



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

## Skaggs Elementary School

Principal: Karen Lee

**Mission Statement:**

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

## Planning Timelines and Meeting Dates

- Needs analysis (STAAR GAP Analysis), goal setting, analysis of Critical Actions and strategic planning: **July - September 2017**
- Campus teacher data analysis day: **August - September 2017**
- SBIC Plan due for DBIC review: **October 6, 2017**
- Meeting 1: SBIC approves the improvement plan (by October 4, 2017): **September 21, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **January 25, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **May 17, 2018**

## 2017-2018 Campus Status Check all that apply

 Title III English Language Learner Campus

 Non-Title I Campus

 Title I School-wide Campus

## Title I Information

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

**TEA Strategic Priorities**

Every child, prepared for success in college, a career or the military.			
<b>Goal 1</b>	<b><u>Recruit, support,</u></b> and <b><u>retain</u></b> Teachers and Principals	<b>Goal 3</b>	Connect high school to <b><u>career</u></b> and <b><u>college</u></b>
<b>Goal 2</b>	Build a <b><u>foundation</u></b> of <b><u>reading</u></b> and <b><u>mathematics</u></b>	<b>Goal 4</b>	<b><u>Improve</u></b> low-performing schools

Information regarding the TEA Strategic Plan may be accessed here: [http://tea.texas.gov/About\\_TEA/Welcome\\_and\\_Overview/TEA\\_Strategic\\_Plan/](http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/)

**SBIC Committee**

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Shelby Kennedy	Faculty Member	2016	Yes	Yes	Yes
Lindsay Welch	Faculty Member	2016	Yes	Yes	No
Rebecca Corrigan	Faculty Member	2016	Yes	Yes	Yes
Elizabeth Vasquez	Faculty Member	2016	Yes	Yes	Yes
Lisa Hamid	Faculty Member	2017	No	Yes	Yes
Caitlin Gombash	Faculty Member	2017	Yes	Yes	Yes
Katie Hamill	Faculty Member, Special Ed	2017	No	Yes	Yes
Dustin Farley	Faculty Member	2015	Yes	Yes	Yes
Erin Oberschlake	Faculty Member	2017	Yes	Yes	Yes
Karen Lee	Principal	2017	Yes	Yes	Yes
Fern Johnson	District Professional	2015	No	Yes	Yes
Karen Williams	Campus Professional, Non-teaching	2017	Yes	Yes	No
Nia Carranza	Campus Professional, Non-teaching	2015	Yes	Yes	Yes
Katy Blake	Support Staff Member	2015	Yes	No	No
Candice Ewing	PTA President	2017	Yes	No	Yes
Avani Chokshi	Parent-Selected by PTA	2015	No	No	No
Kyla Ahnemann	Parent-Selected by Principal	2015	No	No	Yes
Yun Chen	Parent	2017	No	Yes	Yes
Nagi Ghali	Parent	2017	Yes	Yes	No
Alpa Arora	Parent	2017	No	Yes	No
Alia Saedy	Parent	2017	Yes	Yes	No

Vijaya Kanakadandi	Parent	2017	Yes	No	No
Chandra Reddy	Parent	2017	Yes	No	No
Cristi Dyer	Community Member	2014	No	No	No
Russell King	Business Representative	2014	No	No	No
Andrew Wheeler	Business Representative	2014	No	No	No
Toni Strickland	Former PISD Principal/Community	2018	No	No	No

Information regarding the SBIC Committee, membership, terms, etc. (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 Approaches Grade Level Standard on STAAR/EOC).

District-Wide Goals	Title I Components	Applicable Student Groups
<b>Health, Fitness and Attendance:</b> 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
<b>Violence Prevention and Bullying</b>	10 (Coordination and Integration)	All
<b>Parental Involvement:</b> 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
<b>Transition:</b> The campus will assist students in making a successful transition between: early childhood to elementary; elementary to middle school; middle school to high school; and high school/sr. high school to college, the workplace or the military.	1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)	All
<b>State Certified Teachers and Highly Qualified Paraprofessional Staff:</b> 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

## Summary of Critical Actions

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

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P<sup>3</sup>A School Wide and Classroom Level diagnostic);
- STAAR/EOC GAP Analyses;
- 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. Teach students to monitor their own progress.

2. All staff will support differentiated instruction for all students to meet or exceed one year's academic progress on STAAR and MAP growth.

3.

4.

#### Critical Actions to Address Missed State Safeguards:

- Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P<sup>3</sup>A Best Practice #17)
- Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P<sup>3</sup>A Best Practice #13)
- Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P<sup>3</sup>A Best Practice #14)

### Critical Action 1

**Critical Action:** Teach students to monitor their own progress. (BP #12)

<b>Project Lead:</b>	Principal, Instructional Specialist							
<b>Staff, Title I Staff:</b>	Classroom Teachers, Specials Teachers, Specialists, Special Education Teachers							
<b>Materials and Resources:</b>	Self-Reflection recording sheets							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> grade	<input type="checkbox"/> Other:

#### Strategies for Accomplishing Critical Action 1:

Action Step <ul style="list-style-type: none"> <li>TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>Title I Component # and Funding Amounts per Action Step</li> </ul>	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Staff determines functional goal-setting designs and plans a monitoring system for students. <ul style="list-style-type: none"> <li>TEA Strategic Priorities Goal # 2 &amp; 3</li> </ul>	October 31, 2017	Goal setting sheets per grade level School wide template created as a model	Formative Notes: Teachers meet to discuss ways to implement goal-setting designs and develop a grade appropriate plan for goal setting to look and how it will be accomplished with all students. Summative Notes: Each team has created a system that works for their students so that students help create the goal and monitor the goal at school and home.
Teachers facilitate student goal-setting. <ul style="list-style-type: none"> <li>TEA Strategic Priorities Goal # 2 &amp; 3</li> </ul>	October 31, 2017	Student-teacher conferences	Formative Notes: Teachers have met individually with students to help them create attainable goals and those goals will begin to be shared with their parents. Summative Notes: Teachers used goal setting throughout the year. For this final MAP Testing time, the goal setting piece was based on target score for the year.
Teachers guide students to self-reflect on their learning and progress. <ul style="list-style-type: none"> <li>TEA Strategic Priorities Goal # 2&amp; 3</li> </ul>	Mid November	Through newsletters and communication parents are	Formative Notes: Teachers will continue to revisit goals throughout this second semester as well as invite their parents to take an active role in



		notified of goals coming home.	monitoring student progress as well. Summative Notes: Teachers used the previously discussed goals to help motivate students on their final MAP testing or STAAR. Teachers shared that students were able to articulate their goal and progress due to the focus all year.
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### Critical Action 2

**Critical Action:** All staff will support differentiated instruction for all students to meet or exceed one year’s academic progress on STAAR and MAP growth. (BP#13, CL#13)

<b>Project Lead:</b>	Principal, Instructional Specialist							
<b>Staff, Title I Staff:</b>	Classroom teachers, Specials team, Specialist, Special Education teachers							
<b>Materials and Resources:</b>	Focus Group for Tutoring, Edugence, District Specialists, Lesson Plans							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> grade	<input type="checkbox"/> Other:

#### Strategies for Accomplishing Critical Action 2:

<b>Action Step</b> ● TEA Strategic Priorities Goal # per Action Step (If Applicable) ● Title I Component # and Funding Amounts per Action Step	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
Identify effective strategies for teaching students in Quintile 4 & 5 in regards to helping them progress and master grade level TEKS.  ● TEA Strategic Priorities Goal # 2	First semester	Identification of Quintile 4 & 5 students and set up Extended Learning Time	Formative Notes: By analyzing our Mid Year MAP scores, assessments and teacher observations, our instructional specialist along with teams developed a list of students who will be provided targeted instruction through our Extended Learning Time before and after school. Using specific computer programs students will have time to develop functional skills and fluency.  Summative Notes: Extended Learning Time has helped students have access to time to develop fluency. Through surveying our team leaders, we will continue to evaluate how Extended Learning Time looks next year for our students.
Utilize campus specialists to work with teams and teachers school wide on strategies for strengthening students’ areas of growth.  ● TEA Strategic Priorities Goal # 2	August, 2017 - May, 2018	School wide staff participation	Formative Notes: Teams are using both guided reading times and extended learning times to help meet students needs. The computer programs

			<p>Headsprouts, Razz Kids, along with teacher lessons are be utilized.</p> <p>Summative Notes: From our team leader retreat, it was decided that specialists will join classroom teachers during our structured planning &amp; design time on Tuesdays.</p>
<p>Form a focus group of teachers (PLC) to discuss and implement changes in how tutoring is addressed campus wide.</p> <ul style="list-style-type: none"> <li>TEA Strategic Priorities Goal # 2</li> </ul>	First semester	Schedule of Extended Learning Time	<p>Formative Notes: Each grade level help develop the list of students and will help devise the schedule. We are planning to start ELT (Extended Learning Time) by the beginning of February.</p> <p>Summative Notes: In brainstorming with our team leaders, the leadership team has created some recommendations for Extended Learning time for next year. However, it was effective based on our fifth grade data.</p>
<p>Identify and continue implementing best practices that have been proven to be effective.</p> <ul style="list-style-type: none"> <li>TEA Strategic Priorities Goal # 2</li> </ul>	August, 2017 - May, 2018	Instructional Strategies agenda Extended Planning	<p>Formative Notes: By providing both an Extended Planning Day as well as an Instructional Strategies Day, teachers are given more time to develop their lessons and designs. For Instructional Strategies Day, each team is meeting to discuss the strategies that are most effective and align with engaging all levels of students.</p> <p>Summative Notes: Through surveying our teams, we value the Extended Planning Time that our teachers were given to move to a unit/lesson design model for planning. The teachers also shared their support for this next year. We are excited to see how we can continue to use this time most effectively. We will continue to rely</p>

			<p>on the Marzano strategies and HRS (High Reliability Schools) model to help with this goal.</p>
<p>Teachers use Swivl to self-observe to fine-tune instruction.</p> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # 2</li> </ul>	<p>Once every semester</p>	<p>Swivl reflection sheets</p>	<p>Formative Notes:                  Each teacher was asked to use the Swivl first semester to complete a self-reflection of their teaching as well as observe a colleague and complete a reflection about their instruction and strategies. All teachers completed this by the end of the first semester. This will also be discussed in our Instructional Strategies Day.                  Summative Notes:                  Teachers shared that they appreciated the Swivl to self-observe and help make appropriate changes in their instructional practices. Through our end of year conferences, many teachers saw the value of this activity as it helped them see what was happening in their classrooms and helped them refocus their action steps for their goals.</p>

## 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. (Required Action Steps per 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)
<b>COORDINATED SCHOOL HEALTH:</b>				
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.	Principal	Campus Wellness Plan	Formative Notes:  Summative Notes: Wellness team consists of Dustin Farley, Shannon Burch, Nia Carranza, Kyla Ahnemann, Cheri Casanova, and Lydia Roberts.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Kyla Ahnemann is our parent representative.
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.	Principal	Coordinated School Health Curriculum	Health lessons and activities are delivered in the gym. Hygiene and puberty lessons are done in classroom settings.
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.	P.E. Teacher/ Staff	Coordinated School Health Curriculum	PE and Nurse collaborate to provide info on board and activities to encourage wellness.
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	PTA and Staff supported Color Run on May 12, 2018 to encourage exercise and community building
<b>FITNESS:</b>				
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Fitnessgram is an assessment for all 3-5 grade students completed in PE.
4 <sup>th</sup> & 7 <sup>th</sup>	Ensure all data for 3 <sup>rd</sup> - 8 <sup>th</sup> grade students is entered on timely basis, fitness report cards	P.E. Teacher	Fitnessgram Student Report	PE coaches collect and enter data for Fitnessgram.

	are printed (4th grade and 7th grade) and sent to parents or linked through myPISD.			
<b>PHYSICAL ACTIVITY REQUIREMENTS:</b>				
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.	Principal	Sample daily lesson plans may be provided by P.E./Fitness Teacher	Minutes are outlined in the Elementary Time Allotments
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Pedometers and Heart Rate monitors are currently out of batteries.
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.	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	Coaches follow our district curriculum and meet the % of active class time.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	All grades have daily recess time for students to play during recess.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	Teachers use a variety of brain break activities to help students focus and attend.
<b>ATTENDANCE:</b>				
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Registrar provides information on students who have chronic absences.

## 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. (Required Action Steps per 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)
<b>Staff</b>	<b>PREVENTION:</b>			
	Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	Monthly collaboration with teams to assess safety and bullying concerns. Will meet with Rice Middle School counselor to discuss our concerns for our 5th graders at the end of the school year.
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	Increased supervision in high-risk areas.
	Follow Campus Rules/Expectations.	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. Also, a restorative discipline form is filled out when needed.
<b>Staff</b>	<b>EDUCATION:</b>			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	Professional Learning - Safe Schools Videos August 2017
	Review referral process.	Principal or designee	Campus referral plan	Professional Learning - Campus Meetings August 2017
<b>Staff</b>	<b>INTERVENTION:</b>			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	August 2017 - Completed, behaviors reviewed and adjusted throughout the school year based on current needs.
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	August 2017 reviewed

	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Staff utilizes various discipline management strategies and systems for supporting positive behavior; Administrative Intern & Counselor attend monthly student management meetings.
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**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)
<b>All Students</b>	<b>PREVENTION:</b>			
	Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	Review through Morning Meetings, Kelso’s Choices, Guidance Lessons
	Monitor high risk areas.	All staff	Schedule (if necessary)	Monitor areas with adult supervision based on our duty schedule.
<b>All Students</b>	<b>EDUCATION:</b>			
	Explain referral process/contacts.	All teachers	Referral Plan	Beginning of Year review with SPED team
<b>All Students</b>	<b>INTERVENTION:</b>			
				(Please complete cells below)
	Apply classroom interventions.	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/post tests completed by 3rd grade.
	Employ discipline interventions.	Designated staff	Campus and District discipline management plan	Work one-on-one with students to reinforce behavior. Communication with parents about specific behaviors & interventions.
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	CMIT/504, Campus and District discipline management plan	School-wide participation of anti-bullying day- October 2nd Wear Blue activities Events provided to parents, videos on anti-bullying



	Conference with parents/students.	Teachers or other staff	Classroom teachers/provide adequate time for conferencing	Throughout the school year as needed.
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## 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 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 other electronic information. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local</b>	Principal, Administrative Intern, Office Staff, Librarian, CTA, and PTA representatives	As the need arises	Formative Notes: 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. Summative Notes:
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local</b>	Office Staff, Homeroom Teachers	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. <b>Funding source: State and Local</b>	Campus Technology Assistant	As the need arises	The campus website is frequently updates and is published in a format parents can understand.
Communicate information through eNews and through hard copies when internet access is not available. <b>Funding source: State and Local</b>	Principal, Administrative Intern, Librarian, CTA	Weekly E-news sent out	E-News is sent out weekly through our Principal. Teachers also email parents twice weekly with grade level/department updates.
Utilize social media to keep parents and community informed. <b>Funding source: State and Local</b>	Principal, Grade Level Teachers, Specialists, CTA, Librarian	Weekly	Facebook, Twitter feeds updated as events and activities occur
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. <b>Funding source: State and Local</b>	PTA Board, Principal	Monthly and as the need arises	Principal meets with PTA board to discuss events and school needs.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) <b>Funding source: State and Local</b>	Various PTA Board, Principal, Administrative	September 18, 2017 November 13, 2017 January 22, 2018	Counselor provides information for parenting classes and meetings. Skaggs held a parenting meeting on September 18th on Social and Emotional Learning.

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	Intern, Office Manager, Counselor	May 21, 2018	
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## Transition

**Critical Action Step:** The campus will assist students in making a successful transition between early childhood schools to elementary schools and the transition between elementary to middle school.

### Strategies for Accomplishing Transition Critical Action:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Elementary counselors deliver guidance lessons that support and promote the learning process. <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	Counselor	Bi-weekly lessons	Summative Notes: Counselor provides bi-weekly lessons on a variety of topics for each grade level.
Parent workshops are offered to all parents enrolling children in kindergarten. During the workshop parents engage in pre-kindergarten activities and are encouraged to work with their children at home. All participants go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep. <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	District resources	Parent workshops are communicated to parents as they arise in the schedule.	District Workshops are held on a variety of parenting topics. This year Skaggs hosted two parenting classes one in the fall and one in the spring.
Kindergarten staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions) <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	Kindergarten teachers, Special Education Teachers	As needed	Our SPED team works closely with students that will be joining our Skaggs family through ARDs and observations.
<b>Elementary campuses with full day Pre-K Classes –</b> Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment. <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	N/A	As needed	When needed, observation time is scheduled for pre-K students.

## 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.

<b>Project Lead:</b>	Plano ISD HR Employee Recruitment & Retention Department
<b>Staff, Title I Staff:</b>	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators
<b>Materials and Resources:</b>	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. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	August 2017 to May 2018	Summative Notes: Districtwide Job Fair was attended by administrators and teacher leaders.
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	Monthly Bilingual Stipends, July 2017 to June 2018	Not applicable at Skaggs as we don't have a Bilingual Program.
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	August 2017 to May 2018	District Resources and HR department is responsible for this action step.
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. <b>Title I Component 4 and 5</b> <b>Funding source: State and Local</b>	July 2017 to June 2018	Curriculum Department provides opportunities for staff to learn new instructional strategies for teachers. This year our Curriculum department help support our new teacher, give planning guidance to our teachers as well as meet with administrators.
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. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	July 2017 to June 2018	Administrators attended Hiring Practices Training to implement new standardized practices for hiring.