



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Skaggs Elementary

Principal: Jamey Allen

Mission Statement:

Skaggs Stars embrace differences, challenge minds, and strive for excellence.



Approved by DBIC on November 14, 2016

Verification Page

Planning Timelines

- Analysis of Critical Actions, and STAAR 2015-2016 Gap Analyses: **August 2016**
- Needs analysis, goal setting and strategic planning: **July - September 2016**
- Campus teacher data analysis day: **August - September , 2016**
- SBIC Plan due for DBIC review: **October 12, 2016**

Meeting Dates

- Meeting 1: SBIC approves the improvement plan (by October 7, 2016): **Tuesday, September 27, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Tuesday, January 24, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Wednesday, May 31, 2017**

2016-2017 Campus Status

Check all that apply

Title III English Learner Campus

Non-Title I Campus

Title I School-wide Campus

Title I Information

Title I Components			
1 (CNA)	Comprehensive Needs Assessment	6 (PI)	Strategies to Increase Parental Involvement
2 (RS)	Reform Strategies	7 (Tran)	Transition (Elementary schools only)
3 (HQ)	Instruction by State Certified Staff	8 (A)	Teacher Decision-Making Regarding Assessments
4 (PD)	High-Quality Professional Development	9 (M)	Effective and Timely Assistance to Students
5 (R/R)	Strategies to Attract State Certified Teachers	10 (Coord)	Coordination and Integration
Program Funding			
Staffing	Enter funding \$	i.e. Teacher	
Parental Engagement	Enter funding \$	i.e. Parent programs, RAMP up for Kindergarten Program	
Student and Campus Capacity Building	Enter funding \$	i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities	

SBIC Committee

Committee Member's Name	Role	Year 1st Participated on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Jackie Edwards	Faculty Member	2016	X	X	X
Shelby Kennedy	Faculty Member	2016	X	X	X
Lindsay Welch	Faculty Member	2016	X	X	X
Brittany Rollings	Faculty Member	2016	X	X	X
Alyson Zembower	Faculty Member	2016	X	X	X
Tabitha Whitacre	Faculty Member	2016	X	X	X
Nicole Geiler	Faculty Member	2015	X	X	X
Dustin Farley	Faculty Member	2015		X	X
Angela Brown	Faculty Member, Special Education	2015	X	X	X
Jamey Allen	Principal	2010	X	X	X
Leah Heerema	District Professional	2015			X
Dara Villalpando	Campus Professional, Non-teaching	2016	X	X	X
Nia Carranza	Campus Professional, Non-teaching	2015	X	X	X
Katy Blake	Support Staff Member	2015	X	X	X
Avani Chokshi	Parent-Selected by PTA	2015			
Kyla Ahnemann	Parent-Selected by Principal	2015	X	X	
Ya-Fang Chen	Parent	2015	X	X	X
Jared Bares	Parent	2015			
Alia Saeedy	Parent	2015	X	X	X
Venkata Mettu	Parent	2015			
Cristi Dyer	Community Member	2014			
Lakshmi Yerragudi	Community Member	2015			
Russell King	Business Representative	2014			
Andrew Wheeler	Business Representative	2014			

Information regarding the SBIC Committee (BQB Local) may be accessed here: <http://pol.tasb.org/Policy/Code/312?filter=BQB>

District-Wide Goals

1. Increase the percentage of students meeting STAAR Satisfactory performance rates.
2. Ensure that all students meet STAAR and MAP Growth Standards in all subject areas.
3. Increase Satisfactory and Advanced performance rates for Economically Disadvantaged student group – Closing Performance Gaps.
4. Increase the percentage of students meeting STAAR Advanced performance rates.
5. Increase high school graduation rates and ensure students are on track to graduate.
6. Ensure that all students graduate College and Career Ready or are on track to College and Career Readiness.
7. Ensure that all student groups (7 race/ethnicity and Sp.Ed, ELL, ED) meet the Accountability Safeguard measures (60% meet the Level II Satisfactory Standard on STAAR/EOC).

District-Wide Goals	Title I Components	Applicable Student Groups
Health, Fitness and Attendance: The campus will utilize their coordinated health program and analyze their student fitness data to set goals and objectives to encourage the health, fitness and attendance of their students.	10 (Coordination and Integration)	All
Violence Prevention and Bullying	10 (Coordination and Integration)	All
Parental Involvement: The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.	1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)	All
Highly Qualified Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.	1 (Comprehensive Needs Assessment) 3 (Instruction by State Certified Staff) 4 (High-Quality Professional Development) 5 (Strategies to Attract State Certified Teachers) 10 (Coordination and Integration)	All
Transition of Pre-KN Students: The transition from early childhood to elementary school is supported by the campus and district. (Title I Campuses only)	1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)	Title I only

Improvement Plan Critical Actions

The areas for school-wide and/or targeted core-subject Critical Actions were identified using the following sources:

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P³A School Wide and Classroom Level);
- STAAR/EOC Gap Analysis;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

School Wide and/or Targeted Grade Level Critical Actions

1. Participate in peer classroom visits in order to improve the instructional practices of the team. PPPA CL #5
2. Collaborate in teams focused on curriculum, instruction, and assessment. PPPA CL #4

Critical Action 1

Critical Action: Participate in peer classroom visits in order to improve the instructional practices of the team. PPPA CL #5

Project Lead:	Principal							
Staff, Title I Staff:	Classroom Teachers, Specials Teachers, Specialists, Special Education Teachers							
Materials and Resources:	Peer Observation Recording Sheets, Social Media, Lesson Plans							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 1:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
1. New teachers will schedule and complete 5-7 classroom observations and reflect on each observation using the Peer Observation Recording Sheet.	3-5 times in first semester and 2 in semester	Copy of Peer Observation Recording Sheets, Lesson plans with evidence of new action from observation present	New teachers completed their peer observations and recording sheets for both semesters.
2. Experienced teachers will complete a minimum of two classroom observations and reflect on each observation using the Peer Observation Recording Sheet.	Once per semester	Copy of Peer Observation Recording Sheets, Lesson plans with evidence of new action from observation present	Experienced teachers completed their peer observations and recording sheets for the both semesters.
3. Teachers' Peer Observations will be directly linked to T-TESS goals, when applicable.	Two-five times per semester	Copy of Peer Observation Recording Sheets, Action Steps on Teacher Professional Goals for T-TESS Appraisal	When possible, teachers schedule peer observations that are directly linked to their T-TESS goal. Recording sheets show insight and reflections of how the peer observation can be used to support their T-TESS goal.
4. Teams will use Social Media to virtually visit Skaggs classrooms, commenting on and "tweeting" their observations.	Daily	"Tweets" on Twitter, Lesson plans implementing strategies "tweeted" on Twitter	Ongoing-Teachers visit Twitter to comment and/or "tweet" daily on their own classrooms as well as to virtually observe other Skaggs classrooms.

Critical Action 2

Critical Action: Collaborate in teams focused on curriculum, instruction, and assessment. PPPA CL #4

Project Lead:	Principal							
Staff, Title I Staff:	Classroom Teachers, Specials Teachers, Specialists, Special Education Teachers, "Skaggs Camp" Facilitators							
Materials and Resources:	District Curriculum Planner, 7 Steps to a Language-Rich Classroom book, Laptops, Lesson Plans, Google Drive							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 2:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
1. Classroom teachers will collaboratively plan instruction and assessment using the district Curriculum Planner and Understanding by Design technique with their grade level teammates.	Two times per week	Lesson plans, Team Meeting Notes	Teams plan a minimum of two times per week using the district Curriculum Planner and UbD technique.
2. Teachers will meet vertically to discuss alignment in curriculum, instruction, and assessment.	1-2 times per semester	Meeting notes, testing data	1/2/17-Teams met during Teacher Planning Day to discuss Vertical Alignment and T-TESS goals. 3/22/17 – Teams met to discuss vertical alignment specifically in regard to guided reading.
3. Teachers will meet for "Kid Talk" each week to collaborate on how their curriculum, instruction, and assessments are meeting the needs of all Skaggs students.	Weekly Team Meetings	Kid Talk Notes, testing data	Ongoing-Teams meet weekly for Kid Talk. Kid Talk meeting notes are shared with the Administrators, Counselor, Instructional Specialist, and ESL teacher via Google Drive.
4. Teachers will meet with the Campus Monitoring and Intervention Team (CMIT) to collaborate on how their curriculum, instruction, and assessments are meeting the needs of at-risk Skaggs students.	Monthly at Team Planning Times	CMIT Notes, testing data	Ongoing-Grade level teams meet monthly with the CMIT team to collaborate on differentiating curriculum, instruction, and/or assessments in order to meet the needs of at-risk students.
5. Teachers will meet together during "Skaggs Camp" to discuss and learn about the areas of Guided Reading, Technology Integration, ESL, Google/Social Media, and Social-Emotional Learning.	Monthly PLC Meetings	Meeting Notes, Meeting Sign-in Sheets, Lesson Plans showing implementation on new learning	Ongoing- Skaggs Camps have been held on 8/31, 9/14, 10/12, 2/8, 3/22, and 4/12 where teachers learned about and discussed the areas of Guided Reading, Technology Integration, ESL, Google/Social Media, and Social-Emotional Learning.
6. Teams collaborate with Principal about topics for Morning Meetings.	As the need arises	Google Doc with Morning Meeting topics	Completed and Ongoing-A Google Doc was created by the principal and shared with staff members in September. Staff members can add topics at any time.

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
7. Collaborate with District Instructional Specialists on curriculum, instruction, and assessments.	Every three weeks	Lesson Plans, Meeting Notes	District Instructional Specialists came to Skaggs to meet with teachers as needed on 9/13, 10/3, 10/13, 10/24, 11/3, 11/14, 12/1, 1/30, 2/13, and 3/13.

Health, Fitness and Attendance

Critical Action:

The campus will utilize their coordinated school health program and analyze their student fitness data to set goals and objectives to encourage the HEALTH, FITNESS and ATTENDANCE of their students. (SB 892; Education Code 11.253(d); BQ LEGAL)

Strategies for Accomplishing Health, Fitness and Attendance Critical Action:

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
COORDINATED SCHOOL HEALTH:				
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. (Required - Form Provided)	Principal	Campus Wellness Plan	5/22/17 – Completed; We have a Campus Wellness Team that meets periodically throughout the year to discuss goals and ideas to keep Skaggs healthy. Coach Farley is the Captain of our Campus Wellness Team.
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	Completed
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. (Required)	Principal	Coordinated School Health Curriculum	5/22/17 – Completed; Ongoing-Our coaches use the laptop cart as needed in order to deliver some components of the Coordinated School Health curriculum; teachers ensure Health curriculum is taught during the Science block
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. (Required)	P.E. Teacher/ Staff	Coordinated School Health Curriculum	Ongoing- There is a bulletin board outside of the gym and another in the staff lounge. Both are updated as needed.
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	Notice of these special events is communicated via teacher newsletters, eNews, our webpage, and school messenger.
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	5/22/17 - Completed; Practice Fitnessgram used to pre-assess and the actual Fitnessgram used to post-assess so that each student's fitness level can be evaluated and measured.
4 th & 7 th	(NEW ACTION STEP) Ensure all data for 3 rd -8 th grade students is entered on timely basis, fitness report cards are printed (4th and 7th	P.E. Teacher	Fitnessgram Student Report	5/22/17 – Completed; Upon conclusion of FitnessGram assessments, data is entered. Report cards are sent home with students.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	grade) and sent to parents or linked through myPISD. (Required)			
PHYSICAL ACTIVITY REQUIREMENTS:				
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. (Required - Form Provided)	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Ongoing- PE classes are constructed to maximize the amount of time students are engaged in moderate to vigorous physical activity.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	Ongoing-Pedometers and heart rate monitors are used when supported by the curriculum.
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. (Required - Form Provided)	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	Ongoing-Students are active for a minimum of 70% of class time.
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Master Schedule, Staff Supervising Schedule	Ongoing- Every grade level has 30 minutes of unstructured play via recess in their schedule.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal	Resources available upon request	Teachers use Brain Breaks as the need arises
ATTENDANCE: Forms are available on inside.pisd				
K-8	Monitor attendance of students and follow up on prominent and chronic absences. (Required)	Principal	Pinnacle, Attendance Sheet	Ongoing-The Principal and Attendance Clerk monitor student absences regularly.

Violence Prevention and Bullying

Critical Action:

VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (HB 283)

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	PREVENTION:			
	Identify high risk areas. (Required)	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	Monthly collaboration with teams to assess safety and bullying concerns. Will meet with Rice Middle School counselors to discuss our concerns for our 5 th graders.
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	Increase supervision of identified areas and make appropriate adjustments.
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	Provide appropriate consequences and teach piece as a disciplinary intervention based on individual needs. Reflecting on behaviors and filling out the stop/think sheet. March 15-Skaggs began using a Restorative Discipline (person harmed) reflection sheet.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	Professional Learning August 2016 - Completed
	Review referral process. (Required)	Principal or designee	Campus referral plan	Professional Learning August 2016 - Completed
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	August 2016 - Completed, behaviors reviewed and adjusted throughout the school year based on current needs.
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	August 2016 - Completed
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	Staff utilizes various discipline management strategies and systems for supporting positive behavior; Principal and Administrative Intern attend monthly Student Management

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				Meetings online.

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	PREVENTION:			
	Clearly state student expectations/campus rules/citizenship. (Required)	Principal or designee	Code of Conduct/ Student-Parent Handbook	August 2016 – Completed, Ongoing, School Wide Discipline Plan, R-Time, Morning Meetings or Restorative Discipline circles, Kelso’s Choices, reminders on Morning Announcements
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	Identify high risk at the beginning of the year and reassess throughout the school year. Monthly collaboration with teams to assess any high risk concerns.
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	August 2016 - Completed
All Students	INTERVENTION:			
	(Please complete cells below)			
	Apply classroom interventions: (Required)	All teachers	Campus and District discipline management plans	Provide anti-bullying guidance lessons for each grade level K-5. Provide small group counseling for friendships, social skills, study skills/organization, confidence and other areas needed to prevent bullying. Bullying pre/posttests completed by 3 rd grade.
	Employ discipline interventions: (Required)	Designated staff	Campus and District discipline management plans	Work one-on-one with students to reinforce behavior. Communication with parents about specific behaviors & interventions.
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	CMIT/504, Campus and District discipline management plans	School-wide participation of anti-bullying day, activities/events provided to parents, videos on anti-bullying
	Conference with parents/students. (Required)	Teachers or other staff	Adequate time for conferencing	Ongoing-Throughout the school year as needed.

Parent Involvement

Critical Action:

The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local Funds	Principal, Administrative Intern, Office Staff, Librarian, Campus Technology Assistant, various PTA Representatives	As the need arises	All parents were encouraged via School Messenger, packet pick-up, and emails from staff members to register on Parent Portal to access student information and the tools available via Parent Portal. Computers were made available at packet pick-up and first of year meetings.
Identify parents without computer/internet access to offer hard copies of school information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local Funds	Office Staff, Homeroom Teachers	September 2016 and as the need arises	Hard copies of information, phone calls, and computer access on campus are provided as needed.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local	Campus Technology Assistant	As the need arises	The campus website is frequently updated and is published in a format parents can understand.
Communicate information through eNews. Funding source: state & local	Principal, Administrative Intern, Librarian, Campus Technology Assistant	Weekly and as the need arises	Information communicated monthly through eNews and as the need arises. Teachers also email parents weekly with a grade level/department update.
Utilize social media to keep parents and community informed. Funding source: state & local	Principal, Grade Level Teachers, Specialists, Campus Technology Assistant	As the need arises	Campus wide communication through Twitter, Instagram, and Facebook in order to provide continuous notification.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local	Various PTA representatives, Principal	Monthly and as the need arises	Regular PTA general meetings, as well as board meetings are held in order to seek input from parents to evaluate the parental involvement program.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: state & local	Various PTA representatives, Principal, Administrative Intern, Office Manager	September 26, 2016 November 14, 2016 January 30, 2017 May 15, 2017	We assist parents in understanding the state's academic content and achievement standards and the new A-F ratings. Parents are provided with a variety of workshops during school on campus and after school to strengthen connections and engage students in supporting learning that occurs in the

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
			home and at school. Programs include parent trainings, social/emotional health, and preparing students for academic transitions.

State Certified Teachers and Highly Qualified Paraprofessionals

Critical Action:

The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

Project Lead:	Plano ISD HR Employee Recruitment & Retention Department
Staff, Title I Staff:	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators
Materials and Resources:	Operating Fund, HR Budget, Campus/Curriculum Budget

Strategies for Accomplishing State Certified Teachers and Highly Qualified Paraprofessionals Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD. Title I Component 5 Funding source: State and Local	August 2016 to May 2017	Formative Notes: Summative Notes:
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. Title I Component 5 Funding source: State and Local	Monthly Bilingual Stipends, July 2016 to June 2017	
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. Title I Component 5 Funding source: State and Local	August 2016 to May 2017	
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators. Title I Component 4 and 5 Funding source: State and Local	July 2016 to June 2017	
The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards. Title I Component 5 Funding source: State and Local	July 2016 to June 2017	