

# **2024-2025 Action Plan**

**Scroggins Elementary**



**Juan F. Batrez, Principal**

# School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

<p>Student needs come first Clear expectations High levels of support Intentionality Urgency</p>	<p>to create a high-quality learning environment that meets the needs of all students in the Denver Harbor community.</p>	<p><b>Needs related to student achievement data.</b></p> <p>Based on EOY reading map data, 2nd and 3rd grade showed low growth and low achievement.</p> <p>Based on EOY math map data, 1st and 4th grade showed low growth and low achievement.</p> <p>Scroggins is committed to building a strong foundation in Pre-K math and literacy.</p> <p>Based on our IRT walks, Scroggins showed a discrepancy between campus spot checks and IRT scores.</p> <p><b>Needs related to improving the quality of instruction.</b></p> <p>Based on our IRT walks,</p>
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		<p>domain 2 continues to be an area of development for Scroggins. Specifically, we need to develop our teachers in the following instruction characteristics:</p> <p>Adjusts instruction and activities, based on monitoring student responses, to maintain engagement</p> <p>Differentiates and scaffolds instruction to support student learning</p> <p>Provides multiple opportunities for students to communicate with the teacher and peers (MRS)</p>
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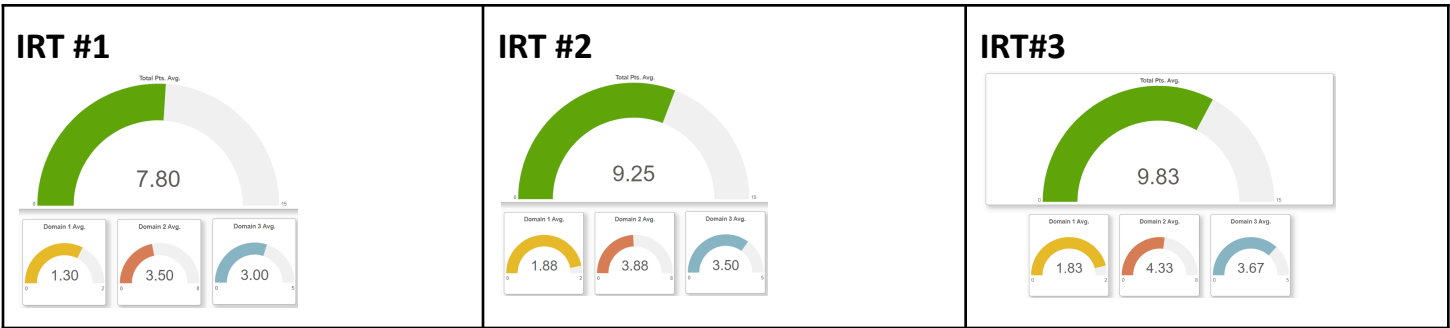
#### **Needs related to student achievement data.**

- Based on EOY reading map data, 2nd and 3rd grade showed low growth and low achievement.
- Based on EOY math map data, 1st and 4th grade showed low growth and low achievement.
- Scroggins is committed to building a strong foundation in Pre-K math and literacy.
- Based on our IRT walks, Scroggins showed a discrepancy between campus spot checks and IRT scores.

**Needs related to improving the quality of instruction.**

Based on our IRT walks, domain 2 continues to be an area of development for Scroggins. Specifically, we need to develop our teachers in the following instruction characteristics:

- Adjusts instruction and activities, based on monitoring student responses, to maintain engagement
- Differentiates and scaffolds instruction to support student learning
- Provides multiple opportunities for students to communicate with the teacher and peers (MRS)
- Direct instr. is at grade level, rigorous, and delivered in a way to maximize understanding



**System evaluation (philosophy, processes, implementation, capacity)**

Based on stakeholder feedback and suggestions, early morning and late after school duty scheduling needs to be adjusted. We currently assign staff in weekly waves. The suggestion is to only assign one day a week, but it is always that day. This will increase staff buy in and ensure consistency.

Create a more structured after school late duty protocol similar to the early morning routines.

# School Action Plan Template

## KEY ACTION ONE

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

Grow staff capacity to provide the high quality instruction.

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

- Campus based spot observation average in December and May will both be within 1 point of the IRT score from December and May.
- Engage & Deliver scores on the IRT WALK #2 will be a 4 out of 6 points or higher; that score will increase to 5 out of 6 points or higher on the IRT WALK #4.

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

- During August 2024 orientation and professional development days (September 3, October 3, and November 8) teachers will be trained on the following :
  - HISD Characteristics
  - High Quality instruction
  - Engagement Strategies
- During daily PLCs, teachers will be coached to incorporate and adjust lessons to include the aforementioned characteristics.
- Provide on-the-job coaching regularly (almost daily) and written feedback at least once a month for every teacher using the District spot observation form

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

- Implement strategies and techniques provided in PD to improve instruction
- Reflect on instructional feedback and improve the delivery of instruction as appropriate

**Key Action One:**

Who: Scroggins Administrators

What: Provide professional development around instructional characteristics of the LSAE model.

When: August 2024 PD days-Ongoing daily coaching

Where: Scroggins Elementary

**Bu  
dget**

Proposed item	Description	Amount
Staff development	District and division turn key PD.	\$0
Materials/resources	District provided slide decks.	\$0
Purchased services	No vendors on the field!	\$0
Other		
Other		
<b>TOTAL</b>		<b>\$0</b>

Funding sources:

KEY ACTION TWO	<b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i>  Successfully implement Fine Arts magnet courses at Scroggins Elementary.
	<b>Indicators of success</b> <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none"> <li>• By January 2025 at least 50% of the students will earn a proficient or higher score on the middle-of-year performance task.</li> <li>• By May 2025 at least 75% of the students will earn a proficient or higher score on the end-of-year performance task.</li> </ul>
	<b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> <ul style="list-style-type: none"> <li>• Train teachers on creating a rubric for the performance tasks during September PLCs.</li> <li>• Guide teachers weekly on how to monitor progress in preparation for the performance task.</li> <li>• Ensure that students understand the performance task rubric by September 30, 2024.</li> </ul>



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

- Teacher and instructional support staff will participate in professional development on engagement strategies in fine arts courses.
- Participate in progress monitoring sessions with leadership and plan for instruction using this data.
- Create an optimal performance environment for students.

**Key Action Two:**

Who: Scroggins administrators, teachers, teacher apprentices, and learning coaches

What: Targeted, high quality instruction

When: August 2024 PD-Ongoing daily coaching

Where: Scroggins Elementary

<b>Budget</b>	Proposed item	Description	Amount
	Staff development	District and division turn key PD.	\$0
	Materials/resources	District provided slide decks.	\$0
	Purchased services	No vendors on the field!	\$0
	Other		
	Other		
	<b>TOTAL</b>		\$0
	Funding sources:		

KEY ACTION ON THE REE	<p><b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i></p> <p>Principals monitor and ensure the implementation of language accommodations during Tier I instruction.</p>
	<p><b>Indicators of success</b> <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> <li>• By June 2025, Scroggins Elementary will see a 10% increase in the number of Emergent Bilingual students who meet growth benchmarks on BOY to EOY as measured by DIBELS or NWEA MAP.</li> <li>• By the end of the first semester, 90% of teachers of Emergent Bilingual students will consistently score at/above “mostly demonstrated as written” for the remainder of the year in “Engage &amp; Deliver” and “Monitor &amp; Adjust” as measured by the Spot Observation Form.</li> </ul>
	<p><b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> <li>• During weekly PLCs, review the EB spot form guidance document and the lesson internalization protocol with all administrators and teachers to clarify all instructional expectations, set norms, and calibrate.</li> <li>• By September 3, identify which teachers are serving EBs during which class periods to ensure they are observing teachers during instruction for EBs by reviewing class rosters.</li> <li>• Conduct at least two EB spot forms per week on teachers who have students who scored below benchmark on K-2 DIBELS or 3-5 MAP.</li> </ul>

- Monitor effective use of customized lessons designed using the HISD lesson internalization protocol and informed by targeted classroom observations by campus leaders on a weekly basis.

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

- Teacher and instructional support staff will participate in professional development on curriculum instruction tailored to meet the needs of emergent bilingual students.
- Participate in data disaggregation sessions with leadership and plan for instruction using district assessment resources to meet the needs of emergent bilingual students.

	<b>Key Action Three:</b>	
	Who: Scroggins administrators, teachers, teacher apprentices, and learning coaches	
	What: Targeted, high quality instruction	
	When: August 2024 PD-Ongoing daily coaching	
	Where: Scroggins Elementary	

<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>	
	Staff development	District and division turn key PD.	\$0	
	Materials/resources	District provided slide decks.	\$0	
	Purchased services	No vendors on the field!	\$0	
	Other			
	Other			
	<b>TOTAL</b>		\$0	
	Funding sources:			

**KEY ACTION FOR**

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

Improve PK student performance on the CIRCLE assessment.

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

- 40% of PK students will score “On Track” or above on Wave 2 of the CIRCLE assessment in Winter 2024.
- 70% of PK students will score “On Track” or above on Wave 3 of the CIRCLE assessment in Spring 2025.

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

- Provide professional development to build teacher capacity in curriculum instruction, assessment components and data.
- Train teachers on how to gather and read district assessment data.
- Ensure there is an optimal testing environment for students to help them obtain authentic data.

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

- Teacher and instructional support staff will participate in professional development on curriculum instruction and assessment components.
- Participate in data disaggregation sessions with leadership and plan for instruction using district assessment resources.

	<b>Key Action Four:</b>		
	Who: Scroggins administrators, teachers, teacher apprentices, and learning coaches		
	What: Targeted, high quality instruction		
	When: August 2024 PD-Ongoing daily coaching		
	Where: Scroggins Elementary		
<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	District and division turn key PD.	\$0
	Materials/resources	District provided slide decks.	\$0
	Purchased services	No vendors on the field!	\$0
	Other		
	Other		
	<b>TOTAL</b>		\$0
	Funding sources:		