

**Houston Independent School District**  
**269 Scroggins Elementary School**  
**2023-2024 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

1. Teachers use Eureka and Amplify materials and the HISD slide decks aligned to the Curriculum Maps and pacing calendars to plan daily lessons. They also use the daily DOLs to ensure daily first time instruction leads to master on the learning objective. Because they do not have access to the formative assessment until later in the unit/module, teachers are not using them to plan instruction. 2. Teachers are using the Multiple Response Strategies (MRS) provided in the slide decks. While some teachers do modify the strategy used, the majority of teachers use what is given. 3. Teachers are using the data from NWEA Map Beginning of the Year to target students who scored low on the assessment. They are providing personalized questioning prompts and seating preferences to ensure that students are being reached throughout the lesson.

### Student Achievement Strengths

Our 5th grade cohort of students came in this year very strong in reading and mathematics. Throughout the beginning of the year, this is holding true. The students in grade 4 show strength in reading, rather than math, and the data from the beginning of the school is holding true as well.

### Problems of Practice Identifying Student Achievement Needs

**Problem of Practice 1:** At Scroggins Elementary, classroom instruction is not engaging for all learners. There is not a crystal-clear alignment of the Target, Task, Text, and Talk to the Test; resulting in lack of preparedness to provide high quality instruction, the first time which has led to student boredom, poor engagement, low level learning, and activity without mastery. **Root Cause:** Teachers are not well versed in implementation of MRS and CFU's and are covering material instead of backwards designing lessons. Teachers are also not internalizing lessons or completing lesson rehearsals; therefore, teachers are going in cold and falling short on Tier I instruction and the anatomy of a solid lesson delivery inclusive of the elements of best practices.

**Problem of Practice 2:** At Scroggins Elementary, there is not a consistent system being utilized to analyze student data to help teachers drive classroom instruction. Leaders and teachers are not looking at proper quantitative and qualitative data to drive instruction. Therefore, student data is difficult to consistently interpret and instruction is based on teacher discretion and there is no prioritization of objectives **Root Cause:** There is a learned helplessness and waiting for district level reports to be provided to do the work to provide quantitative student data. Changes in district leadership has also led to a shift in priority of PLC to focus on instructional lesson planning.

**Problem of Practice 3:** At Scroggins Elementary, standards-aligned instruction is not pervasive school-wide, which is manifested as low-rigor instruction and low rigor academic tasks for students. While there is access to a high-quality curriculum, teachers have not leveraged it effectively resulting in low academic student achievement, performance and success. **Root Cause:** Professional development is not structured in a way to allow for understanding and use of new curriculum against new standards. This has resulted in a lack of skillful facilitation of the required learning objectives.

# School Culture and Climate

## School Culture and Climate Summary

Our students and staff describe the school climate as structured, consistent, and fair. With the adjustments as a NES school, our students and staff have quickly made the shift to the NES systems and protocols and although it has been quite an adjustment, the students and staff see the need for structure and consistency as we are trying to establish a new and improved school climate. There is a common relationship between attendance, tardies, and discipline to the school's culture and climate. To ensure a culture and climate of, "Every day, every minute counts," Scroggins has certain employees who oversee these areas. For example, the Assistant Office Manager tracks student attendance. She emails daily reports to show the attendance percentages by school and by grade level. The administration team uses that data to speak to specific grade levels and target students with frequent absences. We've noticed when students and staff see these steps in action, they are aware of the sense of urgency, and understand their presence is valued at our school. Student behavior and discipline go hand in hand. The data reflects that when students display unexemplary behavior, there are fair disciplinary consequences. Unfair student discipline practices can cause students to feel unsafe in learning environment and result in a negative school climate overall. We currently do not have student survey data describing attitudes, respect, relationships, belonging or support. However, this is something our school can investigate and complete with the help of our school counselors. Classroom management and class organization have a direct impact to student achievement data. When teachers organize their classroom effectively, their students know what their responsibilities are and what is expected of them. It also gives students a structured daily routine (eg., starting class with a Do Now and then transition to whole group instruction) and helps them manage their learning better. When students can manage their learning, it increases their abilities to perform at or above grade level.

## School Culture and Climate Strengths

Scroggins has multiple areas of strength in campus culture and climate, such as providing an emotionally safe and physically safe school environment.

The campus has improved its safety measures by following the district's updated school safety guidelines. For example, during pre-service, time was delegated to train the staff on the new My-EOP app. Teachers and staff members downloaded the app to their personal devices to ensure they have access to all emergency operation plans. Although these items were also discussed in our staff handbook, the app provides quick and easy access to the plans.

## Problems of Practice Identifying School Culture and Climate Needs

**Problem of Practice 1:** Our campus enrollment has decreased, particularly in pre-kindergarten and fifth grade. **Root Cause:** Due to limited recruitment events conducted in the 2020-202, 2021-2022, and 2022-2023 school years, and the transition from a fine arts magnet school to a NES school, our campus numbers have decreased.

**Problem of Practice 2:** Our attendance decreased over the last three school years. We have approximately 15 students arriving late every day. **Root Cause:** With the new school hours, the parents of Scroggins students are still adjusting to the new school hours. The school building opens earlier for students, but with the later school start time, we've observed parents taking advantage of the later start time, and arriving at or after 8:00am.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Some of the trends we've observed in the involvement of school activities includes parent attendance increases in events that are offered in the evening. Parent engagement increases when the events offer opportunities for parents to visit classrooms. We've also observed an increase in parent participation when free food supplies are provided, such as Brighter Bites food distribution. 67% of our families are enrolled in the program to receive monthly bags of fresh produce during dismissal. One barrier that prevents greater parental involvement is finding a meeting start time that is open to all parents and families. We've adjusted the meeting times to see if the parent involvement increases, but we tend to see the same small group of parents. Scroggins is proud of the community partnerships that exist to support families and students. The partnerships available are: Wraparound Services, Vecino Community Health Center, Brighter Bites, Houston Public Library, and My Brother's Keeper Alliance.

## Parent and Community Engagement Strengths

The current programs at Scroggins Elementary School provide beneficial and free resources for students and parents. Because the programs are free, and are hassle free, it increases student and parent involvement. The students and families also see that Scroggins makes every effort to support student and family needs throughout the entire school year. For example, our Wraparound Specialist is currently supporting families with student uniforms. When students and families receive their free uniforms, it is a sense of relief for families who are unable to afford clothing, and our students have a sense of belonging when in school uniform.

## Problems of Practice Identifying Parent and Community Engagement Needs

**Problem of Practice 1:** At Scroggins Elementary, the parent meetings, have a low attendance rate. We've noticed more parents attend school events, such as Open House, but not school parent information meetings. **Root Cause:** It is a challenge to find the best time to accommodate all parents and families to attend the parent meetings, such as the principal parent meetings and Title I meetings. Many parents work multiple jobs and have more than one child to care for. This causes parent meetings and school functions to become a second priority.

**Problem of Practice 2:** Due to the high population of Spanish speaking parents and families, Wraparound Services offered English classes for parents who were interested in practicing English speaking skills. Unfortunately, due to low parent participation, Wraparound was unable to continue offering these classes. **Root Cause:** With the recent changes as a selected NES school, we no longer have access to funds to purchase items to incentivize parents for participating in school meetings or classes. Parents enjoy free resources and incentives for participation.

# Priority Problems of Practice

# Comprehensive Needs Assessment Data Documentation

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

## **Student Data: Assessments**

- State and federally required assessment information

## **Student Data: Student Groups**

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

# Key Actions


**Key Action 1:** Grow staff capacity in order to provide high quality instruction.


**Strategic Priorities:**


Transforming Academic Outreach


**Indicator of Success 1:** 70% of the scores on spot on observations conducted in December 2023 will be proficient or higher increasing to 80% by May 2024.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Campus will develop a strong feedback culture.</p> <p><b>School Leaders' Actions</b></p> <p>Based on weekly calibration walks, school leaders will identify areas of need and provide teachers with effective teaching practices during PLC.</p> <p>Provide on the job coaching and feedback using the spot observation tool.</p> <p><b>Staff Actions</b></p> <p>Teachers and instructional support staff will participate in professional development to implement engagement strategies, visuals, maximize instructional time, timing and pacing, and how to better differentiate the LSAE lessons.</p> <p>Teacher will participate in coaching sessions with the leadership team.</p>	Formative			Summative
	Feb	Mar	Apr	June

 0% No Progress

 100% Accomplished





 Continue/Modify

 Discontinue







**Key Action 1:** Grow staff capacity in order to provide high quality instruction.

**Indicator of Success 2:** 75% of the teachers will be rated proficient or higher in the delivery of high - quality instruction as measured in the teacher evaluation rubric by end of school year 2024

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> School leaders will ensure effective instruction is happening.</p> <p><b>School Leaders' Actions</b></p> <p>School leaders will provide weekly support during teacher lesson and unit internalization.</p> <p><b>Staff Actions</b></p> <p>MCL's will provide content peer coaching and feedback.</p>	Formative			Summative
	Feb	Mar	Apr	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>				

**Key Action 1:** Grow staff capacity in order to provide high quality instruction.

**Indicator of Success 3:** As a result of high quality instruction, unit and common assessment data will show a steady increase in academic achievement in all content areas.





Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Campus will develop a strong Professional Learning Community system.</p> <p><b>School Leaders' Actions</b> Conduct targeted PLC's based on weekly D.O.L., unit assessment, and common assessment data.</p> <p><b>Staff Actions</b> Teachers will engage in weekly PLC's for vertical alignment and best instructional practice collaboration.</p>	Formative			Summative
	Feb	Mar	Apr	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>				

**Key Action 2:** Improve student performance on the NWEA MAP reading assessments.

**Strategic Priorities:**

Transforming Academic Outreach


**Indicator of Success 1:** 65% or more students will have a RIT score in the average or above average range by the end of year 2024.


Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> School leaders will ensure best practices are happening in the classroom.</p> <p><b>School Leaders' Actions</b></p> <p>Provide professional development on rigor alignment utilizing Lead4ward IQ and Ontrack Item analysis reports to build teacher capacity in curriculum instruction, assessment components, and data.</p> <p>Train teachers on the LSAE instructional model and monitor implementation.</p> <p><b>Staff Actions</b></p> <p>Teachers and instructional support staff will internalize units and weekly lessons by preparing MRS in the lessons, creating STAAR aligned CFU and D.O.L. questions.</p> <p>Professional Development on Cambium/TFAR STAAR 2.0 assessment creator will be provided to teachers and instructional support staff in order to ensure that teacher created assessments are aligned with the level of rigor of the STAAR test</p>	Formative			Summative
	Feb	Mar	Apr	June
	Empty review cells			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				


**Key Action 2:** Improve student performance on the NWEA MAP reading assessments.


**Indicator of Success 2:** Students scoring below average or lower on the BOY assessment, will show a growth of 25% of their current score after their subsequent benchmark assessments.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> School leaders and staff will monitor progress for every student.</p> <p><b>School Leaders' Actions</b> Train teacher on how to gather and read NWEA MAP assessment data.</p> <p><b>Staff Actions</b> Teachers will accurately score DOL's to group students effectively for the LSAE instructional model.</p>	Formative			Summative
	Feb	Mar	Apr	June

 0% No Progress





 100% Accomplished

 Continue/Modify

 Discontinue

**Key Action 2:** Improve student performance on the NWEA MAP reading assessments.

**Indicator of Success 3:** Students scoring average or higher on the BOY assessment, will remain in the average or higher range on their subsequent benchmark assessments.





Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Campus focus will be in student achievement.</p> <p><b>School Leaders' Actions</b></p> <p>Ensure there is an optimal testing environment for students to help them obtain authentic data.</p> <p><b>Staff Actions</b></p> <p>Teachers and instructional support staff will follow the Scroggins Planning for Success.</p>	Formative			Summative
	Feb	Mar	Apr	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>				

**Key Action 3:** Improve student performance on the NWEA MAP math assessments.

**Strategic Priorities:**





Transforming Academic Outreach

**Indicator of Success 1:** 65% or more students will have a district assessment math score in the average or above average range by the end of year 2024.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> Campus focus will be in Math achievement.</p> <p><b>School Leaders' Actions</b></p> <p>Provide professional development to build teacher capacity in curriculum instruction and assessment components and data.</p> <p>Train teachers on the LSAE instructional model and monitor implementation.</p> <p><b>Staff Actions</b></p> <p>Teacher and instructional support staff will participate in professional development on curriculum instruction and assessment components.</p> <p>Teachers will accurately score DOL's to group students effectively for the LSAE instructional model.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Empty review cells			
<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>				

**Key Action 3:** Improve student performance on the NWEA MAP math assessments.

**Indicator of Success 2:** Students scoring below average or lower on the BOY math assessment, will show a growth of 25% of their current score after their subsequent benchmark assessments.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> School leaders will provide with training and feedback about data.</p> <p><b>School Leaders' Actions</b></p> <p>Train teachers on how to gather and read district benchmark assessment data.</p> <p><b>Staff Actions</b></p> <p>Participate in data disaggregation sessions with leadership and plan for instruction using district assessment resources.</p>	Formative			Summative
	Feb	Mar	Apr	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>				

**Key Action 3:** Improve student performance on the NWEA MAP math assessments.

**Indicator of Success 3:** Students scoring average or higher on the BOY math assessment, will remain in the average or higher range on their subsequent benchmark assessments.



# State Compensatory

## Budget for 269 Scroggins Elementary School

Total SCE Funds: \$458,000.00

Total FTEs Funded by SCE: 7

### Brief Description of SCE Services and/or Programs

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## Personnel for 269 Scroggins Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Evelyn Plata	NES Learning Coach ES	1
Janie Anaya	NES Teacher Apprentice Teacher ES	1
Jaqueline Estrada	NES Learning Coach ES	1
Mrs Gloria Lopez	NES Teacher Apprentice Teacher ES	1
Sasha Parkerson	NES Teacher Apprentice Teacher ES	1
Sthefany Quintero	NES Learning Coach ES	1
Tamiria McHenry	NES Teacher Apprentice Teacher ES	1

# Addendums

### School Information

<b>District Name:</b>	<b>HOUSTON ISD</b>
<b>Campus Type:</b>	<b>Elementary</b>
<b>Total Students:</b>	<b>348</b>
<b>Grade Span:</b>	<b>EE - 05</b>

For more information about this campus, see:

<https://TXschools.gov>

or the Texas Academic Performance Report at:

<https://rptsrv1.tea.texas.gov/perfreport/tapr/2022/index.html>

### Accountability Ratings

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military. State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100 to align with letter grades.

#### Overall Rating

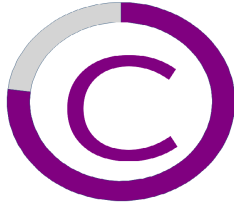
#### Student Achievement

#### School Progress

#### Closing the Gaps



93 of 100



77 of 100



91 of 100



98 of 100

### Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations that are awarded when a school or district shows exceptional achievement in certain areas.

Academic Achievement in English/Language Arts/Reading	Academic Achievement in Mathematics	Academic Achievement in Science	Top 25% : Comparative Academic Growth	Top 25% : Comparative Closing the Gaps	Postsecondary Readiness

Texas Education Agency  
**2022 School Report Card**  
 SCROGGINS EL (101912269) - HOUSTON ISD - HARRIS COUNTY

**Student Information**

This section provides demographic information about SCROGGINS EL, including attendance rates, enrollment percentages for various student groups, student mobility rates, and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
<b>Attendance Rate (2020-21)</b>			
	94.3%	93.7%	95.0%
<b>Enrollment by Race/Ethnicity</b>			
African American	0.9%	22.1%	12.8%
Hispanic	98.3%	61.9%	52.8%
White	0.6%	9.7%	26.3%
American Indian	0.0%	0.2%	0.3%
Asian	0.0%	4.5%	4.8%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	0.3%	1.6%	2.9%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	95.4%	79.2%	60.7%
Special Education	10.3%	8.4%	11.6%
Emergent Bilingual/EL	52.9%	35.1%	21.7%
<b>Mobility Rate (2020-21)</b>			
	13.7%	14.0%	13.6%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Elementary</b>			
Kindergarten	20.4	18.2	18.7
Grade 1	14.0	15.7	18.7
Grade 2	10.8	15.4	18.6
Grade 3	7.7	14.4	18.7
Grade 4	10.9	13.7	18.8
Grade 5	8.1	14.0	20.2
Grade 6	-	19.1	19.2
<b>Secondary</b>			
English/Language Arts	-	17.6	16.3
Foreign Languages	-	22.7	18.4
Mathematics	-	21.2	17.5
Science	-	21.5	18.5
Social Studies	-	22.8	19.1

**School Financial Information (2020-21)**

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see: <http://tea.texas.gov/financialstandardreports/>

	Campus	District	State
<b>Instructional Expenditure Ratio</b>	n/a	63.8%	64.2%
<b>Instructional Staff Percent</b>	n/a	58.1%	64.9%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$8,661	\$10,524	\$11,106
Instruction	\$6,708	\$5,989	\$6,358
Instructional Leadership	\$119	\$185	\$186
School Leadership	\$731	\$749	\$654

Texas Education Agency  
**2022 School Report Card**  
 SCROGGINS EL (101912269) - HOUSTON ISD - HARRIS COUNTY

**STAAR Outcomes**

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)</b>												
All Subjects	2022	74%	69%	<b>78%</b>	*	78%	*	-	-	-	-	78%
	2021	67%	57%	<b>50%</b>	25%	50%	71%	-	-	-	-	48%
ELA/Reading	2022	75%	70%	<b>77%</b>	*	76%	*	-	-	-	-	77%
	2021	68%	60%	<b>56%</b>	*	57%	*	-	-	-	-	53%
Mathematics	2022	72%	67%	<b>84%</b>	*	84%	*	-	-	-	-	83%
	2021	66%	53%	<b>51%</b>	*	51%	*	-	-	-	-	50%
Science	2022	76%	68%	<b>67%</b>	*	66%	-	-	-	-	-	67%
	2021	71%	59%	<b>42%</b>	*	43%	-	-	-	-	-	37%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2022	48%	43%	<b>49%</b>	*	49%	*	-	-	-	-	49%
	2021	41%	33%	<b>21%</b>	0%	21%	43%	-	-	-	-	18%
ELA/Reading	2022	53%	49%	<b>47%</b>	*	48%	*	-	-	-	-	49%
	2021	45%	38%	<b>25%</b>	*	25%	*	-	-	-	-	22%
Mathematics	2022	42%	38%	<b>56%</b>	*	56%	*	-	-	-	-	56%
	2021	37%	27%	<b>21%</b>	*	21%	*	-	-	-	-	19%
Science	2022	47%	39%	<b>32%</b>	*	30%	-	-	-	-	-	31%
	2021	44%	33%	<b>11%</b>	*	11%	-	-	-	-	-	9%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2022	23%	21%	<b>23%</b>	*	23%	*	-	-	-	-	23%
	2021	18%	15%	<b>7%</b>	0%	7%	29%	-	-	-	-	6%
ELA/Reading	2022	25%	24%	<b>23%</b>	*	23%	*	-	-	-	-	23%
	2021	18%	16%	<b>11%</b>	*	11%	*	-	-	-	-	9%
Mathematics	2022	20%	19%	<b>28%</b>	*	28%	*	-	-	-	-	27%
	2021	18%	13%	<b>6%</b>	*	6%	*	-	-	-	-	5%
Science	2022	21%	17%	<b>9%</b>	*	9%	-	-	-	-	-	9%
	2021	20%	14%	<b>2%</b>	*	2%	-	-	-	-	-	2%
<b>Academic Growth Score (All Grades Tested)</b>												
Both Subjects	2022	74	78	<b>84</b>	-	84	-	-	-	-	-	84
	2019	69	68	<b>68</b>	50	68	-	-	-	-	-	68
ELA/Reading	2022	78	81	<b>83</b>	-	82	-	-	-	-	-	82
	2019	68	68	<b>74</b>	-	75	-	-	-	-	-	74
Mathematics	2022	69	75	<b>85</b>	-	86	-	-	-	-	-	85
	2019	70	68	<b>63</b>	-	63	-	-	-	-	-	63
<p style="text-align: center;">- Indicates there are no students in the group.            * Indicates results are masked due to small numbers to protect student confidentiality.            n/a Indicates data reporting is not applicable for this group.</p>												