

2025-2026 Action Plan



Scroggins Elementary

Juan F. Batrez

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

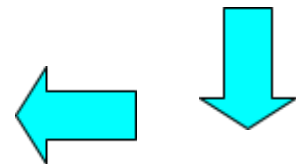
Needs related to student achievement data

EB student cohorts at Scroggins, are showing continuous improvement when assessed in English. Sped students at Scroggins are showing continuous improvement on their IEP goals. Nevertheless, strategic planning for our EB and SPED students remains at the forefront.

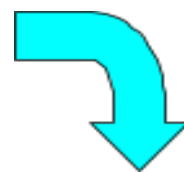
Needs related to improving the quality of instruction

Planning is key in facilitating a high-quality lesson. Every component of the lesson delivery needs to be well thought out and planned to support our special populations.

System evaluation (philosophy, processes, implementation, capacity)



Parameters
and metrics
established by
the District



Implement the strategic use of Summit K-12 during early morning, intervention time (K-2nd grade) and late duty (after-school club) to support language development of our EB and SPED populations.



STAAR Summative Mathematics

Grades Tested: 3, 4, 5

Tests Taken: 124 Date Last Taken: 04/30/2025



Percent
Count

26%

31%

26%

17%

32

39

32

21



STAAR Summative Science

Grades Tested: 5

Tests Taken: 39 Date Last Taken: 04/22/2025



Percent
Count

33%

56%

8%

3%

13

22

3

1



STAAR Summative Reading Language Arts

Grades Tested: 3, 4, 5

Tests Taken: 124 Date Last Taken: 04/16/2025



Percent
Count

19%

31%

33%

16%

24

39

41

20



TELPAS Composite

Grades Tested: KG, 1, 2, 3, 4, 5

Tests Taken: 121 Date Last Taken: 03/06/2025



Percent
Count

24%

40%

28%

8%

29

48

34

10



Scroggins EOY 24-25 Data

Key Actions

- Improve utilization of High-Quality Instructional Materials
- Improve EB Accountability
- Improve SPED Quality of Instruction

School Action Plan Template

Key Action <i>(Briefly state the specific goal or objective.)</i>	
	Improve Utilization of High-Quality Instructional Materials
	Indicators of success <i>(Measurable results that describe success.)</i>

KEY ACTION ONE	- By the middle of the 2025-2026 academic school year, 85% of teachers will score 1 point or higher on the standards alignment indicator of the Planning and Professionalism rubric, "The teacher consistently plans to ensure alignment between instructional materials (including assessments) and state standards" - By the end of the 2025-2026 academic school year, 95% of teachers will score 1 point or higher on the standards alignment indicator of the Planning and Professionalism rubric, "The teacher consistently plans to ensure alignment between instructional materials (including assessments) and state standards" - By the end of the 2025-2026 academic school year, 95% of teachers will score at least 2 out of 3 points on the Planning component of the HISD Spot observation form during IRT walks.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Model the lesson internalization and customization process for teachers that includes, hiding slides, adjusting slide placement, adding stems, and adding questions that support the learning objective. - Model how to backwards plan by internalizing and annotating all instructional material which includes the DOL, student activities (text), and learner/securing packet. - Model how to utilize the lead4ward IQ tool to create questions that are aligned with the rigor of the TEK.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	- Proactively print and annotate all instructional material which includes the DOL, student activities (text), and learner/securing packet. - During demo day, demonstrate an obvious knowledge of the slides and instructional materials, fluid delivery, anticipated misconceptions, purposeful at-bats, and rigorous questioning aligned to the objective. - Teachers will provide feedback to their peers.

Key Action One: Staff Development
Who: Principal, Assistant Principal, and Teachers
What: Backwards planning protocol

When: August PD 2025-June 2026

Where: Scroggins Elementary

Key Action One: Budget

Proposed item	Description	Amount
Staff development	District Provided	\$0
Materials/resources	District Provided	\$0
Purchased services	N/A	\$0
Other		
Other		
TOTAL		\$0

Funding sources:

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve EB Accountability
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By the end of the 2025-2026 academic school year, 100% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of eligible students testing or eligible students not testing to TEA. - By June 2026, 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. - LPAC minutes will be submitted on time at BOY, MOY, and EOY with no errors.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- The LPAC administrator will ensure that all EB students have been identified, this includes newly enrolled students. - The LPAC administrator will ensure that teachers of EB students are following the HISD multilingual spot form guidance during lesson internalization. - The LPAC administrator will ensure to train teachers to hold EB TELPAS accountability talks at the beginning of the school year and before TELPAS. - School leaders will hold EB accountability talks with parents to inform them of the 4 language domains the students will be assessed on. - School leaders will facilitate Summit K12 training for parents to ensure that they have access to the 4 family passes and to promote student buy-in on the digital platform. - School leaders will ensure that Summit K12 is included on the master schedule and followed with fidelity by teachers.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	- LPAC Committee will ensure multi-data points are considered when selecting the language of assessment. - LPAC Clerk will ensure all information such as number of years in U.S. Schools and accommodations are accurate before the LPAC minutes are signed and uploaded. - Teacher uses embedded language supports throughout the lesson and engagement activities to make the content accessible. - Visuals are aligned with the lesson's objective, are age and content-appropriate, and help students connect to the content's context.

- Sentence stems contain academic and/or content vocabulary aligned with the posted objective. They are provided during structured writing and speaking engagement activities.
- Teacher uses age-appropriate gestures to help students understand content and vocabulary.

Key Action Two: Staff Development

Who: LPAC Administrator, LPAC clerk, Teachers of EB students

What: Multilingual guidance for LPAC committees and Instructional Guidance for Teachers

When: August PD, BOY, MOY, and EOY due dates.

Where: Scroggins Elementary

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	District Provided	\$0
Materials/resources	District Provided	\$0
Purchased services	District Provided	\$0
Other		
Other		
TOTAL		\$0

Funding sources:

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve SPED Quality of Instruction
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By the end of the academic year the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs as verified through random quarterly reviews. - By the end of the 2025-2026 academic school year, Spot scores of campus SPED teachers will meet or exceed 10.0. - Teachers of special education students with an IEP will show 100% compliance to IEP's each semester by way of internal audit in both December and May, evaluating teacher/student artifacts used to modify and/or accommodate for individual students.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Schedule and review at least 25% of all campus IEPs quarterly with the rubric and checklist - Conduct SPED teacher professional development on high-quality instruction as outlined in HISD's key instructional characteristics and the spot observation - Using the specialty guidance document for SPED education, Conduct SPED calibration walks with SPED teachers to ensure alignment and collaboration of best practices. - Ensure that the SPED apprentice is co-teaching SPED resource sessions under the supervision of the SPED certified caseload manager.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	- Implement the use of the HISD special education department rubric to assess the instructional proficiency of an IEP - Hold a PLC every three weeks with the caseload manager to ensure IEP's are being strictly met, including any and all accommodations and modifications needed with curriculum, assessments, and/or daily assignments - Know their IEP students and effectively and consistently implement the IEP daily as required by law - Complete all required paperwork for ARD meetings and documentation of IEP implementation - Attend ARD meetings as requested - Regularly meet with Sped case worker to support in IEP implementation for each student

Key Action Three: Staff Development

Who: Special Education Department, Sped Department Chair, Principal, SPED teachers, and SPED Paraprofessional.

What: Professional development on Individualized Education Plans, student accommodations, and data tracking of the IEP.

When: August PD, Demo Day, and PLC/Co-Planning Sessions

Where: Scroggins Elementary

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	District Provided	\$0
Materials/resources	District Provided	\$0
Purchased services	N/A	\$0
Other		
Other		
TOTAL		\$0

Funding sources: