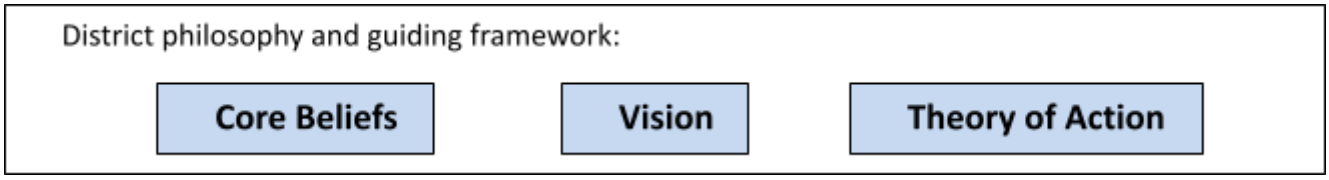
School Action Plan – Needs Assessment



Needs related to student achievement data

- Elementary School received a "C" rating for the 2026-2027 school year, according to the TEA rating system.

- The data used for this needs assessment is derived from the results of the 2025-2026 STAAR tests.

- STAAR Reading scores in 3rd grade decreased to 46% from 48% passing at Meets level
- STAAR Reading scores in 4th grade decreased to 45% from 48% passing at Meets level
- STAAR Reading scores in 5th grade increased to 57% from 54% passing at the Meets level
- STAAR Math scores in 3rd grade decreased to 50% from 55% passing at Meets level
- STAAR Math scores in 4th grade decreased to 54% from 55% passing at Meets level
- STAAR Math scores in 5th grade

- 2026-2027 TELPAS Proficiency 100%

- NWEA MAP End of Year (EOY '25 – '26) Math indicated that:
    - 16% of students were in the (1st-21st) percentile;
    - 18% in (21st - 40th) percentile
    - 26% in (41st – 60th) percentile
    - 24% in (61st – 80th) percentile
    - 16% in (81st to 99th) percentile.
- NWEA MAP End of Year (EOY '25 – '26)00 Reading data indicated that:
    - 17% of students were in the (1st-21st) percentile;
    - 26% in (21st - 40th) percentile
    - 20% in (41st – 60th) percentile
    - 24% in (61st – 80th) percentile
    - 13% in (81st to 99th) percentile

Needs related to improving the quality of instruction

ROOT CAUSE

The data used for quality of instruction needs assessment is derived from progress monitoring data that analyzes instructional deficiencies using multiple sources of data, including IRT results which decreased from 13.2 – BOY IRT 1 to 12.41 EOY IRT 4, the AIM platform, and the HISD Spot App.

The data derived from the quality of instruction indicates a need for professional development centered on providing effective support to our students in special populations, such as special education and emergent bilingual students. Additionally, our data indicates a need for professional development on how to effectively engage students through multiple response strategies and active monitoring.

System evaluation (philosophy, processes, implementation, capacity)

The following processes are present in the action plan and help ensure accountability and drive data-driven decisions to support rapid improvement at Scroggins ES.

- **Identifying Baseline Data:** By understanding the school's current performance, leaders can pinpoint specific areas that need improvement, such as low-test scores or poor attendance, directly aligning efforts with state standards the school needs to meet.
- **Setting Measurable Goals:** Clear, measurable goals focus the school's efforts on areas that directly affect meeting academic and operational standards, ensuring that every action taken contributes to progress.
- **Monitoring Implementation:** Regular monitoring ensures that turnaround strategies, like curriculum adjustments or training, are being properly executed. This prevents wasted time and resources, keeping the school on track to meet standards.
- **Measuring Progress:** By continually assessing student performance and teacher effectiveness, schools can track whether they are closing the gap between current performance and required standards.
- **Making Adjustments:** When evaluations show that strategies are not working as expected, adjustments are made. This flexibility allows schools to refine their approach, improving their chances of meeting or exceeding standards over time.

Key Actions (Focus Areas)

● Improve English proficiency for identified at-risk population of Emergent Bilingual students
● Improve math and reading proficiency in kinder-5th grade, including at-risk population of students who failed readiness K-3rd and state assessment (STAAR) 3rd – 5th
● Improve SPED instruction, service delivery, and outcomes
● Improve campus attendance

KEY ACTION ONE

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

Improve English proficiency for identified at-risk population of Emergent Bilingual students

Indicators of success (Measurable results that describe success.)

EB Student MAP Growth — Math K–5 and RLA 2–5:

- **January 2027:** At least **40% of Emergent Bilingual students** will meet or exceed their expected growth measure on Reading MAP for grades 2–5.
- **May 2027:** At least **50% of Emergent Bilingual students** will meet or exceed their expected growth measure on Reading MAP for grades 2–5.

EB Student Foundational Reading — DIBELS Reading English K–1:

- **January 2027:** At least **30% of K–1 Emergent Bilingual students** will meet or exceed their expected growth measure on DIBELS Reading English.
- **May 2027:** At least **40% of K–1 Emergent Bilingual students** will meet or exceed their expected growth measure on DIBELS Reading English.

EB Student Blended Learning — Summit 2–5:

- **January 2027:** At least **70% of Emergent Bilingual students** will be on track to meet their yearly goal.
- **May 2027:** At least **80% of Emergent Bilingual students** will be on track to meet their yearly goal.

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

Action Steps

- **Lead MAP Reading data reviews to identify EB students needing intervention.**
  - Use Fall, Winter, and Spring MAP data to identify students by percentile growth, skill gap, and urgency of need.
- **Create and monitor Student Action Plan trackers during Leadership Meetings.**
  - Ensure every EB student needing intervention has a tracker that includes MAP percentile, focus skill, intervention strategy, frequency of support, staff owner, progress-monitoring evidence, and next steps.
- **Hold monthly progress-monitoring meetings during Leadership Meetings.**
  - Review Student Action Plan trackers, EB MAP growth, SPOT trends, student work, and intervention impact. Adjust groups, supports, and coaching based on evidence.
- **Conduct classroom SPOT observations in Dual Language classrooms with timely feedback.**
  - Complete a minimum of **3 SPOT observations per month** focused on lesson alignment, language objectives, student discourse, checks for understanding,

and independent practice. Use feedback and trend data to move Dual Language teachers toward **10.5 by January** and **14 by May**.

Action Steps

- **Conduct classroom SPOT observations in Dual Language classrooms with timely feedback.**
  - Complete a minimum of **3 SPOT observations per month** focused on explicit foundational reading instruction, language objectives, student discourse, checks for understanding, and independent practice.
- **Create and monitor Student Action Plan trackers during Leadership Meetings.**
  - Track DIBELS performance, targeted foundational reading skills, intervention strategies, progress-monitoring evidence, and next instructional steps for each identified student.
- **Hold monthly progress-monitoring meetings during Leadership Meetings.**
  - Review DIBELS data, intervention effectiveness, student work, and classroom observation trends to refine instructional supports.

Action Steps

- **Monitor Summit progress during Leadership Meetings.**
  - Review student progress toward yearly goals, identify students who are off track, and assign targeted supports.
- **Create and monitor Student Action Plan trackers.**
  - Include Summit progress, intervention strategies, staff owner, progress-monitoring evidence, and next steps for students requiring additional support.
- **Hold monthly progress-monitoring meetings during Leadership Meetings.**
  - Analyze Summit reports alongside MAP growth, SPOT trends, and intervention data to determine the effectiveness of supports and make instructional adjustments.
- **Conduct classroom SPOT observations in Dual Language classrooms with timely feedback.**
  - Complete a minimum of **3 SPOT observations per month** to monitor implementation of blended learning practices, student engagement, and effective instructional strategies that support Summit progress.

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

Implement SPOT feedback within the next lesson
DL teachers apply the agreed-upon coaching move in the next lesson and bring evidence of implementation through student work, lesson materials, or observation data.

Use MAP data to plan targeted instruction
Teachers identify EB student skill gaps and use the data to plan small-group instruction, reteach opportunities, and daily reading support.

	Maintain and update Student Action Plan trackers Teachers update trackers weekly or biweekly with intervention provided, student progress, evidence of growth, and the next instructional step. **Bring evidence and adjust support based on progress** Teachers bring student work, DOL data, MAP skill data, and tracker updates to monthly meetings and adjust intervention groups or strategies based on student need.

Key Action One: Staff Development

Who: Instructional Leaders: Jenn Martinez, Marlyn Montiel

What: Provide quality PD sessions, on the spot coaching, daily planning, PLCs, and Demo days.

When: Daily, Weekly, and Benchmark Points

Where: Campus & District Sites

Key Action One: Budget

Proposed item	Description	Amount
Staff development	PD focused on using the campus Lesson Internalization framework with a focus on differentiating and scaffolding their lessons to meet the needs of EB students and **to ensure a well-rounded education.**	0
Materials/resources	Curriculum documents Lead4ward documents Ontrack reports SPOT form Lesson internalization document	0
Purchased services	NA	
	TOTAL	0

Funding sources:

KEY ACTION TWO

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

Improve math and reading proficiency for all students in kinder – 5th grade

Indicators of success (Measurable results that describe success.)

MAP Growth — Math K–5 and RLA 2–5:

- **January 2027:** At least **40% of students** will meet or exceed their expected growth measure on Math MAP for K–5 and Reading MAP for grades 2–5.
- **May 2027:** At least **50% of students** will meet or exceed their expected growth measure on Reading MAP for grades 2–5 from BOY to EOY.

Foundational Reading — DIBELS Reading English K–1:

- **January 2027:** At least **40% of K–1 students** will meet or exceed their expected growth measure on DIBELS Reading English.
- **May 2027:** At least **50% of K–1 students** will meet or exceed their expected growth measure on DIBELS Reading English.

Math Fluency and Engagement — Zearn K–5:

- **January 2027:** At least **70% of students** will be on track to meet their yearly Zearn goal.
- **May 2027:** At least **80% of students** will be on track to meet their yearly Zearn goal.

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

● **Lead data-driven instructional planning and progress monitoring.**
Review MAP, DIBELS, Zearn, DOL, unit assessment, STAAR-aligned data, and student work during weekly PLCs to identify priority skills, students, and grade levels. Use the data to determine reteach, intervention, small group, and coaching next steps.

● **Conduct SPOT observations and follow-up coaching.**
Conduct a minimum of **3 SPOT observations per month**, provide bite-sized feedback aligned to high-quality instruction, and follow up to ensure the feedback is implemented within the next lesson or next teach.

● **Coach lesson internalization and student-facing materials.**
Coach teachers to internalize and customize 1st and 2nd teach lessons so instruction reflects standard-level rigor, clear thinking steps, student engagement, written response opportunities, and opportunities for students to demonstrate mastery.

● **Monitor intervention and blended learning implementation during Leadership Meeting**
Review intervention trackers and Zearn engagement weekly to ensure targeted students receive aligned support, progress is documented, groups are adjusted, and teachers respond to data with clear next instructional steps.

	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	● **Use student data to adjust instruction.** Use MAP, DIBELS, Zearn, DOL, unit assessment, STAAR-aligned data, and student work to identify skill gaps and adjust reteach, small group, intervention, and next-lesson plans. ● **Implement SPOT feedback within the next lesson.** Apply the agreed-upon coaching move in the next lesson or next teach and bring evidence of implementation through student work, lesson materials, or observation data. ● **Internalize and customize lessons before instruction.** Prepare 1st and 2nd teach lessons and student-facing materials so they reflect the rigor of the standard, clear modeling, thinking steps, student engagement, and opportunities for students to show mastery. ● **Maintain intervention and Zearn progress evidence** Update intervention trackers and monitor Zearn progress weekly, documenting the student need, intervention provided, progress evidence, and next instructional step

Key Action TWO: Staff Development

Who: District Leadership Development Team (Curriculum) & Campus Leaders: Jenn Martinez , Marlynn Montiel, Vanessa Grant

What: Provide professional development sessions: On the spot coaching, daily planning, PLCs, and Demo Days

When: Daily & Weekly

Where: Campus and District locations

Key Action TWO: Budget

Proposed item	Description	Amount
Staff development	Teachers will participate in targeted PD sessions that focus on improving high-quality instruction to meet the needs of students with a focus on PLCs, Demo Days and on the spot coaching.	0
Materials/resources	District curriculum, Great 8 PD, district PD resources, Spot Form	0
Purchased services	NA	
	TOTAL	0

Funding sources:

KEY ACTION THREE

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

Improve student achievement for Special Education students.

Indicators of success (Measurable results that describe success.)

SPED Resource Student MAP Growth — Math K–5 and RLA 2–5:

- **January 2027:** At least **40% of SPED Resource students** will meet or exceed their expected growth measure on Reading MAP for grades 2–5.
- **May 2027:** At least **50% of SPED Resource students** will meet or exceed their expected growth measure on Reading MAP for grades 2–5.

SPED Resource Student Foundational Reading — DIBELS Reading English K–1:

- **January 2027:** At least **30% of K–1 SPED Resource students** will meet or exceed their expected growth measure on DIBELS Reading English.
- **May 2027:** At least **40% of K–1 SPED Resource students** will meet or exceed their expected growth measure on DIBELS Reading English.

SPED Resource Student Reading Fluency and Engagement — AMIRA K–5:

- **January 2027:** At least **70% of SPED Resource students** will be on track to meet their yearly AMIRA goal.
- **May 2027:** At least **80% of SPED Resource students** will be on track to meet their yearly AMIRA goal.

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

● **Lead SPED student data reviews and progress monitoring.**
Review MAP, DIBELS, AMIRA, DOL, unit assessment, and student work data for SPED Resource students to identify priority skills, intervention needs, and progress toward January and May goals.

● **Conduct SPOT observations focused on SPED instructional quality.**
Conduct SPOT observations in SPED Resource and co-taught settings with a focus on Domain II Instruction, access to grade-level content, scaffolds, student engagement, checks for understanding, and independent practice.

● **Coach teachers on scaffolding and access to grade-level instruction.**
Coach SPED Resource teachers, co-teachers, and general education teachers to plan and deliver differentiated instruction that supports students' IEP needs while maintaining grade-level rigor.

● **Monitor AMIRA and intervention implementation during Leadership Meeting**
Review AMIRA progress and SPED student action plans weekly to ensure students are receiving targeted reading support, progress is documented, and interventions are adjusted based on student response.

	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	● Use SPED student data to plan targeted support. Use MAP, DIBELS, AMIRA, DOL, unit assessment, and student work data to identify skill gaps and plan small group, reteach, intervention, and instructional support for SPED Resource students. **● Implement SPOT feedback and instructional look-fors.** Apply feedback from SPOT observations in the next lesson or next teach, with attention to Domain II Instruction, scaffolded practice, checks for understanding, and student engagement. **● Provide scaffolded access to grade-level content.** Implement accommodations, scaffolds, models, and supports that allow SPED Resource students to access grade-level instruction and demonstrate mastery. **● Maintain student progress evidence.** Update SPED student action plans and AMIRA progress evidence weekly, documenting the targeted skill, intervention provided, student response, and next instructional step.

Key Action THREE: Staff Development

Who: Instructional leaders: Jenn Martinez, Marlyn Montiel and SPED Chair: Alain Davis

What: Accurately identify and create a plan to implement special education student needs, based on students' IEPs. Additionally, Provide professional development session on the following: On the spot coaching, daily planning, PLCs, and Demo days.

When: Daily and Weekly

Where: District and campus locations

Key Action THREE: Budget

Proposed item	Description	Amount
Staff development	Teachers will participate in professional development focused on increasing instructional rigor while incorporating effective scaffolds to ensure special education students can access grade-level content and apply higher order thinking skills.	0
Materials/resources	Curriculum documents, IEPs, OnTrack and A4E data reports	0
Purchased services	NA	
	TOTAL	0

Funding sources:

KEY ACTION FOUR	Key Action (Briefly state the specific goal or objective.)
	Improve campus attendance
	Indicators of success (Measurable results that describe success.)
	Student Attendance — Daily Attendance and Engagement: ● **January 2027:** Student attendance will be at **95% or higher**. ● **May 15, 2027:** Student attendance will remain at **95% or higher**. ● **Staff Attendance — Campus Culture and Consistency:** ● **January 2027:** Staff attendance will be at **96% or higher**. ● **May 15, 2027:** Staff attendance will remain at **96% or higher**. ● **Chronic Absenteeism — Student Attendance:** ● **January 2027:** The percentage of students identified as chronically absent will decrease to **15% or lower**. ● **May 15, 2027:** The percentage of students identified as chronically absent will decrease to **15% or lower**.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	● **Monitor attendance and chronic absenteeism weekly during Leadership Meeting.** Review student attendance using Everyday Labs, staff attendance using District Tracker, and chronic absenteeism data weekly to identify students, families, classrooms, and patterns needing immediate follow-up. ● **Implement a tiered attendance response system.** Create and monitor a tiered system for attendance intervention, including positive recognition for strong attendance, early outreach for emerging concerns, and individualized support plans for chronically absent students. ● **Strengthen family communication and engagement.** Ensure families are connected to the campus communication platform and use attendance data to guide family outreach, parent conferences, home-school problem solving, and attendance-centered engagement events. ● **Build staff consistency and ownership around attendance.** Monitor staff attendance trends, reinforce expectations for daily presence and on-time arrival, and use leadership check-ins, recognition, and coaching to support consistent adult presence for students.

	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	● Monitor and respond to classroom attendance daily. Take accurate attendance on time each day, review classroom attendance patterns, and notify campus leaders when students show early signs of attendance concerns. **● Communicate with families about attendance.** Use the campus communication platform to make positive family contact and support attendance follow-up for students who are absent, frequently absent, or approaching chronic absenteeism. **● Support student attendance routines and incentives.** Reinforce daily arrival routines, classroom attendance goals, and student recognition systems that build urgency around being present and on time. **● Maintain strong staff attendance and readiness.** Model consistent attendance, timely arrival, and preparedness so students experience stable routines, strong instruction, and a reliable campus culture each day.

Key Action FOUR: Staff Development

Who: Campus leadership team: Jenn Martinez, Marlyn Montiel, Marly S. Freeman

What: Professional Development: Set Up and Follow up Parents Connecting on Parent Square, High Quality Instruction, and Community Circles

When: Daily, Weekly and during monthly campus PD days

Where: District and campus locations

Key Action FOUR: Budget

Proposed item	Description	Amount
Staff development		0
Materials/resources		0
Purchased services	NA	
	TOTAL	0

Funding sources: