

Plano Independent School District

Skaggs Elementary

2019-2020

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: October 1, 2019

Mission Statement

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



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Comprehensive Needs Assessment

Revised/Approved: May 03, 2019

Demographics

Demographics Strengths

Strengths noticed in our data analysis

- enrollment 2017: 417
- enrollment 2018: 394 (declining)
- enrollment August 2019: 379
- 50/50 boy and girl
- 72% Asian, 14% White
- 41% GT
- 14% ESL (54 students)
- special ed department is growing- more specialized units
- low teacher turnover- but losing teachers because of lowering enrollment
- 5 Distinctions on 2018 Accountability/Report Card
- 6 Distinctions on 2019 Accountability/Report Card

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our campus demographics reveal an increase to 13% in our Economically Disadvantaged students, 14% ELL students as well as an increase to 13% SPED students due to our new specialized units added to Skaggs this year. **Root Cause:** Teachers need additional support and resources to meet the needs of our changing population.

Student Academic Achievement

Student Academic Achievement Strengths

Based on recent STAAR scores:

3rd reading – highest in Masters(73%)

3rd math – highest in Masters (75%)

4th writing - highest in Approaches

4th math - highest in Approaches

4th reading – highest in Approaches

5th math – highest in Masters (86%)

5th reading – highest in Masters (77%)

5th science – highest in Masters(65%)

Our Closing the Gap Measurement improved this year to 100% as that was our goal for school improvement last year.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Based on our STAAR Gap Analysis Data and Closing the Gap Data, some groups are not making as much growth as the district.

Root Cause: Our ESL-Monitor students are not getting as much support to grow to the STAAR Masters level and lack of academic vocabulary instruction.

School Processes & Programs

School Processes & Programs Strengths

Success is appropriately acknowledged

- Adequate training provided
- A PLC process is in place
- School leaders maximize time to maximize a focus on instruction
- Its clear what types of decisions we made with direct teacher input.
- Data collection.
- Teachers are part of regular decisions regarding school.
- PLC's and goals in place.
- analyzing student data achievement and growth.
- Adequate materials to teach effectively.
- School leaders manage time to focus on instruction, technology to improve teaching.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Based on our HRS Survey Data, the school's PLC processes and planning protocols need to be clearly defined schoolwide. (norms, data-based goals, and common formative assessment). **Root Cause:** Lack of differentiated curriculum resources to meet the needs of our students, and Special education support teachers and specialists had so many curriculums and resources to constantly be referencing in order to meet all students' needs.

Perceptions

Perceptions Strengths

From our data analyzed, our strengths include:

Safety is important and overall our school is a safe place

We have rules and procedures in place that allow for safety and order to be our number one priority.

Staff accomplishments are recognized and appreciated by the administrators and community

Collaborative teaming has had a positive impact on planning.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Based on our 2019 HRS Level 1 Survey, more opinion data needs to be collected from our parents, staff, and students regarding the optimal functioning of the school. **Root Cause:** Lack of specific processes and timelines to gain community input and share with the staff.

Priority Problem Statements

Problem Statement 1: Our campus demographics reveal an increase to 13% in our Economically Disadvantaged students, 14% ELL students as well as an increase to 13% SPED students due to our new specialized units added to Skaggs this year.

Root Cause 1: Teachers need additional support and resources to meet the needs of our changing population.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Based on our STAAR Gap Analysis Data and Closing the Gap Data, some groups are not making as much growth as the district.

Root Cause 2: Our ESL-Monitor students are not getting as much support to grow to the STAAR Masters level and lack of academic vocabulary instruction.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Based on our HRS Survey Data, the school's PLC processes and planning protocols need to be clearly defined schoolwide. (norms, data-based goals, and common formative assessment).

Root Cause 3: Lack of differentiated curriculum resources to meet the needs of our students, and Special education support teachers and specialists had so many curriculums and resources to constantly be referencing in order to meet all students' needs.

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Student failure and/or retention rates

Student Data: Student Groups

- 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 rates of progress for each student group
- 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

- 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, and gender data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

Revised/Approved: August 22, 2019







Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.








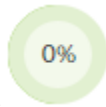

Performance Objective 1: The campus will develop and utilize a common planning protocol that is used school-wide to develop fidelity to our district curriculum and planning expectations.

Evaluation Data Source(s) 1: Teacher lesson plans, Campus Instructional Model walkthroughs, district and state assessment data

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Due to COVID-19, student achievement will be reassessed through BOY MAP.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
TEA Priorities Recruit, support, retain teachers and principals 1) Utilize the Plano Collaborative Framework Model for guiding our planning protocols.	Administration, Instructional Specialist	By providing teachers with Stage 2 Planning Protocol this year, teams are expected to follow the campus common planning protocols and UBD unit planning.			
		Problem Statements: School Processes & Programs 1			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Increased participation by the administration during the planning process to support and encourage the Four Collaborative Questions.	Administration, Instructional Specialist	Administration will be regularly present during both weekly and extended planning to provide support and answer questions about resources. Administration will collect data at these meetings.			
		Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Utilize Common Formative Assessments at each grade level and discuss the outcomes during data/planning meetings, including Kid Talk.	Administration, Instructional Specialist, Classroom Teachers, ESL, PACE Specialists, SPED teachers	By analyzing student data to determine the most effective teaching strategies, all students will continue to demonstrate growth and progress.			
	Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1				
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 4) The campus will develop an Instructional Model to help define our effective teaching strategies and then drive our walk-through model for all teachers.	Administration, Instructional Specialist, Campus Team Leaders	By creating a Skaggs Instructional Model, our teachers will better understand expectations for effective teaching and by collecting data from observations teachers will be able to strengthen and analyze their teaching strategies.			
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1				
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our campus demographics reveal an increase to 13% in our Economically Disadvantaged students, 14% ELL students as well as an increase to 13% SPED students due to our new specialized units added to Skaggs this year. Root Cause 1: Teachers need additional support and resources to meet the needs of our changing population.
Student Academic Achievement
Problem Statement 1: Based on our STAAR Gap Analysis Data and Closing the Gap Data, some groups are not making as much growth as the district. Root Cause 1: Our ESL-Monitor students are not getting as much support to grow to the STAAR Masters level and lack of academic vocabulary instruction.
School Processes & Programs
Problem Statement 1: Based on our HRS Survey Data, the school's PLC processes and planning protocols need to be clearly defined schoolwide. (norms, data-based goals, and common formative assessment). Root Cause 1: Lack of differentiated curriculum resources to meet the needs of our students, and Special education support teachers and specialists had so many curriculums and resources to constantly be referencing in order to meet all students' needs.










Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.







Performance Objective 2: The campus will improve student learning for ESL, M1, M2, and SPED students in relation to their growth as evident in MAP Progress Measure and/or STAAR progress measures to show at least one year of growth.

Evaluation Data Source(s) 2: MAP and STAAR progress measure

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Due to COVID-19, student achievement will be reassessed through BOY MAP.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
TEA Priorities Build a foundation of reading and math 1) Students who have not met expected progress or growth measures will be identified, targeted, and monitored by campus staff.	Administration, Instructional Specialist, Classroom Teachers, ESL & PACE Specialists, SPED Teachers	By analyzing data to closely identify students who are not making progress and create plans for their learning which could include extra interventions through RTI and discussions at our Campus Data/Kid Talk, all students will be able to demonstrate growth.			
Problem Statements: Demographics 1 - Student Academic Achievement 1					
TEA Priorities Build a foundation of reading and math 2) ESL Specialist, SPED Teachers and specialists will partner with grade level teachers to administer and analyze Common Formative Assessments in order to monitor and adjust instruction for struggling students.	Administration, Instructional Specialist, ESL Specialist, SPED teachers, classroom teachers	By working collaboratively with a common formative assessment or data point, teams can develop specific intervention strategies for students who need to demonstrate growth..			
Problem Statements: Demographics 1 - Student Academic Achievement 1					
TEA Priorities Build a foundation of reading and math 3) Allow ESL and SPED teachers to push into grade levels during literacy time to do small group instruction alongside their grade level peers.	Administration, Instructional Specialist, ESL Specialist, SPED teachers, classroom teachers.	Students will continue to have access to grade level curriculum and activities with appropriate levels of support.			
Problem Statements: Demographics 1 - Student Academic Achievement 1					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
TEA Priorities Recruit, support, retain teachers and principals 4) Professional Development with the Multilingual Department on ELL Instructional Strategies to help teachers and ESL Specialist establish continuity with strategies for growth with our students.	Administration, ESL Specialist, Classroom teachers	Teachers will receive professional learning and be given support through our ESL and Instructional Specialist.			
	Problem Statements: Demographics 1 - Student Academic Achievement 1				
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our campus demographics reveal an increase to 13% in our Economically Disadvantaged students, 14% ELL students as well as an increase to 13% SPED students due to our new specialized units added to Skaggs this year. Root Cause 1: Teachers need additional support and resources to meet the needs of our changing population.
Student Academic Achievement
Problem Statement 1: Based on our STAAR Gap Analysis Data and Closing the Gap Data, some groups are not making as much growth as the district. Root Cause 1: Our ESL-Monitor students are not getting as much support to grow to the STAAR Masters level and lack of academic vocabulary instruction.





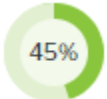







Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 3: The campus will use parent and staff surveys to receive feedback about different topics relating to academics, safety, and communication at least once a quarter and archive the results.

Evaluation Data Source(s) 3: Survey data

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Parent survey was received regarding during COVID-19 e-learning.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
TEA Priorities Recruit, support, retain teachers and principals 1) Campus will create surveys for our parents to help collect data and create action plans based on the information.	Administration, Perceptions Committee	Through eNews and newsletters, surveys will be created monthly for parents and staff to give their input. Administration will then publish the findings and create action plans or changes as a result of the data. These changes will be addressed through our SBIC committee.			
			Problem Statements: Demographics 1		
TEA Priorities Recruit, support, retain teachers and principals 2) Identify areas our staff would like to learn more about to improve their professional learning through surveys and staff input.	Administration	By asking staff areas they are interested in learning more about, administration can use our instructional specialists to model and support, along with peer observations, and district resources to meet the needs our staff.			
			Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1		
TEA Priorities Recruit, support, retain teachers and principals 3) Staff will create new ways to share information with parents in order to encourage involvement in school activities.	Administration	With more parent involvement at school and school events, parents understand our mission and vision for our students.			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Our campus demographics reveal an increase to 13% in our Economically Disadvantaged students, 14% ELL students as well as an increase to 13% SPED students due to our new specialized units added to Skaggs this year. Root Cause 1: Teachers need additional support and resources to meet the needs of our changing population.

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School Processes & Programs
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Goal 5: Strategic Resource Management: As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

Campus Level Improvement Committee

Committee Role	Name	Position
Administrator	Karen Williams	Assistant Principal
Administrator	Myung Lee	Principal

Addendums

CAMPUS APPENDIX
STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>1. Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> Identify high risk areas Monitor high risk areas Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> Establish recommended intervention strategies for classroom/campus Implement campus referral plan Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> Clearly state student expectations/campus rules/citizenship Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> Explain referral process/contacts Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> Apply classroom interventions Employ discipline interventions Use other intervention strategies as necessary/appropriate Conference with parents/students 	<p>TEC 11.252(a)(3)(E)</p>	<p>Principal</p>	<p>The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>2. Coordinated Health Program Coordinated School Health</p> <ul style="list-style-type: none"> • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • K-8 Include at least one Parent on Campus Wellness Team. • 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. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> • 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. • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • 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. 	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>Principal</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> K-5 Ensure students are receiving daily unstructured play during recess. K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> K-8 Monitor attendance of students and follow up on prominent and chronic absences. 			
<p>3. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. Funding source: State and Local 	ESSA	Principal	
<p>4. Parent Involvement</p> <ul style="list-style-type: none"> Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local Utilize social media to keep parents and community informed. Funding source: State and Local PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA 		Principal	