

School Needs Assessment 2024-2025

Scarborough Elementary



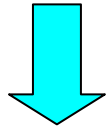
School Action Plan – Needs Assessment

District philosophy and guiding framework:

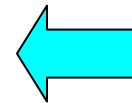
Core Beliefs

Vision

Theory of Action



Parameters and
metrics
established by
the District



Needs related to student achievement data.

- Less than 30% of students in grades 3 – 5 scored “Meets” in Reading and Math STAAR Spring 2024 assessments.
- NWEA MAP 2024 BOY data revealed that there was a summer regression in math for grades 1 & 2 and in reading for grades 4 & 5 as compared to 2024 Spring EOY NWEA MAP assessment.
- TELPAS Spring 2024 results indicate that only 37% of our EB students grew one proficiency level.
- Student growth was evident in the Spring 2024 STAAR scores compared to the previous two years. Additionally, the BOY to EOY NWEA MAP results for 2023-2024 also showed signs of improvement. Our priority is to address core needs and enhance student achievement in reading

Needs related to improving the quality of instruction.

- After analyzing the 2023-2024 end-of-year data alongside the current Spot Observation data, it indicates that our teachers demonstrate a deficiency in the “Engage and Deliver” domain.
- To enhance scores in the Engage and Deliver domain, we need to provide professional development focused on student engagement and lesson delivery to build teacher capacity. This aligns with HISD’s Core Value #2: Effective teachers significantly impact student academic performance.

System evaluation (philosophy, processes, implementation, capacity)

Philosophy

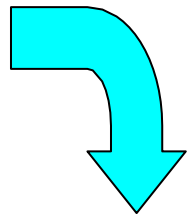
Scarborough Elementary builds well rounded Bilingual Global thinkers and lifelong learners ready to lead and compete in the 21st century.

Processes and Implementation

In alignment with HISD six core values, our school processes and systems will reflect the district and campus desired outcomes for student achievement.

Observation Systems that will be used to measure and monitor implementation will be:

- Spot observations will be tracked daily using the app to monitor trends and provide coaching to teachers.
- AIM T-TESS observation tool will be used to establish and review teacher goals, professional development plans, performance measures, and required observations.
- IRT evaluations will provide feedback to ensure our campus is on track to meet our indicators of success as stated in the action plan 2024-2025.
- The online tools being used are Amira, Zearn, and K-12 Summit. Usage and progress reports from these platforms will provide insight into students' progress in math, reading, and English language development.
- Principal, assistant principals, and SPED chair will monitor special education instruction, service delivery, and compliance through the SPED audit report, student binders, SPED chair meetings, accommodations labels, and data entered in PowerSchool.



Key Actions

- Grow staff capacity to provide the highest quality instruction.
- Improve Special Education instruction and service delivery.
- Improve Language Arts and Math (English and Spanish) proficiency in grades K - 5.
- Improve English Proficiency for Emergent Bilingual Students

School Action Plan Template

KEY ACTION ONE

Key Action *(Briefly state the specific goal or objective.)*

Grow staff capacity to provide the highest quality instruction.

Indicators of success *(Measurable results that describe success.)*

- The scores on spot observations conducted by the independent review team (IRT) visit will be maintained at 11 or higher through the 2024-2025 school year as evidenced by the IRT data.
- Based on last year's data we have prioritized that by December 2024, 65% of teachers will be rated at an average of 11 or higher as evidenced by Spot Observations.
- Based on last year's data we have prioritized that by June 2025, 75% of teachers will be rated at an average of 11 or higher as evidenced by Spot Observations.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- School leaders will participate in the district's T-TESS specialized training led by the Performance Management Team.
- All teachers will be trained during pre-service week on spot observation forms and T-TESS Protocols. It will be revisited monthly as needed.
- School leaders will train teachers on the MRS during summer orientation and professional development days.
- School leaders will conduct professional development that is tied to effective lesson objectives and demonstrations of learning, multiple response strategies, "first, good instruction," and lesson differentiation.
- Campus appraisers will provide on-the-spot coaching regularly and written feedback at least once a week for every teacher using the District Spot observation form.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Attend summer orientation and pre-service professional development.
- Implement strategies and techniques provided during summer and ongoing professional development.
- Conduct formative and summative data-driven PLCs that align to specific intervention strategies.
- Appraisees will walk with their appraisers to observe Proficient I & II lessons to reflect on their own instructional practices.

Key Action One:

Who: All teachers & Admin

What: PLC, trainings, walkthroughs

When: Throughout the year

Where: On campus

Proposed item	Description	Amount
Staff development	PLC, trainings, walkthroughs	\$1,000
Materials/resources	Paper, chart paper, markers, clipboards, timer, clickers,	\$ 3,000
Purchased services		
Other		
Other		
TOTAL		\$4,000

Funding sources: General funds

Key Action 2 *(Briefly state the specific goal or objective.)*

Improve Special Education (SPED) instruction and service delivery.

Indicators of success *(Measurable results that describe success.)*

- Based on last year's data trends, by December 2024, the campus will earn a letter grade of A as evidenced by the Special Education Fall 2024 folder audit.
- Based on last year's data trends, by June 2025, the campus will maintain a letter grade of A as evidenced by the Special Education Spring 2025 folder audit.
- Based on last year's data trends, by June 2025, the campus will maintain SPED compliance in EasyIEP system at 90% or higher, including ARDS, progress monitoring, documents of accommodations, and successful implementation of IEP goals and objectives, as evidenced of quarterly audits.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- School leaders and SPED Chair will review SPED compliance in EasyIEP system weekly, including ARDS, progress monitoring, documentation of accommodations, and successful implementation of IEP goals and objectives.
- School leaders will ensure SPED teachers attend professional development on high-quality instruction as outlined on HISD's professional development days.
- School leaders and SPED Chair will review Student Documentation Binders to ensure implementation and documentation of the accommodations are taking place with consistency and fidelity.

	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>		
	<ul style="list-style-type: none">Teachers of Special Education students will note all accommodations in their lesson plans and on Power School according to students’ IEPs.Teachers of SPED students will know their IEPs and will effectively and consistently implement the IEPs daily as required by law.Teachers will complete all required paperwork for ARD meetings and documentation of IEP Implementation.Teachers will attend ARDs meetings as requested.All teachers of SPED students will keep a Student Documentation Binder which includes updated copies of each student’s IEP, work samples, and accommodations as entered in PowerSchool.		
	Key Action Two:		
Staff Devel.	Who: All teachers, leaders, and SPED chair		
	What: Overview and implementation of indicators of success		
	When: School Year 2024-2025		
	Where: Campus wide		
Budget	Proposed item	Description	Amount
	Staff development	PLC, Pre-service, PD days	\$1,500
	Materials/resources	Binders, sheet protectors, color, ink, folders, labels, boxes, paper	\$1,500
	Purchased services	NA	
	Other		
	Other		
	TOTAL		\$3,000
Funding sources: General funds, special ed.			

KEY ACTION THREE

Key Action 3 *(Briefly state the specific goal or objective.)*

Improve Language Arts and Math (English and Spanish) proficiency in grades K-5.

Indicators of success *(Measurable results that describe success.)*

- To raise the level of student achievement, by June 2025, 70% of students in 2 -5 grade will demonstrate expected annual growth from BOY-EOY as measured by NWEA MAP Reading.
- To raise the level of student achievement, by June 2025, 70% of students in K -5 grade will demonstrate expected annual growth from BOY-EOY as measured by NWEA MAP Math.
- To raise the level of student achievement, by June 2025, 70% of students in K -1 grade will demonstrate expected annual growth from BOY-EOY as measured Dibels/Lectura.
- To raise the level of student achievement, by June 2025, 75% of 1st - 5th grade students will complete a minimum of 60 minutes of instructional time per week as evidenced by Zearn student usage reports.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- For selected teachers, provide professional development on how to teach the five elements of reading (phonics, phonemes, vocabulary, fluency, and comprehension).
- Train teachers in writing across the curriculum with Short Constructed Responses and Extended Constructed response (SCR and ECR).

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Language Arts teachers will attend reading professional development.
- All Language Arts teachers will attend the SCR and ECR trainings.
- All teachers will plan a daily SCR from September through May 2025
- Cohort will provide feedback on SCR at least once a week.
- All Language Arts teachers will ensure at least one ECR a month (September – April) is implemented in ELA and related to social studies or science grade level content.
- Teachers and leaders will use the rubric provided by TEA to assess student SCR's and ECR's
- Implement the consistent use of a response card for students thinking to be recorded and reviewed.
- Teachers will provide exemplars for writing.

	Key Action Three:		
Staff Devel.	Who: Admin team & Teachers		
	What: Reading professional development and SCR, ECR training.		
	When: August, PD days, PLC days. (PD days Sep. 3, Oct. 3, Nov.8, Jan. 6. Feb. 14, May 2).		
	Where: Scarborough Elementary / Off campus site		
Budget	Proposed item	Description	Amount
	Staff development	PLC, Pre-service, PD days	\$1,500
	Materials/resources	Books, materials, index card, white boards, paper, letters, notebooks,	\$6,000
	Purchased services		
	Other		
	Other		
	TOTAL		\$7,500
	Funding sources: General funds, Title I, and Bilingual funds, GT funds		

Key Action 4 *(Briefly state the specific goal or objective.)*

Improve English Proficiency for Emergent Bilingual Students

Indicators of success *(Measurable results that describe success.)*

- Based on last year's TELPAS scores we have prioritized that by June 2025, 49% of Emergent Bilingual students will increase 1 or more proficiency level on their Spring 2025 TELPAS assessment as evidenced by students' Spring TELPAS assessment results.
- To raise the level of student achievement, by February 2025, 75% of 1st through 5th grade students will complete a minimum of 60 minutes per week on Amira as evidenced by Amira students' usage reports.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- For selected teachers, provide professional development on how to teach the five elements of reading (phonics, phonemes, vocabulary, fluency, and comprehension).
- Train teachers in writing across the curriculum with Short Constructed Responses and Extended Constructed response (SCR and ECR).

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- All teachers will attend reading professional development.
- Teachers will attend the SCR and ECR trainings.
- Plan a daily SCR in all core content from August through April
- Provide feedback on SCR at least once a week.
- Ensure at least one ECR a month (September – April) is implemented in ELA and related to social studies or science grade level content.
- Teachers will use the rubric provided by TEA to assess student SCR's and ECR's
- Teachers will implement the consistent use of a response card for students thinking to be recorded and reviewed.

- Teachers will provide exemplars for writing.

	Key Action Four:		
Staff Devel.	Who: Admin team & Teachers		
	What: Reading professional development and SCR, ECR training.		
	When: August, PD days, PLC days. (PD days Sep. 3, Oct. 3, Nov.8, Jan. 6. Feb. 14, May 2).		
	Where: Scarborough Elementary / Off campus site		
Budget	Proposed item	Description	Amount
	Staff development	PLC, Pre-service, PD days	\$1,500
	Materials/resources	Books, materials, index card, white boards, paper, letters, notebooks,	\$6,000
	Purchased services		
	Other		
	Other		
	TOTAL		\$7,500
	Funding sources: General funds, Title I, and Bilingual funds, GT funds		

