Houston Independent School District

237 Scarborough Elementary School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster
Mission Statement

Scarborough Elementary School inspires students to become global thinkers through dual language instruction, artistic expression, and college readiness. We prepare students for the challenges of today, tomorrow, and the future.
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Campus #237
November 17, 2021 7:40 AM
Comprehensive Needs Assessment

Demographics

Demographics Summary

Walter W. Scarborough Elementary first opened its doors in 1952 in a small building. In 1959, the facility was built at 3021 Little York in North Houston. After being destroyed by Hurricane Harvey in 2017, the campus was rebuilt in the same location with a different entrance. The new address is 3030 Trenton Rd. Scarborough Elementary School is a dual language campus. The 50/50 model in English and Spanish is implemented in Pre-Kindergarten through fifth grade. Our current enrollment is 615 students, which includes 8% in the gifted and talented program, 7% in the Special Education Program, and 60.4% English learners. Our attendance is 96.8%. There has been a decrease in student enrollment in the last three years due to Scarborough Elementary relocating 3.5 miles away from its actual location. The new campus construction has been completed and was ready for the 2020-2021 school year. Students have been enrolling daily since April 2020.

The student body is 98% Hispanic, 88.7% Economically Disadvantaged, 60.4% English Language Learners, 12% mobility rate, 7% Special Education, 2% Immigrant, and 8% Gifted and Talented. One hundred percent of our students qualify for Title I program services.

Programs specific to Scarborough Elementary: dual language - English and Spanish 50/50 model, violins, ballet folklórico, art, and band. This year the dual language program is implemented in Pre-kinder through fifth grade making Scarborough Elementary a school wide dual language campus. Scarborough Elementary received "Met Standard" rating in 2018 from Texas Education Agency (TEA) Accountability and earned a "Distinction Designation" in “Closing the Gap” for 2018. The school was rated "Met Standard" in 2018-2019 with no distinctions earned. In 2019-2020, Scarborough Elementary received gold standard under the family and community engagement program and in 2020-2021 Scarborough Elementary was awarded the Platinum Status.

Demographics Strengths

Scarborough Elementary Demographic Strengths include:

- Serves approximately 435 English Language Learners
- A special education program with approximately 50 Special Education Students
- 100% of teachers certified to teach second language learners - English and Spanish
- 100% of Kindergarten and Special ED teachers have completion HB3 initiative

Special Programs aligned with the needs and desires of our students, parents and community:

- Ballet Folklórico
- Name that Book
- Arts
- Band
- Violin Program
- Parental Involvement (PTO)
- FACE
- Monarch butterfly garden
Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Student Attendance - Parents are hesitant about sending their children to school when it rains, which results in high absences for our school. Root Cause: Scarborough Elementary suffered flood damage in previous years. However, Hurricane Harvey severely damaged the school and surrounding homes and businesses. Scarborough Elementary was moved 4 miles away from its original location.

Problem of Practice 2 (Prioritized): Students have a variety of learning gaps Root Cause: Due to the pandemic COVID-19, teaching and learning modality was different from the traditional academic environment. Remote learning was not effective for many of our students resulting in learning gaps.

Problem of Practice 3 (Prioritized): Teachers uneasiness in addressing small group instruction due to COVID -19 Root Cause: Teachers had difficulty implementing Guided Group Reading and small group instruction due to COVID - 19 protocols

Problem of Practice 4: The parent perception that their child's virtual learning was equally effective as face to face instruction. Root Cause: Students were not fully engaged while at home it was not a conducive learning environment
Student Learning

Student Learning Summary

1.- The last domain ratings were given in 2019 to our school. For the years 2020-2021, we do not have any ratings due to the pandemic. Our progress is compared with the school year 2018 domain ratings. Our overall rating dropped from a B in 2018 to a C in 2019.

- Domain 1 Student Achievement 65: Our campus dropped 7 points compared with 2018. The most significant decrease in student achievement was in Science 5th grade, 3rd grade Math, and 4th Writing.

- Domain 2 School Progress 73: Our campus dropped 8 points compared with 2018. Our campus had fewer students achieving the meets and masters. In other words, fewer students making the expected and accelerated progress.

- Domain 3 Closing the gaps 63: Our campus dropped 19 points compared with 2018. This was the most significant decrease in all 3 domains. Our main subgroups Hispanics, low socioeconomic, special education, and ELL did not make enough progress in the achievement and progress domains.

2.- On our campus, the main student groups are the Hispanic, Special Education, Economic Disadvantaged, and English Learners. The 2019 STAAR data showed that our Hispanic group performed an average of 71% for Reading, 75% for Math, 51% for Writing, and 56% for Science. The Special Population group had an average of 44% for Reading, 30% for Math, 32% for Writing, and 23% for science. The economic disadvantage group, performed an average of 70% for reading, 75% in Math, 51% in writing, and 54% in Science. For the English Learners group, the average for Reading was 69%, 74% for math, 47% for writing and 52% for science. Overall, our Hispanic, Economic Disadvantaged, and ELs subgroups performed very similar among them and the results were comparable with all students' results. The subgroup that had the lowest scores in all subjects was Special Education. Under this group, the two lowest subjects were writing and science and the two highest were 3rd reading and 4th Math. In 2021, our sub-population scores dropped. The Hispanic and Economic disadvantaged performed very similarly and also they mirror the general results. For reading, they had an average of 51%, 30% for Math, 32% for writing, and 23% for science. The EL group performed lower than our Hispanic and Economic Disadvantaged, the reading average was 28%, 21% for Math, 17% for Writing, and 9% for Science. The performance almost had in all subjects compared with the previous two groups. The Special Education group had the lowest performance among the 4 groups. Only 20% in 3rd grade passed the Reading and the Math. For the rest of the subjects and grades, the performance was 0%. It is important to consider that only 9 special education students took the STAAR (5 third-graders, 2 fourth and 2 fifth graders). The number was very small compared with 2019. However, special education was the lowest in both years, but the performance of the EL group was the second-lowest in 2021.

3- Reading. Our PK-2 students have different benchmarks and assessments. PK applies the Circle assessment. The Renaissance 360 assessment showed the progress during the school year for our K-2 students (BOY, MOY, EOY), as well as High-Frequency Words (HFW) for grades 1-2. The R 360 Early literacy measures the reading progress of our K-1 students in English and Spanish. In the English assessment, our K students gained 4% during the year for an EOY of 72%. Our 1st-grade students maintained the same score to EOY of 40%. The K-1 Early literacy Spanish showed higher results. Our K students gained 2% to an EOY score of 68% and our 1st graders gained 10 points with an EOY at 60%. Thus, results for Kinder are very similar in English and Spanish. First grade, on the other hand, showed better results in Spanish with 20 points of difference over English. In regards to High-Frequency Words (HFW), the results are almost comparable to pre-pandemic levels in 2019 (Grade 1- 85%, Grade 2-89%). In 2021, our first grade obtained a score of HFW of 82% and second grade 91%.

Math. Our first graders took the math assessment in Spanish following the Dual languages sequence. On the 3 district snapshots, the students scored an average of 83%. Our second graders gained 5 points to score at EOY 39%. In the district Math pre-approved assessment (DPA), 66% of the students score passing, with 12% at the meets and 8% exceeds expectations. Overall, the 1st graders score in the 80s in the math Spanish assessments, while the second graders score in the ‘40s and ‘60s respectively.

4.- There is no current comparison report issued by TEA for the current school year. The last campus comparison report was from 2019. In this report, we are compared with 40 schools across Texas with similar grades, number of students, % of economic disadvantaged, % of EL, and % of Special Education, and mobility rate. In Houston ISD, there are 11 elementary schools in this category. Two schools from the North Area included in this report are Barrick ES and Moreno ES. Based on the 2019 STAAR data, Moreno Elementary (Reading 80.3%, Math 88.8%) has better scores than our campus (Reading 65.6%, Math 69.4%). Barrick (Reading 56.3%, Math 74.3%) has lower scores in reading, but higher scores...
in math compared to our campus. Thus, these two schools are our benchmark for school performance in the North Area.

5. Our campus has 31 identified gifted and talented students. The performance of this student population in the current STAAR 2021 was at the approaches level: Math 90%, Reading 87%, Writing 67%, and Science 77%. At the master level Math 19%, Reading 43%, Writing 0%, and Science 0%. Since we are elementary, we do not have graduation, dropout rate, CCMR, or AP/IB enrollment which applies to high school campuses.

6. Our district performance benchmarks are the STAAR released (mock) and District Level Assessments DLAs. From the DLA applied in December 2020 and STAAR released applied in February-March, there was growth in most grades and subjects. Comparing the Mock STAAR with the state STAAR, 3rd grade Reading English increased 9% to 59%, Math English decreased 6% to 27%, Reading Spanish increased 17% to 52%, and Math Spanish increased 17%. 4th grade Reading English increased 11%, Math English stayed at 16%, Writing English increased 7% to 38%. Reading Spanish decrease 1% to 9%, Math Spanish increased 8% to 39%. 5th grade reading increased 38% to 57%, Math increased 11% to 40%, and science increased 9% to 23%. Overall there was growth from the Mock STAAR to the real STAAR. The most significant growth was 5th grade reading with 38 points of gain.

Student Learning Strengths

- In the midst of a pandemic - COVID-19, 57% of our 5th grade students passed the 2020-2021 STAAR Reading Assessment. This was the first cohort that completed the 50/50 model dual language program on our campus.
- In 3rd Grade, 53% of our students passed the 2020-2021 STAAR Reading Assessment
- Students that attended face-to-face instruction scored higher than remote learning students
- In the sub-pop category - Hispanic students scored higher than the other sub-pop categories
- Our first-grade math English scores are at 83% in EOY DPA assessment.
- Kinder students scored almost the same in early literacy R360 English and Spanish at 72% and 68% respectively.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Students have a variety of learning gaps Root Cause: Due to the pandemic COVID-19, teaching and learning modality was different from the traditional academic environment. Remote learning was not effective for many of our students resulting in learning gaps.

Problem of Practice 2 (Prioritized): Student Attendance - Parents are hesitant about sending their children to school when it rains, which results in high absences for our school. Root Cause: Scarborough Elementary suffered flood damage in previous years. However, Hurricane Harvey severely damaged the school and surrounding homes and businesses. Scarborough Elementary was moved 4 miles away from its original location.

Problem of Practice 3 (Prioritized): Teachers uneasiness in addressing small group instruction due to COVID -19 Root Cause: Teachers had difficulty implementing Guided Group Reading and small group instruction due to COVID - 19 protocols

Problem of Practice 4: The parent perception that their child's virtual learning was equally effective as face to face instruction. Root Cause: Students were not fully engaged while at home it was not a conducive learning environment
School Processes & Programs

School Processes & Programs Summary

Scarborough Elementary develops clear roles and responsibilities for instructional leaders by:

- Attending EIT
- Reading Collaborative Monthly Meetings
- Campus Induction Coordinator
- Grade Level Chairperson
- SDMC

The process is that we meet as instructional leaders to analyze formative and summative data to develop a plan an instructional plan that addresses the root causes of low performance. Teacher Development Specialist, faculty, and district specialists, work together to find the root causes.

Data tracking:

- Ren 360
- DLA
- High Frequency Words
- Snapshots
- TELPAS Data
- STAAR current and longitudinal results
- Circle Assessment for Prek

Professional Development to address the root causes of low performance:

- Required PD for Dual Language Instruction
- HB3 Literacy
- HB3 Math
- Math
- Writing

Instructional Programs to create a safe and positive learning environment with high expectations: These are inclusive programs:

- LISTO
- Prekindergarten
- Dual Language
- Happy Smiles
- Barbara Bush Reading Initiative
- Violin Program
- Dance - Ballet Folklorico

Data is reviewed on an ongoing bases to provide enrichment and acceleration in core subjects.
Procedures:

- Coaching
- Professional Learning Communities
- Curriculum is aligned to assessment to TEKS with a year-long scope and sequence
- Lesson plans include critical thinking, formative assessments, and interventions
- Interventions are embedded in the PreK-5th schedules
- Technology is integrated in all core subjects
- Master Schedules are developed to incorporate dual language, interventions, and visual and performing arts. Master schedule also include state mandated content time allocations.
- Master schedules also include time for professional learning communities.
- Tutorials - held after school for an hour and Saturday tutorials begin second semester
- Students receive instruction 450 minutes a day, including lunch
- Summer School is held 450 minutes a day for approximately 14 days - Monday through Thursday
- Transition program for early childhood - home to school (PreK Camp) held a week before school begins
- Review and Implement Sanford Harmony

School Processes & Programs Strengths

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Professional Development to address the root causes of low performance:

- Required PD for Dual Language Instruction
- HB3 Literacy
- HB3 Math
Instructional Programs to create a safe and positive learning environment with high expectations: These are inclusive programs:

- LISTO Coaches 5th grade teachers on Science best practices
- "Developing Talkers" - Kindergarten students will develop oral language skills
- PreKindergarten includes 3 and 4 year-old students
- Dual Language - students learn two languages, English and Spanish 50/50 model school wide
- Happy Smiles will service Kindergarten students for the 2021-2022 school year and will have a yearly progression adding a grade level each year
- Barbara Bush Reading Initiative - all students receive 6 books in both English and Spanish for their home library
- Violin Program - 2nd through 5th grade students have an option to participate in the violin program
- Dance - Ballet Folklorico - students have an option to participate in ballet folklorico.

Data is reviewed on an ongoing bases to provide enrichment and acceleration in core subjects.

Procedures:

- Coaching
- Professional Learning Communities - Master Schedules include times to meet with teachers
- Curriculum is aligned to assessment to TEKS with a year-long scope and sequence - HISD provides teachers with an aligned scope and sequence curriculum
- Lesson plans include critical thinking, formative assessments, and interventions - teachers use unit planning guides provided HISD
- Interventions are embedded in the PreK-5th schedules -
- Technology is integrated in all core subjects
- Master Schedules are developed to incorporate dual language, interventions, and visual and performing arts. Master schedule also include state mandated content time allocations.
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Problems of Practice Identifying School Processes & Programs Needs

**Problem of Practice 1 (Prioritized):** Teachers uneasiness in addressing small group instruction due to COVID -19  
**Root Cause:** Teachers had difficulty implementing Guided Group Reading and small group instruction due to COVID - 19 protocols

**Problem of Practice 2 (Prioritized):** Students have a variety of learning gaps  
**Root Cause:** Due to the pandemic COVID-19, teaching and learning modality was different from the traditional academic environment. Remote learning was not effective for many of our students resulting in learning gaps.

**Problem of Practice 3:** The parent perception that their child's virtual learning was equally effective as face to face instruction.  
**Root Cause:** Students were not fully engaged while at home it was not a conducive learning environment
Problem of Practice 4 (Prioritized): Teachers lack the ability to teach the fundamental reading and math skills. **Root Cause:** Inconsistencies of courses requirements to become a teacher results in the inability to teach basic reading and math.

Problem of Practice 5 (Prioritized): Student Attendance - Parents are hesitant about sending their children to school when it rains, which results in high absences for our school. **Root Cause:** Scarborough Elementary suffered flood damage in previous years. However, Hurricane Harvey severely damaged the school and surrounding homes and businesses. Scarborough Elementary was moved 4 miles away from its original location.
Perceptions

Perceptions Summary

Scarborough Elementary

- Violin Program
- HARP - Music Around the World
- International Performance
- Literacy Foundation - Barbara Bush Reading Program
- MyOn Competition

Perceptions Strengths

- Students learning in two languages
- PTO - Support faculty and staff
- Low teacher turnover in previous years. However, as a result Covid 19, teacher retirement accelerated for the 2020-2021 school year
- According to the Title I Parent Survey overall result states that by F.A.C.E. standards Scarborough Elementary was a Platinum Recognized School.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: The parent perception that their child's virtual learning was equally effective as face to face instruction. **Root Cause:** Students were not fully engaged while at home it was not a conducive learning environment

Problem of Practice 2 (Prioritized): Teachers uneasiness in addressing small group instruction due to COVID-19 **Root Cause:** Teachers had difficulty implementing Guided Group Reading and small group instruction due to COVID-19 protocols

Problem of Practice 3 (Prioritized): Students have a variety of learning gaps **Root Cause:** Due to the pandemic COVID-19, teaching and learning modality was different from the traditional academic environment. Remote learning was not effective for many of our students resulting in learning gaps.

Problem of Practice 4 (Prioritized): Student Attendance - Parents are hesitant about sending their children to school when it rains, which results in high absences for our school. **Root Cause:** Scarborough Elementary suffered flood damage in previous years. However, Hurricane Harvey severely damaged the school and surrounding homes and businesses. Scarborough Elementary was moved 4 miles away from its original location.
Priority Problems of Practice

**Problem of Practice 3**: Students have a variety of learning gaps

**Root Cause 3**: Due to the pandemic COVID-19, teaching and learning modality was different from the traditional academic environment. Remote learning was not effective for many of our students resulting in learning gaps.

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

**Problem of Practice 1**: Student Attendance - Parents are hesitant about sending their children to school when it rains, which results in high absences for our school.

**Root Cause 1**: Scarborough Elementary suffered flood damage in previous years. However, Hurricane Harvey severely damaged the school and surrounding homes and businesses. Scarborough Elementary was moved 4 miles away from its original location.

**Problem of Practice 1 Areas**: Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem of Practice 2**: Teachers uneasiness in addressing small group instruction due to COVID-19

**Root Cause 2**: Teachers had difficulty implementing Guided Group Reading and small group instruction due to COVID-19 protocols.

**Problem of Practice 2 Areas**: Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem of Practice 4**: Teachers lack the ability to teach the fundamental reading and math skills.

**Root Cause 4**: Inconsistencies of courses requirements to become a teacher results in the inability to teach basic reading and math.

**Problem of Practice 4 Areas**: School Processes & Programs
Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**
- District goals
- 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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

**Accountability Data**
- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

**Student Data: Assessments**
- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
• Grades that measure student performance based on the TEKS

**Student Data: Student Groups**

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

**Student Data: Behavior and Other Indicators**

• Attendance data
• Discipline records
• Class size averages by grade and subject
• School safety data
• Enrollment trends

**Employee Data**

• Professional learning communities (PLC) data
• State certified and high quality staff data
• Campus leadership data
• Campus department and/or faculty meeting discussions and data
• Professional development needs assessment data

**Parent/Community Data**

• Parent surveys and/or other feedback
• Parent engagement rate

**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
Board Goals

Board Goal 1: ELAR  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 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: ELAR

  Strategic Priorities: Expanding Educational Opportunities

  Summative Evaluation: Some progress made toward meeting Goal

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<thead>
<tr>
<th>Measurable Objective 1 Details</th>
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<tr>
<td>Measurable Objective 1: The percentage of 3rd -5th grade students performing at or above grade level in reading as measured by STAAR 2020-2021 will increase 21 percentage points from 49% achieve in Spring 2021 to &quot;Approaches Grade Level&quot; to 70% and 25% Meets and 20% Mastery on STAAR 2021-2022</td>
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<td>HB3 Board Goal</td>
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Measurable Objective 1 Problems of Practice:

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**Perceptions**

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**Measurable Objective 2 Details**

**Measurable Objective 2:** 85% of first and second grade students will pass the High Frequency Words Evaluation on the first administration as measured by HFWE on November 2021  
**Evaluation Data Sources:** Houston ISD High Frequency Words Evaluation  
**HB3 Board Goal**

**Problems of Practice:**

**Demographics**

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**Student Learning**

**Problem of Practice 2:** Student Attendance - Parents are hesitant about sending their children to school when it rains, which results in high absences for our school.  
**Root Cause:** Scarborough Elementary suffered flood damage in previous years. However, Hurricane Harvey severely damaged the school and surrounding homes and businesses. Scarborough Elementary was moved 4 miles away from its original location.
### Problem of Practice 5: Student Attendance

Parents are hesitant about sending their children to school when it rains, which results in high absences for our school. **Root Cause:** Scarborough Elementary suffered flood damage in previous years. However, Hurricane Harvey severely damaged the school and surrounding homes and businesses. Scarborough Elementary was moved 4 miles away from its original location.

### Perceptions

Problem of Practice 4:

Parents are hesitant about sending their children to school when it rains, which results in high absences for our school. **Root Cause:** Scarborough Elementary suffered flood damage in previous years. However, Hurricane Harvey severely damaged the school and surrounding homes and businesses. Scarborough Elementary was moved 4 miles away from its original location.

### Measurable Objective 3 Details

**Measurable Objective 3:** 80% of K-5th grade students will read on or above grade level by May 2022 as measured by running records and renaissance 360

**Evaluation Data Sources:** running records and renaissance 360

**HB3 Board Goal**
**Board Goal 2:** MATH  The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

**Goal 1:** MATH

**Strategic Priorities:** Expanding Educational Opportunities

<table>
<thead>
<tr>
<th>Measurable Objective 1 Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable Objective 1:</strong> The percentage of 3rd-5th grade students performing at or above grade level in math as measured by STAAR 2000-2021 will increase 30 percentage points from 33% achieve &quot;Approaches Grade Level&quot; to 66% Approaches, 30% Meets and 25% Mastery on STAAR Math 2022</td>
</tr>
<tr>
<td><strong>Evaluation Data Sources:</strong> STAAR Spring 2022, DLAs, Renaissance 360, Reflex Math</td>
</tr>
<tr>
<td><strong>HB3 Board Goal</strong></td>
</tr>
</tbody>
</table>

**Measurable Objective 1 Problems of Practice:**

<table>
<thead>
<tr>
<th>Demographics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem of Practice 1:</strong> Student Attendance - Parents are hesitant about sending their children to school when it rains, which results in high absences for our school. <strong>Root Cause:</strong> Scarborough Elementary suffered flood damage in previous years. However, Hurricane Harvey severely damaged the school and surrounding homes and businesses. Scarborough Elementary was moved 4 miles away from its original location.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem of Practice 2:</strong> Student Attendance - Parents are hesitant about sending their children to school when it rains, which results in high absences for our school. <strong>Root Cause:</strong> Scarborough Elementary suffered flood damage in previous years. However, Hurricane Harvey severely damaged the school and surrounding homes and businesses. Scarborough Elementary was moved 4 miles away from its original location.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Processes &amp; Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem of Practice 5:</strong> Student Attendance - Parents are hesitant about sending their children to school when it rains, which results in high absences for our school. <strong>Root Cause:</strong> Scarborough Elementary suffered flood damage in previous years. However, Hurricane Harvey severely damaged the school and surrounding homes and businesses. Scarborough Elementary was moved 4 miles away from its original location.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Perceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem of Practice 4:</strong> Student Attendance - Parents are hesitant about sending their children to school when it rains, which results in high absences for our school. <strong>Root Cause:</strong> Scarborough Elementary suffered flood damage in previous years. However, Hurricane Harvey severely damaged the school and surrounding homes and businesses. Scarborough Elementary was moved 4 miles away from its original location.</td>
</tr>
</tbody>
</table>
## Measurable Objective 2 Details

**Measurable Objective 2:** 78% of K-5 students will achieve at or above grade level on STAR Math as measured by Renaissance 360 Math EOY screening  
**Evaluation Data Sources:** Renaissance 360 BOY, MOY, and EOY screenings  
**HB3 Board Goal**

## Measurable Objective 2 Problems of Practice:

### Demographics

**Problem of Practice 1:** Student Attendance - Parents are hesitant about sending their children to school when it rains, which results in high absences for our school.  
**Root Cause:** Scarborough Elementary suffered flood damage in previous years. However, Hurricane Harvey severely damaged the school and surrounding homes and businesses. Scarborough Elementary was moved 4 miles away from its original location.

### Student Learning

**Problem of Practice 2:** Student Attendance - Parents are hesitant about sending their children to school when it rains, which results in high absences for our school.  
**Root Cause:** Scarborough Elementary suffered flood damage in previous years. However, Hurricane Harvey severely damaged the school and surrounding homes and businesses. Scarborough Elementary was moved 4 miles away from its original location.

### School Processes & Programs

**Problem of Practice 5:** Student Attendance - Parents are hesitant about sending their children to school when it rains, which results in high absences for our school.  
**Root Cause:** Scarborough Elementary suffered flood damage in previous years. However, Hurricane Harvey severely damaged the school and surrounding homes and businesses. Scarborough Elementary was moved 4 miles away from its original location.

### Perceptions

**Problem of Practice 4:** Student Attendance - Parents are hesitant about sending their children to school when it rains, which results in high absences for our school.  
**Root Cause:** Scarborough Elementary suffered flood damage in previous years. However, Hurricane Harvey severely damaged the school and surrounding homes and businesses. Scarborough Elementary was moved 4 miles away from its original location.
Board Goal 3: SCHOOL PROGRESS  The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: SCHOOL PROGRESS

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

Goal 1: CLOSING THE GAPS

Strategic Priorities: Expanding Educational Opportunities

<table>
<thead>
<tr>
<th>Measurable Objective 1 Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable Objective 1:</strong> By October 2021, 100% accommodations and designated supports will be implemented as stipulated in the students IEPs</td>
</tr>
<tr>
<td><strong>Evaluation Data Sources:</strong> Students' IEPs</td>
</tr>
<tr>
<td>Special Education Folders</td>
</tr>
<tr>
<td>Accommodation Binders</td>
</tr>
<tr>
<td><strong>HB3 Board Goal</strong></td>
</tr>
</tbody>
</table>
Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Strategic Priorities: Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

<table>
<thead>
<tr>
<th>Measurable Objective 1 Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable Objective 1:</strong> Increase our attendance rate to 97% by May 2022 as measured by PowerConnect</td>
</tr>
<tr>
<td><strong>Evaluation Data Sources:</strong> HISD Connect, A4E</td>
</tr>
</tbody>
</table>
**Board Goal 5:** N/A - Additional Campus Goals

**Goal 2:** DISCIPLINE

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

<table>
<thead>
<tr>
<th>Measurable Objective 1 Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable Objective 1:</strong> Maintain Out of School Suspension rate at 0% during the 2021 - 2022 school year.</td>
</tr>
<tr>
<td><strong>Evaluation Data Sources:</strong> HISD Connect, A4E</td>
</tr>
</tbody>
</table>
**Board Goal 5:** N/A - Additional Campus Goals

**Goal 3:** VIOLENCE PREVENTION

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

<table>
<thead>
<tr>
<th>Measurable Objective 1 Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable Objective 1:</strong> Bullying related referrals will remain at 0% for the year 2021 - 2022 as measured by HISD Connect and A4E Discipline Reports.</td>
</tr>
<tr>
<td><strong>Evaluation Data Sources:</strong> HISD Connect, A4E</td>
</tr>
</tbody>
</table>
Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

**Strategic Priorities:** Transforming Academic Outreach

<table>
<thead>
<tr>
<th>Measurable Objective 1 Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable Objective 1:</strong> 50% of Sp. Ed. students in 3rd, 4th, and 5th grade will achieve approaches level as measured by STAAR tests on May 2022</td>
</tr>
<tr>
<td><strong>Evaluation Data Sources:</strong> STAAR Reading and STAAR Math</td>
</tr>
<tr>
<td><strong>HB3 Board Goal</strong></td>
</tr>
</tbody>
</table>
**Board Goal 5:** N/A - Additional Campus Goals

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

**Strategic Priorities:** Expanding Educational Opportunities, Transforming Academic Outreach

<table>
<thead>
<tr>
<th>Measurable Objective 1 Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable Objective 1:</strong> 42% of ELL students will progress at least 1 proficiency level as measured by TELPAS 2022</td>
</tr>
<tr>
<td><strong>Evaluation Data Sources:</strong> TELPAS 2022</td>
</tr>
<tr>
<td><strong>HB3 Board Goal</strong></td>
</tr>
</tbody>
</table>
Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities: Expanding Educational Opportunities

<table>
<thead>
<tr>
<th>Measurable Objective 1 Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable Objective 1:</strong> By May 2022 the amount of parental involvement will increase by 10% as measured by the Parent-family Engagement Interim Reports.</td>
</tr>
<tr>
<td><strong>Evaluation Data Sources:</strong> Parent-family Engagement Interim Reports</td>
</tr>
<tr>
<td>Sign in sheets</td>
</tr>
</tbody>
</table>

237 Scarborough Elementary School
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**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

<table>
<thead>
<tr>
<th>Measurable Objective 1 Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable Objective 1:</strong> IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.</td>
</tr>
<tr>
<td><strong>Evaluation Data Sources:</strong> Immunization data entry and state reporting for all students completed by:</td>
</tr>
<tr>
<td>Estimated number of students to be screened:</td>
</tr>
<tr>
<td>Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measurable Objective 2 Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable Objective 2:</strong> VISION SCREENING at Grades PK, K, 1, 3, 5, &amp; 7 will be completed by a certified school nurse or screener on or before December 10, 2021.</td>
</tr>
<tr>
<td><strong>Evaluation Data Sources:</strong> Vision screening records for all applicable students completed by:</td>
</tr>
<tr>
<td>Estimated number of students to be screened:</td>
</tr>
<tr>
<td>Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measurable Objective 3 Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable Objective 3:</strong> HEARING SCREENING at Grades PK, K, 1, 3, 5, &amp; 7 will be completed by a certified school nurse or screener on or before December 10, 2021.</td>
</tr>
<tr>
<td><strong>Evaluation Data Sources:</strong> Data entry, referral forms, and state report completed/submitted by:</td>
</tr>
<tr>
<td>Estimated number of students to be screened:</td>
</tr>
<tr>
<td>Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measurable Objective 4 Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable Objective 4:</strong> TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, &amp; 7 will be completed by a certified school nurse or screener on or before December 10, 2021.</td>
</tr>
<tr>
<td><strong>Evaluation Data Sources:</strong> Screening, data entry, referral forms and state report completed/submitted by:</td>
</tr>
<tr>
<td>Estimated number of students to be screened:</td>
</tr>
<tr>
<td>Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.</td>
</tr>
<tr>
<td><strong>Measurable Objective 5 Details</strong></td>
</tr>
<tr>
<td>-----------------------------------</td>
</tr>
<tr>
<td><strong>Measurable Objective 5:</strong> SPINAL SCREENING at Grades 6 &amp; 9 will be completed by a certified school nurse or screener on or before February 2, 2022.</td>
</tr>
<tr>
<td><strong>Evaluation Data Sources:</strong> Screening, data entry, referral forms and state report completed/submitted by:</td>
</tr>
<tr>
<td>Estimated number of students to be screened: N/A</td>
</tr>
<tr>
<td>Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Measurable Objective 6 Details</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable Objective 6:</strong> MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.</td>
</tr>
<tr>
<td><strong>Evaluation Data Sources:</strong> PERSON RESPONSIBLE: Health Wellness Team</td>
</tr>
<tr>
<td>Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Measurable Objective 7 Details</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable Objective 7:</strong> AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.</td>
</tr>
<tr>
<td><strong>Evaluation Data Sources:</strong> PERSON RESPONSIBLE who is certified in CPR/AED: Ms. Cain</td>
</tr>
<tr>
<td>Number of AEDs on campus: 3</td>
</tr>
</tbody>
</table>
Board Goal 5: N/A - Additional Campus Goals

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

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

<table>
<thead>
<tr>
<th>Measurable Objective 1 Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable Objective 1:</strong> Ensuring Student Health, Safety and Well-Being by participating in nutrition program of 6 sessions.</td>
</tr>
<tr>
<td><strong>Evaluation Data Sources:</strong> Students will be able to recognize and express what a nutritional meal consists of for the day.</td>
</tr>
</tbody>
</table>
Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)
State Compensatory

Budget for 237 Scarborough Elementary School

Total SCE Funds: $156,069.31
Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

Below are the programs and resources that will be funded by SCE funds to improve student achievement for at risk students:
- Tutorial services
- Materials for reading and math
- Testing materials
- Extra duty pay for Afterschool and Saturday interventions

Personnel for 237 Scarborough Elementary School

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hendricks, Mary Lorraine</td>
<td>Tchr, Third Grade</td>
<td>1</td>
</tr>
<tr>
<td>Villegas Antimo, Daniela</td>
<td>Tchr, Bilingual</td>
<td>1</td>
</tr>
<tr>
<td>Wilson, David</td>
<td>Tchr, First Grade</td>
<td>1</td>
</tr>
<tr>
<td>Zuniga Gaytan, Stephanie</td>
<td>Tchr, Bilingual</td>
<td>1</td>
</tr>
</tbody>
</table>
Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by the administration team, faculty and community stakeholders.

Stakeholders met periodically throughout the summer to collaborate and ensure that programs were aligned to federal funds.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

- Scarborough Elementary School Improvement Plan team worked on the Comprehensive Needs Assessment to ensure alignment of programs to federal funds and personnel
- Stakeholders collaborated to develop the most appropriate academic plan for our campus needs

2.2: Regular monitoring and revision

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

- Data review and monitoring during Professional Learning Communities
- Build teacher capacity to analyze student academic performance - triangulate data

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

The SIP is available to parents in the following locations:

- School's Main Office
- School's webpage

The SIP was made available to parents by:

- Provided copies at Open House and parent meetings
- Posted a link through ClassDojo
- Posted on the school website
We provide the SIP to parents in the following languages:

- English
- Spanish

**2.4: Opportunities for all children to meet State standards**

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

- Accelerated learning
- Tutorials
- After school tutorials
- Saturday tutorials
- In class interventions

**2.5: Increased learning time and well-rounded education**

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

- After school tutorials
- Saturday tutorials
- Online Program
- Violin Program

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

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

- Building teacher capacity in their content areas and instructional areas
- Proficient Tier 1 explicit instruction taking place in all content areas
- Bi-weekly AT BATs
- Small Group Instruction based on student data needs
- Teachers participate in HB3
- HISD Multilingual Department Professional Developments

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

**3.1: Develop and distribute Parent and Family Engagement Policy**

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

- Parent - Norma Mendez
The PFE was distributed

- On the campus website
- ...

The languages in which the PFE was distributed include

- English

Four strategies to increase Parent and Family Engagement include:

- ...

3.2: Offer flexible number of parent involvement meetings

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

- Meeting #1 - September 14, 2021
- Meeting #1 Alternate - September 15, 2021
- Meeting #2 - October 12, 2021
- Meeting #2 Alternate - October 13, 2021
- Meeting #3 - November 9, 2021
- Meeting #3 Alternate - November 10, 2021
- Meeting #4 - December 14, 2021
- Meeting #4 Alternate - December 15, 2021
## Title I Personnel

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Program</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regalado, Juan</td>
<td>Teacher, Intervention</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>Vazquez, Ana B</td>
<td>Teacher Specialist</td>
<td></td>
<td>1.00</td>
</tr>
</tbody>
</table>
## Campus Administrator

<table>
<thead>
<tr>
<th>Committee Role</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator</td>
<td>Ana Vazquez</td>
<td>Teacher Specialist</td>
</tr>
<tr>
<td>Administrator</td>
<td>Juan Ramirez</td>
<td>Dean of Instruction</td>
</tr>
<tr>
<td>Administrator</td>
<td>Marissa Quinones</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Administrator</td>
<td>Miriam Medina</td>
<td>Principal</td>
</tr>
</tbody>
</table>
# Campus Based Leadership Team

<table>
<thead>
<tr>
<th>Committee Role</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator</td>
<td>Miriam Medina</td>
<td>Principal</td>
</tr>
<tr>
<td>Administrator</td>
<td>Juan Ramirez</td>
<td>Dean of instruction</td>
</tr>
<tr>
<td>Administrator</td>
<td>Maritza Quinones</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Teacher Specialist</td>
<td>Ana Vazquez</td>
<td>Teacher Specialist</td>
</tr>
</tbody>
</table>
SIP APPROVAL 2021-2022

School Name and Campus #:
Scarborough Elementary #237

Principal Name: Miriam Medina

Area Office: North

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on ___________ August 20, 2021 ___________ as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school’s professional staff. In addition, the plan will be presented to the professional staff for a vote.

Principal

08-20-2021

Date

Signatures below indicate review and approval of this document.

Marisol Trejo
PTO/PTA or other Parent Representative

9-3-2021

Date

08-20-2021

Date

9-3-2021

Date

Area Office Superintendent

9-24-21

Date

Effective Schools Facilitator (ESF) or Professional Service Provider (PSP)
(if applicable or still in use under grant contract)
<table>
<thead>
<tr>
<th>Date</th>
<th>Grade levels</th>
<th>Location</th>
<th>Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 7</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>TBD</td>
<td>Grade 4 Units 4-7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Grade 4 Unit 4: Relating Decimals to Fractions (Sept 24 – Sept 30)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Grade 4 Unit 5: Addition and Subtraction (Oct 5 – Oct 14)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Grade 4 Unit 6: Add and Subtract Fractions (Oct 18 – Oct 22)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Grade 4 Unit 7: Multiplication Problem Solving (Oct 26 – Nov 02)</td>
</tr>
<tr>
<td>Oct 12</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>TBD</td>
<td>Grade 3 Units 4-6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Grade 3 Unit 4: Multiplication and Division Fluency (Oct 13 – Oct 21)</td>
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<td>Grade 3 Unit 5: Two Step Addition and Subtraction (Oct 25 – Nov 4)</td>
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<td>Grade 4 Unit 10: Area and Perimeter (Nov 29 – Dec 7)</td>
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