

**Houston Independent School District**  
**269 Scroggins Elementary School**  
**2022-2023 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.

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# 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 325 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, and Art. 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):** Based on our 2021-2022 TELPAS Data , only 12% of our Emergent Bilingual students scored a composite score of Advanced High and 27% at the Advanced level. Due to the exit criteria, only 2 students were reclassified and are now Monitored Year 1 Students and 15 out of 95 students met grade level pre-exit readiness indicators. **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):** In grades 3-5, 14 SPED students were administered STAAR Reading and STAAR Math. Only 7% of these students scored at the Meets performance level in reading and only 11% in Math. **Root Cause:** Teachers are in need of further training and support in order to effectively provide accommodations to students and implement effective student use of supplemental aides.

# Student Learning

## Student Learning Summary

The 2020-2021 STAAR reading scores were 51% of third grade students scoring approaches, 55% of fourth grade students scoring approaches, and 63% of our fifth-grade students scoring approaches. The 2020 - 2021 administration of STAAR math reading scores were 57% of third grade students scoring approaches, 50% of fourth grade students scoring approaches, and 46% of our fifth-grade students scoring approaches. There were significant growth in the 2021-2022 school year. In 2021-2021, overall STAAR Reading results were 77% Approaches, 47% Meets, and 23% Masters; Math were 84% Approaches, 56% Meets, and 28% Masters, and Science were 67% Approaches, 32% Meets, and 9% Masters. The campus was rated an overall 93-A with Student Achievement a 77-C, School Progress 91-A, and Closing the Gaps 98-A. Scroggins also received 3 Distinction Designations in Mathematics, Postsecondary Readiness, and Comparative Closing the Gaps.

Benchmark running records at the end of the 2021-2022 school year demonstrated 52% overall English students and 55% Spanish students needing More Development. High Frequency Word Eval resulted in 82% of all 1st and 2nd grade students meeting expectations.

TELPAS scores for 2021 - 2022 show composite scores of 12% at Advanced High, 27% at Advanced, 38% at Intermediate, and 23% at Beginning.

## 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):** Based on 2021-2022 walkthroughs, observations, coaching& feedback, along with the EOY student achievement data including the STAAR Meets level - 47% in Reading and 55% in Math, the level of rigor during Tier I instruction and assessments are not aligned to leading students to mastery. **Root Cause:** Teachers need in-depth professional development to build planning capacity and effective first instruction strategies to create alignment to grade level assessments to ensure that students master the standards.

**Problem of Practice 2 (Prioritized):** This year all students will take the redesigned STAAR test and are not familiar with the new format. Additionally, students will be required to take the assessment online, which will make the assessment even more challenging. With limited technology, teachers not familiarized with creating online assessments, and formative assessments only available in Math by the district. **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):** Based on EOY data such as STAAR: Approaches - 78, Meets - 48, and Masters - 22; 18% of students in grades 1 & 2 not passing HFWE, and 52% not meeting BRR Expectations, teachers are not effectively providing Tier I instruction. **Root Cause:** Teachers need to learning how to effectively unpack the standards in order to plan for Tier I instruction in order for students to meet grade level expectations.

**Problem of Practice 4 (Prioritized):** Due to Covid, our attendance decreased a lot over the last two school years. In 2021-2022, our attendance rate was 93.1%. Additionally, we have approximately 15 students arriving late everyday. This results in loss of student instruction. **Root Cause:** Families with multiple students tend to keep all students home when one is ill. Families need to understand the importance of bringing their children to school everyday.

**Problem of Practice 5 (Prioritized):** Our campus enrollment has decreased low numbers, particularly in our Kindergarten bilingual class. In order to help increase our enrollment,

we have about 50% 3 year olds in our Pre-K classrooms. **Root Cause:** Due to limited recruitment events conducted in the 2020-2021 and 2021 - 2022 school years, our campus numbers for our fine arts programs have decreased.

# 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 induction 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 calibration walk-throughs, observations, and coaching sessions are implemented to ensure that our students needs are being met through effective first instruction.

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 Family Engagement Nights 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 students while being aligned to district goals. 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 utilize 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 326 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. Each classroom is equipped with a minimum of 10 devices, with grades 3 - 5 having a class set of chromebooks. 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 an annual 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. There are a handful of teachers that are currently pursuing additional degrees and certifications that have expressed interest in leading programs. These effective teachers are vetted to identify instructional strengths to match them up with leadership roles on campus. Among roles delegated to teacher leaders include Title 1 Coordinator, GT Coordinator, Campus Induction Coach, Canvas Liaison, and others.

We ensure that we review past data and campus areas of growth through calibration walk-throughs and observations to plan for targeted professional development as well as strategic PLCs. Calibration walks aid us in determining areas for potential growth and we provide immediate feedback to our teachers. Consistent presence in the classroom ensures that there is current data regarding the progress and fidelity of program implementation.

## Problems of Practice Identifying School Processes & Programs Needs

**Problem of Practice 1 (Prioritized):** Our campus enrollment has decreased low numbers, particularly in our Kindergarten bilingual class. In order to help increase our enrollment, we have about 50% 3 year olds in our Pre-K classrooms. **Root Cause:** Due to limited recruitment events conducted in the 2020-2021 and 2021 - 2022 school years, our campus numbers for our fine arts programs have decreased.

**Problem of Practice 2 (Prioritized):** Due to Covid, our attendance decreased a lot over the last two school years. In 2021-2022, our attendance rate was 93.1%. Additionally, we have approximately 15 students arriving late everyday. This results in loss of student instruction. **Root Cause:** Families with multiple students tend to keep all students home when one is ill. Families need to understand the importance of bringing their children to school everyday.

**Problem of Practice 3 (Prioritized):** Based on 2021-2022 walkthroughs, observations, coaching& feedback, along with the EOY student achievement data including the STAAR Meets level - 47% in Reading and 55% in Math, the level of rigor during Tier I instruction and assessments are not aligned to leading students to mastery. **Root Cause:** Teachers need in-depth professional development to build planning capacity and effective first instruction strategies to create alignment to grade level assessments to ensure that students master the standards.



# Perceptions

## Perceptions Summary

Current reported numbers show our campus at an enrollment of 348 with 99% Hispanic, less than 1% White, less than 1% African American students. Our student population consists of 52% LEP, 95% Economically Disadvantaged, 81% At-Risk, 7% GT, 10% Special Education, and 4% Dyslexia. Our support staff consists of 1 resource teacher, 1 dyslexia interventionist, 1 reading interventionist, 1 counselor, 1 teacher specialist, and 4 teacher assistants. Currently, we have a WrapAround Resource Specialist who works in collaboration with our counselor and school staff to identify students who have non-academic needs. We have worked together and complied with a list of family engagement events and several parent and community forums to discuss current and upcoming events. During these engagement events parents are encouraged to provide ideas and suggestions to enhance both academic and social needs of students. We 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. Students described our campus as a safe learning environment based on the Student Survey submitted at the end of the school year. We have implemented an 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. Our school counselor conducts one on one meetings with students and has planned monthly character education lessons for all students. 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. Parents and community members reach out to campus personnel when in need of assistance and are readily engaged in campus activities. Our campus was rated "A" by TEA and it has positively affected the perception of the school in the community.

## Problems of Practice Identifying Perceptions Needs

**Problem of Practice 1 (Prioritized):** Due to Covid, our attendance decreased a lot over the last two school years. In 2021-2022, our attendance rate was 93.1%. Additionally, we have approximately 15 students arriving late everyday. This results in loss of student instruction. **Root Cause:** Families with multiple students tend to keep all students home when one is ill. Families need to understand the importance of bringing their children to school everyday.

# Priority Problems of Practice

**Problem of Practice 1:** Based on our 2021-2022 TELPAS Data , only 12% of our Emergent Bilingual students scored a composite score of Advanced High and 27% at the Advanced level. Due to the exit criteria, only 2 students were reclassified and are now Monitored Year 1 Students and 15 out of 95 students met grade level pre-exit readiness indicators.

**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:** Based on 2021-2022 walkthroughs, observations, coaching& feedback, along with the EOY student achievement data including the STAAR Meets level - 47% in Reading and 55% in Math, the level of rigor during Tier I instruction and assessments are not aligned to leading students to mastery.

**Root Cause 3:** Teachers need in-depth professional development to build planning capacity and effective first instruction strategies to create alignment to grade level assessments to ensure that students master the standards.

**Problem of Practice 3 Areas:** Student Learning - School Processes & Programs

**Problem of Practice 6:** Our campus enrollment has decreased low numbers, particularly in our Kindergarten bilingual class. In order to help increase our enrollment, we have about 50% 3 year olds in our Pre-K classrooms.

**Root Cause 6:** Due to limited recruitment events conducted in the 2020-2021 and 2021 - 2022 school years, our campus numbers for our fine arts programs have decreased.

**Problem of Practice 6 Areas:** Student Learning - School Processes & Programs

**Problem of Practice 7:** Due to Covid, our attendance decreased a lot over the last two school years. In 2021-2022, our attendance rate was 93.1%. Additionally, we have approximately 15 students arriving late everyday. This results in loss of student instruction.

**Root Cause 7:** Families with multiple students tend to keep all students home when one is ill. Families need to understand the importance of bringing their children to school everyday.

**Problem of Practice 7 Areas:** Student Learning - School Processes & Programs - Perceptions

**Problem of Practice 2:** In grades 3-5, 14 SPED students were administered STAAR Reading and STAAR Math. Only 7% of these students scored at the Meets performance level in reading and only 11% in Math.

**Root Cause 2:** Teachers are in need of further training and support in order to effectively provide accommodations to students and implement effective student use of supplemental aides.

**Problem of Practice 2 Areas:** Demographics

**Problem of Practice 4:** This year all students will take the redesigned STAAR test and are not familiar with the new format. Additionally, students will be required to take the assessment online, which will make the assessment even more challenging. With limited technology, teachers not familiarized with creating online assessments, and formative assessments only available in Math by the district.

**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 5:** Based on EOY data such as STAAR: Approaches - 78, Meets - 48, and Masters - 22; 18% of students in grades 1 & 2 not passing HFWE, and 52% not meeting BRR Expectations, teachers are not effectively providing Tier I instruction.

**Root Cause 5:** Teachers need to learning how to effectively unpack the standards in order to plan for Tier I instruction in order for students to meet grade level expectations.

**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
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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 rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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

- Emergent Bilingual (EB) /non-EB 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 leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

### **Parent/Community Data**

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

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

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

# Board Goals

**Board Goal 1:** The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.


**Goal 1:** By May 2023, the percentage of students scores in reading (bilingual and regular combined) will increase from 77% to 87% at Approaches, 47% to 60% at Meets, and 23% to 40% at the Masters level.


**Strategic Priorities:**


Expanding Educational Opportunities





**Measurable Objective 1:** By May 2023, the percentage of students scores in reading increase in the Approaches level to 87%, at Meets to 60%, and in Masters to 40%. At least 85% of students will show an increase in reading level as assessed with benchmark running records by end of school year 2023 in order to achieve a Domain 1 Goal Scale score of 85 or above.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Formative assessments will be created or provided by the district to assess student mastery of standards and the data from the assessments will be used to set learning targets.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided with targeted instruction based on data that will support mastery of standards.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teacher Specialist, Interventionist, Teachers, Teacher Assistants</p> <p><b>Action Steps:</b> 1. Leadership and teachers will meet in PLCs to participate in data talks regarding student progress. 2. Teachers will set learning targets for students based on data. 3. Leadership and teachers will develop progress monitoring steps based on learning targets.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> General School Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will continue with professional development and PLCs to refine first instruction using the Gradual Release Framework in their literacy block. Teachers will participate in data discussions to identify and understand trends in data to develop campus goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will engage in effective first instruction that will reduce the need for reteaching and intervention. Students will receive targeted interventions to support acquisition of reading skills leading towards mastery of skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teacher Specialist, Teachers</p> <p><b>Action Steps:</b> 1. Teachers will be trained by leadership on how to administer a running record and on tracking student reading level data.  2. Teachers will assess student's reading levels, track current data, create flexible reading groups, and plan for meaningful tasks aligned to reading skills required to demonstrate mastery.  3. The leadership team will provide and facilitate opportunities for teachers and support staff to participate in PD as well as model, exemplar lessons.</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math</p> <p><b>Funding Sources:</b> General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers and support staff will provide targeted instruction to provide intervention and enrichment support to students that will increase achievement across all levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will score above the Approaches level and achieve Meets or Masters</p>	Formative			Summative
	Nov	Jan	Mar	June

<p>levels of proficiency.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teacher Specialist, Interventionist, Teachers, Teacher Assistants</p> <p><b>Action Steps:</b> 1. 100% implementation of guided reading and guided math in all classrooms.  2. Ongoing professional development and PLCs working towards increasing the effectiveness of first instruction and understanding of achievement calculation process.  3. Master schedule reflection set times for interventions, enrichment, and small group instruction that is aligned across grade levels to support efficiency and fidelity.</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math</p> <p><b>Funding Sources:</b> General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000</p>				
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 No Progress     
 Accomplished     
 Continue/Modify     
 Discontinue

**Measurable Objective 1 Problems of Practice:**

<b>Demographics</b>
<p><b>Problem of Practice 2:</b> In grades 3-5, 14 SPED students were administered STAAR Reading and STAAR Math. Only 7% of these students scored at the Meets performance level in reading and only 11% in Math. <b>Root Cause:</b> Teachers are in need of further training and support in order to effectively provide accommodations to students and implement effective student use of supplemental aides.</p>
<b>Student Learning</b>
<p><b>Problem of Practice 1:</b> Based on 2021-2022 walkthroughs, observations, coaching&amp; feedback, along with the EOY student achievement data including the STAAR Meets level - 47% in Reading and 55% in Math, the level of rigor during Tier I instruction and assessments are not aligned to leading students to mastery. <b>Root Cause:</b> Teachers need in-depth professional development to build planning capacity and effective first instruction strategies to create alignment to grade level assessments to ensure that students master the standards.</p> <p><b>Problem of Practice 2:</b> This year all students will take the redesigned STAAR test and are not familiar with the new format. Additionally, students will be required to take the assessment online, which will make the assessment even more challenging. With limited technology, teachers not familiarized with creating online assessments, and formative assessments only available in Math by the district. <b>Root Cause:</b> The stimulus and assessments presented to students are not aligned to the way students will be assessed on STAAR.</p> <p><b>Problem of Practice 3:</b> Based on EOY data such as STAAR: Approaches - 78, Meets - 48, and Masters - 22; 18% of students in grades 1 &amp; 2 not passing HFWE, and 52% not meeting BRR Expectations, teachers are not effectively providing Tier I instruction. <b>Root Cause:</b> Teachers need to learning how to effectively unpack the standards in order to plan for Tier I instruction in order for students to meet grade level expectations.</p>



## School Processes & Programs

**Problem of Practice 3:** Based on 2021-2022 walkthroughs, observations, coaching& feedback, along with the EOY student achievement data including the STAAR Meets level - 47% in Reading and 55% in Math, the level of rigor during Tier I instruction and assessments are not aligned to leading students to mastery. **Root Cause:** Teachers need in-depth professional development to build planning capacity and effective first instruction strategies to create alignment to grade level assessments to ensure that students master the standards.

**Board Goal 2:** 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.

**Goal 1:** By May 2023, the percentage of student scores in math (regular and bilingual combined) will increase from 84% to 94% in Approaches, 55% to 65% in Meets, and from 26% to 40% in the Masters performance level.


**Strategic Priorities:**

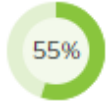
Expanding Educational Opportunities


**Summative Evaluation:** Significant progress made toward meeting Goal





**Measurable Objective 1:** By May 2023, the percentage of students scores in math increase in the Meets level to 65% and in Masters to 40%. At least 85% of students will show an increase in level as assessed with Renaissance 360 and district assessments by end of school year 2023 in order to achieve a Domain 1 Goal Scale score of 85 or above.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Formative assessments will be created or provided by the district to assess student mastery of standards and the data from the assessments will be used to set learning targets.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided with targeted instruction based on data that will support mastery of standards.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teacher Specialist, Interventionist, Teachers, Teacher Assistants</p> <p><b>Action Steps:</b> 1. Leadership and teachers will meet in PLCs to participate in data talks using current assessment data regarding student progress.                  2. Teachers will set learning targets and flexible groups for students based on data. Teachers will plan for tiered instruction.                  3. Leadership and teachers will develop progress monitoring steps based on learning targets.</p> <p><b>Title I:</b>                  2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b>                  Build a foundation of reading and math</p> <p><b>Funding Sources:</b> General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will receive continuous PD and coaching on effective math instruction including Guided Math. 100% of teachers will implement and use Guided Math Instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will engage in effective first instruction that will reduce the need for reteaching and intervention. Students will receive targeted interventions to support acquisition of math skills leading towards mastery of skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teacher Specialist, Teachers</p> <p><b>Action Steps:</b> 1. Teachers will be trained by leadership on the components of an effective math block including guided math rotations.  2. Teachers will assess student's mastery of math concepts with aligned assessments, track current data, create flexible math groups, and plan for meaningful tasks aligned to reading skills required to demonstrate mastery.  3. The leadership team will provide and facilitate opportunities for teachers and support staff to participate in PD as well as model, exemplar lessons.</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math</p> <p><b>Funding Sources:</b> General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers and support staff will provide targeted instruction to provide intervention and enrichment support to students that will increase achievement across all levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will score above the Approaches level and achieve Meets or Masters</p>	Formative			Summative
	Nov	Jan	Mar	June

<p>levels of proficiency.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teacher Specialist, Interventionist, Teachers, Teacher Assistants</p> <p><b>Action Steps:</b> 1. 100% implementation of guided reading and guided math in all classrooms.  2. Ongoing professional development and PLCs working towards increasing the effectiveness of first instruction and understanding of achievement calculation process.  3. Master schedule reflection set times for interventions, enrichment, and small group instruction that is aligned across grade levels to support efficiency and fidelity.</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math</p> <p><b>Funding Sources:</b> General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000</p>				
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 No Progress     
 Accomplished     
 Continue/Modify     
 Discontinue

**Measurable Objective 1 Problems of Practice:**

<b>Demographics</b>
<p><b>Problem of Practice 2:</b> In grades 3-5, 14 SPED students were administered STAAR Reading and STAAR Math. Only 7% of these students scored at the Meets performance level in reading and only 11% in Math. <b>Root Cause:</b> Teachers are in need of further training and support in order to effectively provide accommodations to students and implement effective student use of supplemental aides.</p>
<b>Student Learning</b>
<p><b>Problem of Practice 1:</b> Based on 2021-2022 walkthroughs, observations, coaching&amp; feedback, along with the EOY student achievement data including the STAAR Meets level - 47% in Reading and 55% in Math, the level of rigor during Tier I instruction and assessments are not aligned to leading students to mastery. <b>Root Cause:</b> Teachers need in-depth professional development to build planning capacity and effective first instruction strategies to create alignment to grade level assessments to ensure that students master the standards.</p> <p><b>Problem of Practice 2:</b> This year all students will take the redesigned STAAR test and are not familiar with the new format. Additionally, students will be required to take the assessment online, which will make the assessment even more challenging. With limited technology, teachers not familiarized with creating online assessments, and formative assessments only available in Math by the district. <b>Root Cause:</b> The stimulus and assessments presented to students are not aligned to the way students will be assessed on STAAR.</p> <p><b>Problem of Practice 3:</b> Based on EOY data such as STAAR: Approaches - 78, Meets - 48, and Masters - 22; 18% of students in grades 1 &amp; 2 not passing HFWE, and 52% not meeting BRR Expectations, teachers are not effectively providing Tier I instruction. <b>Root Cause:</b> Teachers need to learning how to effectively unpack the standards in order to plan for Tier I instruction in order for students to meet grade level expectations.</p>

## School Processes & Programs

**Problem of Practice 3:** Based on 2021-2022 walkthroughs, observations, coaching& feedback, along with the EOY student achievement data including the STAAR Meets level - 47% in Reading and 55% in Math, the level of rigor during Tier I instruction and assessments are not aligned to leading students to mastery. **Root Cause:** Teachers need in-depth professional development to build planning capacity and effective first instruction strategies to create alignment to grade level assessments to ensure that students master the standards.

**Board Goal 3:** The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.


**Goal 1:** Our goal for Domain 1 is to increase our component score from 77% to at least 85 which will be achieved by seeing our student achievement percentages increasing from 78% to 85% in the Approaches performance level, from 49% to 60% in Meets, and from 23% to 40% in the Masters performance level.







**Strategic Priorities:**

Expanding Educational Opportunities, Transforming Academic Outreach

**Measurable Objective 1:** Achieve a Domain 1 Goal Scale score of 85 or above with students demonstrating at least one year's growth as shown by campus, district, and state assessments throughout the school year.

**Evaluation Data Sources:** TEA Accountability Report, A4E Dashboard

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and campus dyslexia interventionists will be informed of the student's service plan, tiered intervention requirements as outlined by plan, and collaborate with classroom teachers to ensure that students are receiving support in reading strategies, phonics, writing instruction, and reading comprehension.</p> <p><b>Strategy's Expected Result/Impact:</b> Students in Special Education or Section 504 will be provided with the services and accommodations listed in their IEPs and Service Plans that will ensure that they have the learning tools and support needed to be successful in grade level curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Sped Chair, 504 Coordinator, IAT liaison, Interventionists</p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Designated staff will be trained in providing dyslexia interventions to our special population students per their service plans. These staff members will meet with students per their tiered service minute requirements and maintain required documentation of progress using mastery checks and HISD progress monitoring tools.</li> <li>2. Special education resource teacher and media specialist will be trained to provide structured dyslexia support to students.</li> <li>3. Teachers will receive professional development from 504 coordinator or dyslexia contact person on providing accommodations to students with dyslexia.</li> </ol> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers and support staff will provide targeted instruction to provide intervention and enrichment support to students that will increase achievement across all levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement scores will increase in the meets and masters performance levels.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teacher Specialist, Interventionist, Teachers, Teacher Assistants</p> <p><b>Action Steps:</b> 1. Implementation of guided reading and math instruction in 100% of classrooms. 2. Professional development and strategically structured PLCs working towards increasing the effectiveness of first instruction. 3. Master schedule reflecting blocks for intervention in math and reading and daily schedules with built in small group instruction that is aligned across grade levels to support efficiency and fidelity.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will be provided with extended and enrichment learning opportunities through district digital resources and project based learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students achievement will be supported with data based extensions to increase percentages of students scoring in the meets and masters performance levels.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teacher Specialist, Interventionist, GT Coordinator, Teachers</p> <p><b>Action Steps:</b> 1. Intervention time will be built into the master schedule to work with GT students, facilitate extension activities. and digital resource usage time. 2. Intervention support team will be used to provide additional extended instruction. 3. Students scoring meets or masters the previous year will be monitored to ensure a minimum of one year's growth in performance level on district assessments.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> General Supplies - 1991010002 - General Fund - Gifted &amp; Talented - 6300 - Supplies and Materials - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Measurable Objective 1 Problems of Practice:**

### Demographics

**Problem of Practice 2:** In grades 3-5, 14 SPED students were administered STAAR Reading and STAAR Math. Only 7% of these students scored at the Meets performance level in reading and only 11% in Math. **Root Cause:** Teachers are in need of further training and support in order to effectively provide accommodations to students and implement effective student use of supplemental aides.

### Student Learning

**Problem of Practice 1:** Based on 2021-2022 walkthroughs, observations, coaching& feedback, along with the EOY student achievement data including the STAAR Meets level - 47% in Reading and 55% in Math, the level of rigor during Tier I instruction and assessments are not aligned to leading students to mastery. **Root Cause:** Teachers need in-depth professional development to build planning capacity and effective first instruction strategies to create alignment to grade level assessments to ensure that students master the standards.

**Problem of Practice 2:** This year all students will take the redesigned STAAR test and are not familiar with the new format. Additionally, students will be required to take the assessment online, which will make the assessment even more challenging. With limited technology, teachers not familiarized with creating online assessments, and formative assessments only available in Math by the district. **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:** Based on EOY data such as STAAR: Approaches - 78, Meets - 48, and Masters - 22; 18% of students in grades 1 & 2 not passing HFWE, and 52% not meeting BRR Expectations, teachers are not effectively providing Tier I instruction. **Root Cause:** Teachers need to learning how to effectively unpack the standards in order to plan for Tier I instruction in order for students to meet grade level expectations.

### School Processes & Programs

**Problem of Practice 3:** Based on 2021-2022 walkthroughs, observations, coaching& feedback, along with the EOY student achievement data including the STAAR Meets level - 47% in Reading and 55% in Math, the level of rigor during Tier I instruction and assessments are not aligned to leading students to mastery. **Root Cause:** Teachers need in-depth professional development to build planning capacity and effective first instruction strategies to create alignment to grade level assessments to ensure that students master the standards.



**Board Goal 4:** 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.

**Goal 1:** By June 2023, at least 75% of our special population students will achieve at least one year's growth as demonstrated by campus, district, and state assessments.


**Strategic Priorities:**







Expanding Educational Opportunities, Transforming Academic Outreach

**Summative Evaluation:** Significant progress made toward meeting Goal

**Measurable Objective 1:** At least 75% of special education students will show an increase in reading level as assessed with benchmark running records, Renaissance 360 Universal Screeners focused on fluency, comprehension, and accuracy by end of school year 2023. Our campus will meet at least 3 out of 5 learning targets (60%) in reading.

**Evaluation Data Sources:** Benchmark Running Records, Reading by Design Progress Monitoring (Dyslexia), District Assessments, Renaissance 360

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will continue with professional development and PLCs to develop knowledge and understanding of providing accommodations, supplemental aids, and scaffolded instruction for special education students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive targeted interventions to support acquisition of reading skills leading towards mastery of skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teacher Specialist, Teachers</p> <p><b>Action Steps:</b> 1. Teachers and Special Education staff will collaborate during PLCs to ensure that student information is shared and that all are compliant with IEPs.                  2. Teachers will assess student's reading levels, track current data, create flexible reading groups, and plan for scaffolded tasks aligned to support and processing reading skills required to demonstrate mastery.                  3. The leadership team will provide and facilitate opportunities for teachers and support staff to participate in PD as well as model exemplar lessons.</p> <p><b>Title I:</b>                  2.4, 2.5, 2.6  <b>- TEA Priorities:</b>                  Build a foundation of reading and math</p> <p><b>Funding Sources:</b> General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will administer benchmark universal screeners and progress monitoring for all students on intervention and urgent intervention levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate growth on progress monitoring assessments and benchmark screeners performance levels.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teacher Specialist, Interventionist, Special Education Teacher</p> <p><b>Action Steps:</b> 1. Teachers and Special Education staff will collaborate during PLCs to ensure that online accommodations are provided. 2. Teachers will assess student's Renaissance data to plan for instruction and intervention. 3. The leadership team will provide and facilitate opportunities for teachers and support staff to participate in PD to utilize Renaissance 360 intervention resources.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers and support staff will provide targeted instruction to provide intervention and enrichment support to students that will increase achievement across all levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will score above the Approaches level and achieve Meets or Masters levels of proficiency.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teacher Specialist, Interventionist, Teachers, Teacher Assistants</p> <p><b>Action Steps:</b> 1. 100% implementation of guided reading and guided math in all classrooms. 2. Ongoing professional development and PLCs working towards increasing the understanding of growth point calculations and accountability targets . 3. Master schedule reflection set times for interventions, enrichment, and small group instruction that is aligned across grade levels to support efficiency and fidelity.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Measurable Objective 1 Problems of Practice:**

**Demographics**

**Problem of Practice 2:** In grades 3-5, 14 SPED students were administered STAAR Reading and STAAR Math. Only 7% of these students scored at the Meets performance level in reading and only 11% in Math. **Root Cause:** Teachers are in need of further training and support in order to effectively provide accommodations to students and implement effective student use of supplemental aides.

**Board Goal 5:** N/A - Additional Campus Goals


**Goal 1:** ATTENDANCE: By the end of the 2022-2023 academic school year, Scroggins will have a 98% Attendance rate.







**Strategic Priorities:**

Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** Daily campus attendance will be at 98% or higher.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase daily student attendance</p> <p><b>Staff Responsible for Monitoring:</b> Rosa Martinez, SIR Clerk</p> <p><b>Action Steps:</b> 1. Teachers will take an early attendance and submit absent student names to the office by 8:00 a.m. 2. 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.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>Funding Sources:</b> - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Scroggins ES will send attendance reminder letters and conduct face-to-face/virtual/phone conferences with parents of students missing 2 consecutive days.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student percentage.</p> <p><b>Staff Responsible for Monitoring:</b> Rosa Martinez, SIR Clerk Noemi Espinoza, Clerk</p> <p><b>Action Steps:</b> 1. For students that have 2 or more consecutive absences or for students that have multiple absences, a meeting will be held with parents. 2. The importance of attending school every day will be discussed and an attendance plan will be developed for the student. 3. Monitoring of the student attendance with a follow up meeting will take place.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will participate in several attendance incentives throughout the school year such as Free Dress Friday and 6-Week Perfect Attendance celebration.</p> <p><b>Strategy's Expected Result/Impact:</b> In order to participate in such incentives, students will want to be present everyday. Daily student attendance will result in academic growths and student successes.</p> <p><b>Staff Responsible for Monitoring:</b> Rosa Martinez, SIR Clerk Classroom Teachers</p> <p><b>Action Steps:</b> 1. Wristbands will be provided for teachers to give to students on Thursdays if they were present Monday - Thursday. 2. Students will be able to have free dress on Fridays. 3. SIR Clerk will organize 6-week perfect attendance incentive/celebrations.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 1 Problems of Practice:**

Student Learning
<p><b>Problem of Practice 4:</b> Due to Covid, our attendance decreased a lot over the last two school years. In 2021-2022, our attendance rate was 93.1%. Additionally, we have approximately 15 students arriving late everyday. This results in loss of student instruction. <b>Root Cause:</b> Families with multiple students tend to keep all students home when one is ill. Families need to understand the importance of bringing their children to school everyday.</p>

### School Processes & Programs

**Problem of Practice 2:** Due to Covid, our attendance decreased a lot over the last two school years. In 2021-2022, our attendance rate was 93.1%. Additionally, we have approximately 15 students arriving late everyday. This results in loss of student instruction. **Root Cause:** Families with multiple students tend to keep all students home when one is ill. Families need to understand the importance of bringing their children to school everyday.

### Perceptions

**Problem of Practice 1:** Due to Covid, our attendance decreased a lot over the last two school years. In 2021-2022, our attendance rate was 93.1%. Additionally, we have approximately 15 students arriving late everyday. This results in loss of student instruction. **Root Cause:** Families with multiple students tend to keep all students home when one is ill. Families need to understand the importance of bringing their children to school everyday.

**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:** Our Counselor will provide work with our students to identify root causes and will provide services to students in order to help decrease the number of repeated behaviors by 80%.

**Evaluation Data Sources:** Tracking of student discipline referrals.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parents, teachers, or campus administrators will recommend students tour Counselor if a change of student behaviors is noted. After initial session/consult, counselor will schedule sessions based on student need.</p> <p><b>Strategy's Expected Result/Impact:</b> By focusing on root causes of students' behavior, there will be an 80% decrease in the number of repeated behaviors.</p> <p><b>Staff Responsible for Monitoring:</b> Jessica Ramirez, Counselor Nancy Flores, Assistant Principal</p> <p><b>Action Steps:</b> 1. Develop school-wide behavior expectations and outline procedures in the campus student handbook. 2. Parents will acknowledge receipt and understanding of campus expectations.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 100% of our teachers will implement SEL practices to develop consistent discipline management system.</p> <p><b>Strategy's Expected Result/Impact:</b> Establishing consistent discipline management systems will ensure that students are aware of the expectations set in place.</p> <p><b>Staff Responsible for Monitoring:</b> Jessica Ramirez, Counselor Azalea Villarreal, SEL Liaison Assistant Principal</p> <p><b>Action Steps:</b> 1. Teachers will receive SEL training during a PLC. 2. Teachers will have monthly check-ins with discipline coordinator regarding students behaviors.</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	 75%			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All staff members will implement unconscious biased strategies in order to build relationships with students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students follow campus and district behavior expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administration</p> <p><b>Action Steps:</b> 1. Outline procedures for student discipline referral system on campus for teachers. 2. Review and update campus student discipline referral form. 3. Ensure that all staff members are trained on campus discipline procedures.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	 55%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 1 Problems of Practice:**

<b>Student Learning</b>
<p><b>Problem of Practice 3:</b> Based on EOY data such as STAAR: Approaches - 78, Meets - 48, and Masters - 22; 18% of students in grades 1 &amp; 2 not passing HFWE, and 52% not meeting BRR Expectations, teachers are not effectively providing Tier I instruction. <b>Root Cause:</b> Teachers need to learning how to effectively unpack the standards in order to plan for Tier I instruction in order for students to meet grade level expectations.</p>



**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

**Summative Evaluation:** Significant progress made toward meeting Goal

**Measurable Objective 1:** 100% of our students in grades 3-5 will participate in Anti-bullying education sessions with our Counselor.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide Cyber Anti-Bullying education classes for parents and students to increase awareness of conflict resolution strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Counselor Administration</p> <p><b>Action Steps:</b> 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.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will receive on implementing unconscious bias strategies and they will continue to receive coaching on building relationships with students.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have necessary tools to de-escalate situations.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Assistant Principal Principal</p> <p><b>Action Steps:</b> Teachers will receive PD on implementation of unconscious bias strategies and will receive support throughout the school year.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Counselor will work with students individually or in a small group for guidance lessons on anti-bullying strategies and behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will not bully other students, students will speak up, and all will respect each other.</p> <p><b>Staff Responsible for Monitoring:</b> Jessica Ramirez, Counselor Teachers Assistant Principal</p> <p><b>Action Steps:</b> 1. Teachers will refer students to our counselor that are exhibiting bullying or are bullying other individuals. 2. Counselor will meet with students individually and make and behavior referrals to our Assistant Principal. 3. Counselor will hold guidance lessons/sessions with students individually or in small group.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 4: SPECIAL EDUCATION:** By June 2023, at least 75% of our special education students will achieve one year's growth.


**Strategic Priorities:**


Transforming Academic Outreach


**Summative Evaluation:** Significant progress made toward meeting Goal





**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, Formative Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> This will ensure that all students are receiving individualized instruction with appropriate accommodations of their daily instruction.</p> <p><b>Staff Responsible for Monitoring:</b> SPED Teachers/Department Chair Classroom Teachers Administration</p> <p><b>Action Steps:</b> 1. The SPED department will provide teachers a copy of their students IEPs in order to individualize instruction. 2. Teachers will use their student's Math level to determine small group assignments and intervention strategies. 3. Teachers will implement guided math instruction to facilitate small group instruction. 4. Sped department will work with students using pull-out or push-in strategies.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> This will ensure that all students are receiving individualized instruction with appropriate accommodations of their daily instruction.</p> <p><b>Staff Responsible for Monitoring:</b> SPED Teachers/TA's Classroom Teachers Administration</p> <p><b>Action Steps:</b> 1. The SPED department will provide teachers a copy of their students IEPs in order to individualize instruction. 2. Teachers will use their student's Reading level to determine small group assignments and intervention strategies. 3. Teachers will implement guided reading instruction to facilitate flexible small group instruction. 4. Sped department will work with students in pull-out or push-in strategies.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> This will ensure teachers are using appropriate accommodations to meet students needs.</p> <p><b>Staff Responsible for Monitoring:</b> IAT Chair SPED Chair Administration</p> <p><b>Action Steps:</b> 1. IAT Chair will collaborate with Special Education resource teachers to provide professional development on the IAT referral process, service plans and models. 2. The Special Education chair will discuss and train teachers on interpreting student IEPs and the implementation of accommodations and modifications in the classroom. 3. The leadership team, in conjunction with the special education chair, will review the co-teaching model and the program requirements and expectations. 4. 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.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress    
 Accomplished    
 Continue/Modify    
 Discontinue

**Measurable Objective 1 Problems of Practice:**

Demographics
<p><b>Problem of Practice 2:</b> In grades 3-5, 14 SPED students were administered STAAR Reading and STAAR Math. Only 7% of these students scored at the Meets performance level in reading and only 11% in Math. <b>Root Cause:</b> Teachers are in need of further training and support in order to effectively provide accommodations to students and implement effective student use of supplemental aides.</p>
Student Learning
<p><b>Problem of Practice 1:</b> Based on 2021-2022 walkthroughs, observations, coaching&amp; feedback, along with the EOY student achievement data including the STAAR Meets level - 47% in Reading and 55% in Math, the level of rigor during Tier I instruction and assessments are not aligned to leading students to mastery. <b>Root Cause:</b> Teachers need in-depth professional development to build planning capacity and effective first instruction strategies to create alignment to grade level assessments to ensure that students master the standards.</p>
<p><b>Problem of Practice 2:</b> This year all students will take the redesigned STAAR test and are not familiar with the new format. Additionally, students will be required to take the assessment online, which will make the assessment even more challenging. With limited technology, teachers not familiarized with creating online assessments, and formative assessments only available in Math by the district. <b>Root Cause:</b> The stimulus and assessments presented to students are not aligned to the way students will be assessed on STAAR.</p>

## School Processes & Programs

**Problem of Practice 3:** Based on 2021-2022 walkthroughs, observations, coaching& feedback, along with the EOY student achievement data including the STAAR Meets level - 47% in Reading and 55% in Math, the level of rigor during Tier I instruction and assessments are not aligned to leading students to mastery. **Root Cause:** Teachers need in-depth professional development to build planning capacity and effective first instruction strategies to create alignment to grade level assessments to ensure that students master the standards.

**Board Goal 5:** N/A - Additional Campus Goals

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


**Measurable Objective 1:** By June 2023, at least 75% of our special population students will achieve one year's growth, EB's will increase at least one proficiency level on TELPAS, and 100% of our students will participate in Renzulli and other Project Based Learning activities.


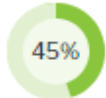




**Evaluation Data Sources:** BRR

Renaissance 360

Reading by Design

Esperanza

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers SPED Team 504 Coordinator Administration</p> <p><b>Action Steps:</b> 1. Special education resource teachers and Media Specialist will be trained to provide structured dyslexia support to students under SPED with dyslexia. 2. District Dyslexia Interventionist will meet with students per their tiered service minute requirements. 3. Dyslexia interventionist will maintain documentation of progress using Neuhaus mastery checks, Reading by Design, and HISD progress monitoring tools. 4. Teachers will receive professional development on campus from 504 Coordinator/Campus Dyslexia Contact on how to provide accommodations to students with dyslexia.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will participate in Summit K12, ELD snapshots, TELPAS practices, EL talks, and will receive accommodations based on proficiency levels. Teachers will implement content based learning instruction practices with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Students data on ELD snapshots will reflect growth in proficiency levels.</p> <p><b>Staff Responsible for Monitoring:</b> CBLI Coach LPAC Administrator Administration</p> <p><b>Action Steps:</b> 1. 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. 2. Teachers will receive training from our CBLI coach to ensure they tier their students by level and have access to the appropriate accommodations based on proficiency levels. 3. Student growth will be monitored throughout the school year.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 1991010006 - General Fund - Bilingual - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> GT students will have opportunities to enriched instruction and activities.</p> <p><b>Staff Responsible for Monitoring:</b> GT Specialist Administration</p> <p><b>Action Steps:</b> 1. Teacher's will be trained on the Renzulli system and Project Based Learning. 2. Teacher's will assign projects to students. 3. Students will complete assignments/projects. 4. Teacher and GT Coordinator will monitor.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 1991010002 - General Fund - Gifted &amp; Talented - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Measurable Objective 1 Problems of Practice:**



### Demographics

**Problem of Practice 1:** Based on our 2021-2022 TELPAS Data , only 12% of our Emergent Bilingual students scored a composite score of Advanced High and 27% at the Advanced level. Due to the exit criteria, only 2 students were reclassified and are now Monitored Year 1 Students and 15 out of 95 students met grade level pre-exit readiness indicators. **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:** In grades 3-5, 14 SPED students were administered STAAR Reading and STAAR Math. Only 7% of these students scored at the Meets performance level in reading and only 11% in Math. **Root Cause:** Teachers are in need of further training and support in order to effectively provide accommodations to students and implement effective student use of supplemental aides.

### Student Learning

**Problem of Practice 1:** Based on 2021-2022 walkthroughs, observations, coaching& feedback, along with the EOY student achievement data including the STAAR Meets level - 47% in Reading and 55% in Math, the level of rigor during Tier I instruction and assessments are not aligned to leading students to mastery. **Root Cause:** Teachers need in-depth professional development to build planning capacity and effective first instruction strategies to create alignment to grade level assessments to ensure that students master the standards.

**Problem of Practice 3:** Based on EOY data such as STAAR: Approaches - 78, Meets - 48, and Masters - 22; 18% of students in grades 1 & 2 not passing HFWE, and 52% not meeting BRR Expectations, teachers are not effectively providing Tier I instruction. **Root Cause:** Teachers need to learning how to effectively unpack the standards in order to plan for Tier I instruction in order for students to meet grade level expectations.

### School Processes & Programs

**Problem of Practice 3:** Based on 2021-2022 walkthroughs, observations, coaching& feedback, along with the EOY student achievement data including the STAAR Meets level - 47% in Reading and 55% in Math, the level of rigor during Tier I instruction and assessments are not aligned to leading students to mastery. **Root Cause:** Teachers need in-depth professional development to build planning capacity and effective first instruction strategies to create alignment to grade level assessments to ensure that students master the standards.

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 6:** PARENT and COMMUNITY ENGAGEMENT: Increase our Parent and community engagement resulting in 90% of parents stating satisfaction.

**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 I Family Engagement documents

Parent Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to cultivate relationships with stakeholders by building our parent organization and linking school activities to student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increasing parent and community engagement will increase student academic and behavior.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Wraparound Specialist Title I Coordinator Administration</p> <p><b>Action Steps:</b> 1. Develop committees to organize curriculum family nights (Math/Science, Literacy, FineArts, Health) 2. Hold events for parents and community members to attend. 3. Monitor positive effects.</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Funding Sources:</b> - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue increasing volunteer opportunities in and outside of campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student volunteers to increase student engagement.</p> <p><b>Staff Responsible for Monitoring:</b> VIPS Coordinator Wraparound Specialist Title I Coordinator Administration</p> <p><b>Action Steps:</b> 1. Create volunteer opportunities such as Reading Buddies, Brighter Bights, etc. 2. Communicate information with stakeholders 3. Provide training 4. Monitor volunteers.</p> <p><b>Title I:</b> 4.1, 4.2 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Streamline communication and maintain a consistent system of sharing information to parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be well informed of campus events and learning opportunities for students strengthening the connection from home to school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teacher Specialist, Counselor, Wrap Around Resource Specialist, Front Office Staff</p> <p><b>Action Steps:</b> 1. Create a Class Dojo account for the campus and gain 100% participation from parent community. 2. Update and distribute weekly newsletter sharing campus events, resources, and important academic information. 3. Maintain school website with resource links and public information for stakeholders.</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Funding Sources:</b> General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 1 Problems of Practice:**

### Student Learning

**Problem of Practice 4:** Due to Covid, our attendance decreased a lot over the last two school years. In 2021-2022, our attendance rate was 93.1%. Additionally, we have approximately 15 students arriving late everyday. This results in loss of student instruction. **Root Cause:** Families with multiple students tend to keep all students home when one is ill. Families need to understand the importance of bringing their children to school everyday.

**Problem of Practice 5:** Our campus enrollment has decreased low numbers, particularly in our Kindergarten bilingual class. In order to help increase our enrollment, we have about 50% 3 year olds in our Pre-K classrooms. **Root Cause:** Due to limited recruitment events conducted in the 2020-2021 and 2021 - 2022 school years, our campus numbers for our fine arts programs have decreased.

### School Processes & Programs

**Problem of Practice 1:** Our campus enrollment has decreased low numbers, particularly in our Kindergarten bilingual class. In order to help increase our enrollment, we have about 50% 3 year olds in our Pre-K classrooms. **Root Cause:** Due to limited recruitment events conducted in the 2020-2021 and 2021 - 2022 school years, our campus numbers for our fine arts programs have decreased.

**Problem of Practice 2:** Due to Covid, our attendance decreased a lot over the last two school years. In 2021-2022, our attendance rate was 93.1%. Additionally, we have approximately 15 students arriving late everyday. This results in loss of student instruction. **Root Cause:** Families with multiple students tend to keep all students home when one is ill. Families need to understand the importance of bringing their children to school everyday.

### Perceptions

**Problem of Practice 1:** Due to Covid, our attendance decreased a lot over the last two school years. In 2021-2022, our attendance rate was 93.1%. Additionally, we have approximately 15 students arriving late everyday. This results in loss of student instruction. **Root Cause:** Families with multiple students tend to keep all students home when one is ill. Families need to understand the importance of bringing their children to school everyday.

**Board Goal 5:** N/A - Additional Campus Goals


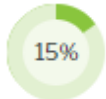
**Goal 7: MANDATED HEALTH SERVICES:**The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 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, 2022.

**Evaluation Data Sources:** Immunization data entry and state reporting for all students completed by school nurse.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will have updated vaccinations on file.</p> <p><b>Staff Responsible for Monitoring:</b> Nurse Principal</p> <p><b>Action Steps:</b> 1. Review Files 2. Monitor ImmTrac2 3. Communicate with Parents</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Nurse will appropriately schedule and perform hearing, vision, and diabetes screenings on all students as required by grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> All students who failed screening will be referred to a physician for a full vision exam in order to correct vision needs.</p> <p><b>Staff Responsible for Monitoring:</b> Nurse Principal</p> <p><b>Action Steps:</b> 1. Nurse will schedule student vision exams with adequate time to make referrals and follow up screenings prior to December 9, 2022.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> AED will be inspected monthly to ensure full and proper functionality.</p> <p><b>Strategy's Expected Result/Impact:</b> All AEDs are functional and safe to use when needed.</p> <p><b>Staff Responsible for Monitoring:</b> Nurse Principal</p> <p><b>Action Steps:</b> 1. Nurse will assess and complete monthly checks on AED. 2. Nurse will report any defective devices found on campus.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Measurable Objective 1 Problems of Practice:**

<b>Student Learning</b>
<p><b>Problem of Practice 4:</b> Due to Covid, our attendance decreased a lot over the last two school years. In 2021-2022, our attendance rate was 93.1%. Additionally, we have approximately 15 students arriving late everyday. This results in loss of student instruction. <b>Root Cause:</b> Families with multiple students tend to keep all students home when one is ill. Families need to understand the importance of bringing their children to school everyday.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem of Practice 2:</b> Due to Covid, our attendance decreased a lot over the last two school years. In 2021-2022, our attendance rate was 93.1%. Additionally, we have approximately 15 students arriving late everyday. This results in loss of student instruction. <b>Root Cause:</b> Families with multiple students tend to keep all students home when one is ill. Families need to understand the importance of bringing their children to school everyday.</p>
<b>Perceptions</b>
<p><b>Problem of Practice 1:</b> Due to Covid, our attendance decreased a lot over the last two school years. In 2021-2022, our attendance rate was 93.1%. Additionally, we have approximately 15 students arriving late everyday. This results in loss of student instruction. <b>Root Cause:</b> Families with multiple students tend to keep all students home when one is ill. Families need to understand the importance of bringing their children to school everyday.</p>



**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

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

**Evaluation Data Sources:** Parent Communication  
Student Health Screenings

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Nurse will plan and prepare health education and disease prevention lessons and will share information to parents on the Scroggins Buzz.</p> <p><b>Strategy's Expected Result/Impact:</b> Student's will learn and maintain healthy habits involving their diet, exercise, and weight management.</p> <p><b>Staff Responsible for Monitoring:</b> Nurse</p> <p><b>Action Steps:</b> 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.</p> <p><b>Funding Sources:</b> - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> PE teacher will plan and implement lessons regarding nutrition to students and share information with our community.</p> <p><b>Strategy's Expected Result/Impact:</b> Families will have an increased knowledge of proper nutrition positively impacting student health.</p> <p><b>Staff Responsible for Monitoring:</b> Physical Education Teacher Principal</p> <p><b>Action Steps:</b> 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.</p> <p><b>Funding Sources:</b> - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All students will participate in and receive physical education instruction each week through PE and Dance.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have increased physical movement that will prevent or combat obesity and improve student's overall health.</p> <p><b>Staff Responsible for Monitoring:</b> Physical Education Teacher Dance Teacher Principal</p> <p><b>Action Steps:</b> 1. Master schedules are created to ensure all students receive physical education and dance every week. 2. Teachers will provide effect instruction allowing for increased physical movement.</p> <p><b>Funding Sources:</b> - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 1 Problems of Practice:**

<b>Student Learning</b>
<p><b>Problem of Practice 4:</b> Due to Covid, our attendance decreased a lot over the last two school years. In 2021-2022, our attendance rate was 93.1%. Additionally, we have approximately 15 students arriving late everyday. This results in loss of student instruction. <b>Root Cause:</b> Families with multiple students tend to keep all students home when one is ill. Families need to understand the importance of bringing their children to school everyday.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem of Practice 2:</b> Due to Covid, our attendance decreased a lot over the last two school years. In 2021-2022, our attendance rate was 93.1%. Additionally, we have approximately 15 students arriving late everyday. This results in loss of student instruction. <b>Root Cause:</b> Families with multiple students tend to keep all students home when one is ill. Families need to understand the importance of bringing their children to school everyday.</p>
<b>Perceptions</b>
<p><b>Problem of Practice 1:</b> Due to Covid, our attendance decreased a lot over the last two school years. In 2021-2022, our attendance rate was 93.1%. Additionally, we have approximately 15 students arriving late everyday. This results in loss of student instruction. <b>Root Cause:</b> Families with multiple students tend to keep all students home when one is ill. Families need to understand the importance of bringing their children to school everyday.</p>



**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:** \$95,480.08

**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, 100% 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

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

# Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	General School Supplies	6300 - Supplies and Materials	\$1,000.00
1	1	1	2	General Supplies	6300 - Supplies and Materials	\$1,000.00
1	1	1	3	General Supplies	6300 - Supplies and Materials	\$1,000.00
2	1	1	1	General Supplies	6300 - Supplies and Materials	\$1,000.00
2	1	1	2	General Supplies	6300 - Supplies and Materials	\$1,000.00
2	1	1	3	General Supplies	6300 - Supplies and Materials	\$1,000.00
3	1	1	1	General Supplies	6300 - Supplies and Materials	\$1,000.00
3	1	1	2	General Supplies	6300 - Supplies and Materials	\$1,000.00
4	1	1	1	General Supplies	6300 - Supplies and Materials	\$1,000.00
4	1	1	2	General Supplies	6300 - Supplies and Materials	\$1,000.00
4	1	1	3	General Supplies	6300 - Supplies and Materials	\$1,000.00
5	1	1	1		6300 - Supplies and Materials	\$1,000.00
5	1	1	2		6300 - Supplies and Materials	\$1,000.00
5	1	1	3		6300 - Supplies and Materials	\$3,000.00
5	2	1	1		6300 - Supplies and Materials	\$1,000.00
5	2	1	2		6300 - Supplies and Materials	\$1,000.00
5	2	1	3		6300 - Supplies and Materials	\$1,000.00
5	3	1	1		6300 - Supplies and Materials	\$1,000.00
5	3	1	2		6300 - Supplies and Materials	\$1,000.00
5	6	1	3	General Supplies	6300 - Supplies and Materials	\$1,000.00
5	8	1	1		6300 - Supplies and Materials	\$1,000.00
5	8	1	2		6300 - Supplies and Materials	\$1,000.00
5	8	1	3		6300 - Supplies and Materials	\$1,000.00
<b>Sub-Total</b>						<b>\$25,000.00</b>
1991010002 - General Fund - Gifted & Talented						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	3	General Supplies	6300 - Supplies and Materials	\$1,000.00

1991010002 - General Fund - Gifted & Talented						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	5	1	3		6300 - Supplies and Materials	\$1,000.00
<b>Sub-Total</b>						\$2,000.00
1991010006 - General Fund - Bilingual						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	5	1	2		6300 - Supplies and Materials	\$1,000.00
<b>Sub-Total</b>						\$1,000.00
1991010007 - General Fund - Special Education						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	4	1	1		6300 - Supplies and Materials	\$1,000.00
5	4	1	2		6300 - Supplies and Materials	\$1,000.00
5	4	1	3		6300 - Supplies and Materials	\$1,000.00
5	5	1	1		6300 - Supplies and Materials	\$1,000.00
<b>Sub-Total</b>						\$4,000.00
2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	6	1	1		6300 - Supplies and Materials	\$1,000.00
5	6	1	2		6300 - Supplies and Materials	\$1,000.00
<b>Sub-Total</b>						\$2,000.00