruction and interventions.

School Processes & Programs
Problem of Practice 2: Continue developing instructional practices. **Root Cause**: The need to improve teacher capacity.

Measurable Objective 2: EL students will increase at least one proficiency level on TELPAS assessment.

    Evaluation Data Sources: TELPAS, ELD snapshot

Strategy 1 Details	Reviews			
Strategy 1: Students will participate in ELD snapshots, TELPAS practices, EL talks, and will receive accommodations based on proficiency levels. Teachers will implement sheltered instruction practices with fidelity.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Students data will reflect growth in proficiency levels.
    Staff Responsible for Monitoring: Principal, SI Coach, Teachers, LPAC Administrator
    Action Steps: Member of our LPAC and Sheltered Instruction Team will facilitate EL talks with our 3rd-5th grade EL students. Our 2nd - 5th grade students will participate in district ELD snapshots and TELPAS practices to determine which areas of focus students have improved in and which areas need further development, to ensure targeted instruction.   Teachers will receive training from our Sheltered Instruction Coach, Ms. Padilla to ensure they tier their students by level and have access to the appropriate accommodations based on proficiency levels. Ms. Padilla, Sheltered Instruction Coach will monitor that teachers implement sheltered instruction practices with fidelity.
 	
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Additional Targeted Support Strategy**
    Funding Sources: General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000
	65%			

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 1: EL students are not meeting bilingual exit criteria. **Root Cause**: Teachers are not effectively providing ESL/ELD instruction and providing optimal opportunities for students to participate and practice listening, speaking, writing, and reading in English.
School Processes & Programs
Problem of Practice 2: Continue developing instructional practices. **Root Cause**: The need to improve teacher capacity.

Measurable Objective 3: 100% of our Gifted and Talented students will participate in Renzulli and complete projects assigned.

    Evaluation Data Sources: Monthly checks of Renzulli usage and completion of projects

Strategy 1 Details	Reviews			
Strategy 1: Students will complete beginning of the year learning profiles and teachers will plan for students to work for at least one hour per week to complete projects assigned.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: GT students will have opportunities to enriched instruction and activities. **Staff Responsible for Monitoring:** Principal, Teacher Specialist, GT Coordinator, Teachers **Action Steps:** Teachers will be trained on the Renzulli system. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000	60%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 1: Level of rigor in instruction. **Root Cause**: There is a low level of rigor in instruction in all grade levels.
School Processes & Programs
Problem of Practice 2: Continue developing instructional practices. **Root Cause**: The need to improve teacher capacity.

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: Increase family and community engagement by coordinating community events, Family Nights, and volunteer opportunities resulting in at least 90% of parents stating satisfaction with parent and community involvement.

Evaluation Data Sources: HISD FACE Department, Title 1 Family Engagement documents, Parent Surveys

Strategy 1 Details	Reviews			
Strategy 1: Continue to cultivate relationships with stakeholders by building our parent organization and linking school activities to student learning.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will benefit academically from the resources, support, and linkage between the community and school. **Staff Responsible for Monitoring:** PTO, Principal, Wraparound Resource Specialist, Teacher Specialist, Title 1 Coordinator **Action Steps:** Meet with content champions to plan for curriculum family nights (Math/Science, Literacy, Fine Arts, etc.) to provide instructional information and resources to parents. **Title I Schoolwide Elements:** 3.1, 3.2 **Funding Sources:** General Supplies for Family Events - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $2,000	80%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Measurable Objective 1 Problems of Practice:

School Processes & Programs
Problem of Practice 1: Our campus enrollment has decreased leading to low numbers in our third grade classes as well as low numbers in our Pre-K bilingual class leading to a decrease in our Magnet numbers. **Root Cause**: Due to limited recruitment events conducted in the 2020-2021 school year our campus numbers for our fine arts programs have decreased.

Perceptions
Problem of Practice 1: Excessive tardies and absences. **Root Cause**: Parents unfamiliar with the process of logging on to the different programs necessary for students to be accounted in attendance during virtual learning. Families with multiple students tend to keep all students home when one is ill. Additionally, parents continue to bring students tardy.

Measurable Objective 2: Obtain Platinum Level Status as a Family Friendly School (increase from Gold Status in 2020 - 2021).

Evaluation Data Sources: HISD FACE department check-ins, parent engagement data, Title 1 documentation.

Strategy 1 Details	Reviews			
Strategy 1: Continue to cultivate relationships with stakeholders by building our parent organization and linking school activities to student learning.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in family engagement that positively impacts student learning. **Staff Responsible for Monitoring:** Principal, Teacher Specialists, Title 1 Coordinator, Wrap Around Resource Specialist, Nurse, SDMC Committee **Action Steps:** Meet with content champions to plan for curriculum family nights (Math/Science, Literacy, Fine Arts, etc.) to provide instructional information and resources to parents. **Title I Schoolwide Elements:** 3.1, 3.2 **Funding Sources:** General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000	80%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Measurable Objective 2 Problems of Practice:

School Processes & Programs
Problem of Practice 1: Our campus enrollment has decreased leading to low numbers in our third grade classes as well as low numbers in our Pre-K bilingual class leading to a decrease in our Magnet numbers. **Root Cause**: Due to limited recruitment events conducted in the 2020-2021 school year our campus numbers for our fine arts programs have decreased.

Perceptions
Problem of Practice 1: Excessive tardies and absences. **Root Cause**: Parents unfamiliar with the process of logging on to the different programs necessary for students to be accounted in attendance during virtual learning. Families with multiple students tend to keep all students home when one is ill. Additionally, parents continue to bring students tardy.

Measurable Objective 3: Increase opportunities for volunteers in and outside of campus.

    Evaluation Data Sources: Volunteer log

Strategy 1 Details	Reviews			
Strategy 1: Continue increasing volunteer opportunities in and outside of campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student volunteers to increase student engagement. **Staff Responsible for Monitoring:** Principal, Teacher Specialists, VIP Coordinator, Title 1 Coordinator **Action Steps:** Create volunteer opportunities, communicate information with stakeholders, provide training, and monitor volunteers. **Title I Schoolwide Elements:** 3.1, 3.2 **Funding Sources:** General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $400	**Nov**	**Jan**	**Mar**	**June**
	80%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Measurable Objective 3 Problems of Practice:

School Processes & Programs
Problem of Practice 1: Our campus enrollment has decreased leading to low numbers in our third grade classes as well as low numbers in our Pre-K bilingual class leading to a decrease in our Magnet numbers. **Root Cause**: Due to limited recruitment events conducted in the 2020-2021 school year our campus numbers for our fine arts programs have decreased.

Perceptions
Problem of Practice 1: Excessive tardies and absences. **Root Cause**: Parents unfamiliar with the process of logging on to the different programs necessary for students to be accounted in attendance during virtual learning. Families with multiple students tend to keep all students home when one is ill. Additionally, parents continue to bring students tardy.

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES
The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Erica Bogie
Estimated number of students to be screened: 346
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: Nurse will monitor ImmTrac2 to ensure all vaccinations are up to date, compare to students immunization record on file, and support parents in ensuring missing vaccinations are given.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: All students will have updated vaccinations on file. **Staff Responsible for Monitoring:** Nurse Principal **Action Steps:** Review files, monitor ImmTrac2, and communicate with parents. **Title I Schoolwide Elements:** 3.1 - **TEA Priorities:** Build a foundation of reading and math	90%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 1 Problems of Practice:

Perceptions
Problem of Practice 1: Excessive tardies and absences. **Root Cause**: Parents unfamiliar with the process of logging on to the different programs necessary for students to be accounted in attendance during virtual learning. Families with multiple students tend to keep all students home when one is ill. Additionally, parents continue to bring students tardy.

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: Erica Bogie
Estimated number of students to be screened: 346
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: Nurse will appropriately schedule and perform vision screening on students in grades PK, K, 1, 3, and 5.	Formative			Summative
Strategy's Expected Result/Impact: All students who failed screening will be referred to a physician for a full vision exam in order to correct vision needs.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Nurse Principal **Action Steps:** Nurse will schedule student vision exams with adequate time to make referrals and follow up screenings prior to December 10, 2021. **Title I Schoolwide Elements:** 3.1	90%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 2: Dyslexia and SPED Identification **Root Cause**: Teachers are not recognizing student's inability to perform at grade level expectations and are delaying the referral process.

Perceptions
Problem of Practice 1: Excessive tardies and absences. **Root Cause**: Parents unfamiliar with the process of logging on to the different programs necessary for students to be accounted in attendance during virtual learning. Families with multiple students tend to keep all students home when one is ill. Additionally, parents continue to bring students tardy.

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Erica Bogie
Estimated number of students to be screened: 346
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: Nurse will appropriately schedule and perform hearing screening on students in grades PK, K, 1, 3, and 5.	Formative			Summative
Strategy's Expected Result/Impact: All students who failed screening will be referred to a physician for a full hearing exam in order to correct hearing needs.	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Nurse
Principal

Action Steps: Nurse will schedule student hearing exams with adequate time to make referrals and follow up screenings prior to December 10, 2021.

Title I Schoolwide Elements: 3.1

90%			

0% No Progress	100% Accomplished	➡ Continue/Modify	✗ Discontinue

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 2: Dyslexia and SPED Identification **Root Cause**: Teachers are not recognizing student's inability to perform at grade level expectations and are delaying the referral process.

Perceptions
Problem of Practice 1: Excessive tardies and absences. **Root Cause**: Parents unfamiliar with the process of logging on to the different programs necessary for students to be accounted in attendance during virtual learning. Families with multiple students tend to keep all students home when one is ill. Additionally, parents continue to bring students tardy.

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Erica Bogie
Estimated number of students to be screened: 156
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details		Reviews			
Strategy 1: Nurse will appropriately schedule and perform Type 2 diabetes screening on students in grades 1, 3, and 5.		**Formative**			**Summative**
Strategy's Expected Result/Impact: All students who failed screening will be referred to a physician for an evaluation in order to receive treatment if necessary.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Nurse Principal **Action Steps:** Nurse will schedule student vision exams with adequate time to make referrals and follow up screenings prior to December 12, 2021.		90%			

0% No Progress	100% Accomplished	➡ Continue/Modify	✗ Discontinue

Measurable Objective 4 Problems of Practice:

Perceptions
Problem of Practice 1: Excessive tardies and absences. **Root Cause**: Parents unfamiliar with the process of logging on to the different programs necessary for students to be accounted in attendance during virtual learning. Families with multiple students tend to keep all students home when one is ill. Additionally, parents continue to bring students tardy.

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: N/A
Estimated number of students to be screened: N/A
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team
Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Strategy 1 Details		Reviews			
Strategy 1: Nurse will follow protocol for administering scheduled administrations and maintain appropriate medical documentation and forms for the scheduled/emergency/as needed medication.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students requiring scheduled/emergency/as needed medication will receive them appropriately and on time for the health and safety of the student. **Staff Responsible for Monitoring:** Nurse Principal **Action Steps:** Collect inventory of the medication, the proper medical documentation signed by the student's medical physician and provide students with the medication as prescribed.		90%			
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Measurable Objective 6 Problems of Practice:

Perceptions
Problem of Practice 1: Excessive tardies and absences. **Root Cause**: Parents unfamiliar with the process of logging on to the different programs necessary for students to be accounted in attendance during virtual learning. Families with multiple students tend to keep all students home when one is ill. Additionally, parents continue to bring students tardy.

Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual

report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: Nurse Erica Bogie
Number of AEDs on campus: 3

Strategy 1 Details		Reviews		
Strategy 1: AED will be inspected monthly to ensure full and proper functionality.		**Formative**		**Summative**
Strategy's Expected Result/Impact: All AEDs are functional and safe to use when needed.		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Nurse Principal **Action Steps:** Nurse will assess and for proper monthly check on AED, will report and replace any defective devices found on campus immediately.		95%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)
The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Nurse will plan and prepare health education and disease prevention lessons and will share information to parents on the Weekly Buzz.

Evaluation Data Sources: Parent communication, student health screenings.

Strategy 1 Details	Reviews			
Strategy 1: Nurse will plan and prepare health education and disease prevention lesson and will share information to parents on the Weekly Buzz.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student's will learn and maintain healthy habits involving their diet, exercise, and weight management. **Staff Responsible for Monitoring:** Nurse Principal **Action Steps:** 1. Nurse will prepare and present lessons to students in classrooms,. 2. Nurse will follow up with individual students as needed. 3. Nurse will communicate regular informative health information to our school community. **Title I Schoolwide Elements:** 3.1 **Funding Sources:** General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $200	80%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Measurable Objective 1 Problems of Practice:

Perceptions
Problem of Practice 1: Excessive tardies and absences. **Root Cause**: Parents unfamiliar with the process of logging on to the different programs necessary for students to be accounted in attendance during virtual learning. Families with multiple students tend to keep all students home when one is ill. Additionally, parents continue to bring students tardy.

Measurable Objective 2: Physical Education teacher will provide lessons and parent information to parents and students regarding nutritional information.

Evaluation Data Sources: Student health screenings, parent communication, school social media communication.

Strategy 1 Details	Reviews			
Strategy 1: PE teacher will plan and implement lessons regarding nutrition to students and parent community.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Families will have an increased knowledge of proper nutrition positively impacting student health.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Physical Education Teacher **Action Steps:** 1. PE teacher will plan for proper nutrition lessons. 2. PE teacher will distribute nutritional information to families. 3. Campus will provide resources on obtaining nutrient-rich food for families. **Title I Schoolwide Elements:** 3.1, 3.2 **Funding Sources:** General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $500	70%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Measurable Objective 3: 100% of students will participate in weekly, structured physical education instruction.

Evaluation Data Sources: Fitness Gram, Performance Based Assessments

Strategy 1 Details	Reviews			
Strategy 1: All students will participate in and receive physical education instruction each week through PE, Dance, or both.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will have increased physical movement that will prevent or combat obesity. **Staff Responsible for Monitoring:** Principal PE Teacher, Jessica Fisher Dance Teacher, Toi Jones **Action Steps:** 1. Master schedules will have rotations created for grades PK-2. 2. Students in grades 3-5 will have magnet choice selection made with either Dance or PE included in their magnet schedule. **Funding Sources:** General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $500	95%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 269 Scroggins Elementary School

Total SCE Funds: $92,172.22
Total FTEs Funded by SCE: 2.82
Brief Description of SCE Services and/or Programs

The SCE Funds are used to pay for 75% of a teacher's salary, a paraprofessional's salary, extra duty pay for teachers providing tutorials and/or interventions, substitute teachers, and general supplies for materials and resources needed to supplement instruction.

Personnel for 269 Scroggins Elementary School

Name	Position	FTE
Fraire, Blanca P	Teaching Assistant-10M	1
Santos, Elizabeth	Tchr, Bilingual	1
Vacant	Lecturer, Hrly	0.82

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Based on assessment data and trends over the past 4 years, reading data has shown a need for improvement in the reading program. STAAR results and TELPAS results were used to gather standardized annual assessment data for previous years. Throughout the 2018-2019 and 2019-2020 school years, other data points were gathered and tracked. Based on data from Circle, Renaissance 360, High Frequency Word Evaluations, Benchmark Running Records, and TELPAS; we see the need for improvement in our reading program across grade levels. Students in the primary grades are entering our campus with limited foundational skills and those learning gaps are increasing without a structured literacy block. Our EL students are not progressing in their English language aquisition as they are predicted to per TELPAS data. Circle assessments and Early Literacy assessment data show that are students are in need of structured literacy blocks with targeted instruction and interventions. A strength on our campus is that our Bilingual students score well on HFWE and BRR. However, we are not exiting students from the bilingual program as expected upon completion of 3-5 years in the bilingual program with structured and effective ESL blocks. Another strength is that our 3-5 teachers have been effective in making ground to close learning gaps however, their much of their time is spent doing so versus enriching strong foundational skills. In conclusion, our literacy program must be aligned to the literacy block as outlined by HISD and be structured to provide students with a rigorous and focused block. Our priority will be to ensure that the literacy block include guiding reading to provide targeted instruction and create opportunities for students to practice skills taught to develop mastery. Another priority will be that our EL students are receiving content through the use of sheltered instruction practices and that language supports are put in place to ensure that students develop language skills to progress through the bilingual program and meet exit criteria.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

-Parent and Community Meetings

- SDMC Meetings

-Engagement with Wrap Around Specialist

- Parent and Community Surveys

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

Title 1 documentation aligned with the elements, student engagement in activities funding with Title 1 funds, student achievement data between checkpoints, and teacher feedback.

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

The SIP is available to parents in the following locations:

On campus, Parent Meetings, School Website

The SIP was made available to parents by:

Paper copies available on campus and posted on our school's website

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

Effective first instruction, Accelerated Learning groups, tutorials, small group instruction, pull out and push in support utilizing paraprofessional staff.

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

Our teachers will continue to receive professional development and coaching to provide effective first instruction to students. Students will participate in our fine arts magnet program to cultivate their individual interests and explore fine arts. Teachers will provide social emotional learning lessons to students.

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

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Provide targeted professional development based on campus instructional needs
- Provide effective first instruction
- Checks for understanding that addresses misconceptions
- Targeted interventions provided by teachers, paraprofessionals, and Magnet Teachers
- Weekly, instructional strategy focused PLCs led by teacher specialists
- Data disaggregation sessions utilizing district resources

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent - Maria A. Rodriguez
- Title 1 Coordinator - S. Hajiebrahimi

The PFE was distributed

- On the campus website
- On paper copies during Coffee with the Principal

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Family Nights (Math & Science, Literacy, Health & Safety, Fine Arts)

- Volunteer Opportunities

- Monthly Parent Meetings

- Parent Education Classes

3.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - September 24, 2021
- Meeting #1 Alternate - September 27, 2021
- Meeting #2 - October 29, 2021
- Meeting #2 Alternate - November 1, 2021
- Meeting #3 - December 3, 2021
- Meeting #3 Alternate - December 6, 2021
- Meeting #4 - January 28, 2021
- Meeting #4 Alternate - January 31, 2021

Title I Personnel

Name	Position	Program	FTE
Angelica Valdez	Teacher, Class Size Reduction	1st Grade Instruction	1.00

Campus Funding Summary

<table>
<tr><td colspan="7" align="center">1991010001 - General Fund - Regular Program</td></tr>
<tr><th>Board Goal</th><th>Goal</th><th>Measurable Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>1</td><td>1</td><td>General School Supplies</td><td>6300 - Supplies and Materials</td><td>$1,000.00</td></tr>
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<tr><td>5</td><td>6</td><td>1</td><td>1</td><td>General Supplies for Family Events</td><td>6300 - Supplies and Materials</td><td>$2,000.00</td></tr>
<tr><td>5</td><td>6</td><td>2</td><td>1</td><td>General Supplies</td><td>6300 - Supplies and Materials</td><td>$1,000.00</td></tr>
<tr><td>5</td><td>6</td><td>3</td><td>1</td><td>General Supplies</td><td>6300 - Supplies and Materials</td><td>$400.00</td></tr>
<tr><td>5</td><td>8</td><td>1</td><td>1</td><td>General Supplies</td><td>6300 - Supplies and Materials</td><td>$200.00</td></tr>
</table>

1991010001 - General Fund - Regular Program						
Board Goal	**Goal**	**Measurable Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	8	2	1	General Supplies	6300 - Supplies and Materials	$500.00
5	8	3	1	General Supplies	6300 - Supplies and Materials	$500.00
					Sub-Total	$31,600.00
1991010007 - General Fund - Special Education						
Board Goal	**Goal**	**Measurable Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	4	1	1	General Supplies	6300 - Supplies and Materials	$500.00
5	4	2	1	General Supplies	6300 - Supplies and Materials	$400.00
5	4	3	1	General Supplies	6300 - Supplies and Materials	$500.00
					Sub-Total	$1,400.00
2110000000 - Title 1 Basic Programs						
Board Goal	**Goal**	**Measurable Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	3	1		6600 - Capital Outlay	$10,000.00
					Sub-Total	$10,000.00
					Grand Total	$43,000.00

Addendums

School Name and Campus #: Scroggins ES, 269

Principal Name: Dianna Balderas

Area Office: Elementary School Office 2

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on _September 22, 2021_ as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.

DBalderas
Principal

9/29/2021
Date

Signatures below indicate review and approval of this document.

PTO/PTA or other Parent Representative

09-29-21
Date

SDMC Teacher Representative

9.29.21
Date

School Support Officer/Lead Principal

9-29-21
Date

Area Office Superintendent

9-24-21
Date

Effective Schools Facilitator (ESF) or Professional
Service Provider (PSP)
(if applicable or still in use under grant contract)

Date

2021-2022 Professional Development Plan*

PD Dates	PD Format	PD Topic	Resources Needed	SIP Goal Alignment
Aug. 17	In-Person	Reading/Math with Writing Integration	HMH, Go Math, Guided Reading Library	Board Goal 1 Board Goal 2 Board Goal 3 Board Goal 4
Aug. 19	Virtual	Academic PD offered by HISD	HISD Curriculum Department	Board Goal 1 Board Goal 2 Board Goal 3 Board Goal 4
Sept. 28	In-Person	Launching Into Literacy – Empowering Writer's	Empowering Writer's Digital Resources and Planning Guides	Board Goal 1
Oct. 7	In-Person	Vontoure Math 4th Grade	Go Math, Planning Guides, Vontoure Material	Board Goal 2 Board Goal 3 Board Goal 4
Oct. 12	In-Person	Vontoure Math 3rd Grade	Go Math, Planning Guides, Vontoure Material	Board Goal 2 Board Goal 3 Board Goal 4
Oct. 13	In-Person	ESO2 Grade 5 Science Planning	Science Fusion, Planning Guides, Lead4Ward	Board Goal 3
Oct. 28	In-Person	Vontoure Math 5th Grade	Go Math, Planning Guides, Vontoure Material	Board Goal 2 Board Goal 3 Board Goal 4
Nov. 3	In-Person	ES02 Grade 5 Science Planning	Science Fusion, Planning Guides, Lead4Ward	Board Goal 3
Nov. 11	In-Person	Vontoure Math 4th Grade	Go Math, Planning Guides, Vontoure Material	Board Goal 2 Board Goal 3 Board Goal 4
Nov. 15	In-Person	Vontoure Math 3rd Grade	Go Math, Planning Guides, Vontoure Material	Board Goal 2 Board Goal 3 Board Goal 4
Nov. 19	In-Person	Really Great Reading Implementation	RGR Countdown, Blast, HD Word	Board Goal 1
Nov. 19	In-Person	Summit K12	Summit K12 online resources	Board Goal 5

Dec. 3	In-Person	Empowering Writer's Model Lessons	EW Digital Resources and Planning Guides	Board Goal 1 Board Goal 3 Board Goal 4
Dec. 3	In-Person	Vontoure Math 5th Grade	Go Math, Planning Guides, Vontoure Material	Board Goal 2 Board Goal 3 Board Goal 4
Dec. 9	In-Person	ESO2 Grade 5 Science Planning	Science Fusion, Planning Guides, Lead4Ward	Board Goal 3
Dec. 14	In-Person	Vontoure Math 4th Grade	Go Math, Planning Guides, Vontoure Material	Board Goal 2 Board Goal 3 Board Goal 4
Jan. 4	In-Person	ESO2 Grade 5 Science Planning	Science Fusion, Planning Guides, Lead4Ward	Board Goal 3
Jan. 11	In-Person	Vontoure Math 3rd Grade	Go Math, Planning Guides, Vontoure Material	Board Goal 2 Board Goal 3 Board Goal 4
Jan. 25	In-Person	Vontoure Math 5th Grade	Go Math, Planning Guides, Vontoure Material	Board Goal 2 Board Goal 3 Board Goal 4
Feb. 8	In-Person	Vontoure Math 4th Grade	Go Math, Planning Guides, Vontoure Material	Board Goal 2 Board Goal 3 Board Goal 4
Feb. 9	In- Person	ESO2 Grade 5 Science Planning	Science Fusion, Planning Guides, Lead4Ward	Board Goal 3
Feb. 15	In-Person	Vontoure Math 3rd Grade	Go Math, Planning Guides, Vontoure Material	Board Goal 2 Board Goal 3 Board Goal 4
March 3	In-Person	ESO2 Grade 5 Science Planning	Science Fusion, Planning Guides, Lead4Ward	Board Goal 3
March 8	In-Person	Vontoure Math 5th Grade	Go Math, Planning Guides, Vontoure Material	Board Goal 2 Board Goal 3 Board Goal 4
March 9	In-Person	ESO2 Grade 5 Science Planning	Science Fusion, Planning Guides, Lead4Ward	Board Goal 3
March 23	In-Person	ESO2 Grade 5 Science Planning	Science Fusion, Planning Guides, Lead4Ward	Board Goal 3
March 31	In-Person	Vontoure Math 4th Grade	Go Math, Planning Guides, Vontoure Material	Board Goal 2 Board Goal 3 Board Goal 4

April 5	In-Person	Vontoure Math 3rd Grade	Go Math, Planning Guides, Vontoure Material	Board Goal 2 Board Goal 3 Board Goal 4