Plano Independent School District

Skaggs Elementary

2021-2022

Board Approval Date: November 3, 2021

Mission Statement

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Skaggs is a small, close-knit community school located in West Plano. Overall, our enrollment numbers are declinng due to the age of the neighborhood. We are currently (8/19/19) have 379 students. We are a very diverse community with many cultures, languages, and families represented in our students. We are a K-5 campus with special education units that meet the needs of medically fragile students. Our staff turnover is low and along with 2-4 teachers per grade level we have specialists (Instructional Support, ESL, PACE, Library) along with several SPED teachers and our unit SPED teachers and assistants. From data analyzed, our committee noticed some of our areas of need:

- because of low enrollment, subpopulation percentages include a larger number for the campus
- resources needed may increase (translator, parent resources, teacher training on instructional practices)
- differentiation for GT and ESL students
- Distinction in Top 25% Comparative Closing the Gap
- Teacher/student ratio increasing
- Economically Disadvantaged doubled (5.5% in 2017-2018) (10% in 2018-2019)- resources for teachers and parents to help students achieve
- Large majority of the at-risk students are ESL

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 a continuous increase in the percentage of Economically Disadvantaged students. **Root Cause:** Change in community dynamics

Student Learning

Student Learning Summary

Skaggs Elementary Goals Including HB3 Goals: (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

At Skaggs we believe in high expectations for all students, and moving all students to a year or more of growth is our goal. Our teachers are focused on developing engaging lessons and differentiating content and processes for students to allow all students to grow. Our STAAR data demonstrates our committment to helping all students improve and moving those students from approaches to meets and from meets to masters.

		Approaches			Masters		
	Grade	**2019**	2018	2017	**2019**	2018	2017
Reading	3	**94**	91	93	**72**	39	68
	4	**96**	89	88	**54**	65	46
	5	**94**	94	97	**76**	61	68
Math	3	**95**	91	91	**73**	63	70
	4	**97**	96	91	**65**	66	58
	5	**96**	98	99	**86**	69	82
Writing	4	**94**	90	92	**42**	52	48
Science	5	**92**	93	99	**65**	48	54

In analyzing other data points, we will continue to look at how to improve our TELPAS scores for our ELL students in all four areas of listening, speaking , reading and writing as well as analyze our SPED students data to celebrate their growth and focus on moving their learning to a year's worth of growth as well. Our focus this year was to push in with instructional support for our ESL and SPED students, while we did see growth, we will continue to refine this goal and track the impact it has on our students.

Student Learning Strengths

Based on recent STAAR scores:

- 3rd reading – highest in Masters(73%)
- 3 rd math – highest in Masters (75%)
- 4 th writing - highest in Approaches
- 4 th math - highest in Approaches
- 5 th math – highest in Masters (86%)
- 5 th reading – highest in Masters (77%)
- 5 th 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 Learning Needs

Problem Statement 1 (Prioritized): Based on our STAAR and MAP data, Quintile 1 students made the least amount of growth in math and reading. **Root Cause:** Lack of engagement and differentiation strategies

School Processes & Programs

School Processes & Programs Summary

Teachers and staff need a formal way to provide input regarding the optimal functioning of the school

- -School leaders successfully access and leverage a variety of fiscal resources
- -Online teacher voice of specific decisions.
- -Making teachers aware of the progress toward goals.
- -Vertical alignments & collaboration between teams.

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 informal team observation 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:** Decrease in student enrollment and staffing changes

Perceptions

Perceptions Summary

At Skaggs Elementary, we embrace our differences, challenge all student, and strive for excellence. This school mission statement and mindset is how each day is started at Skaggs Elementary for our students and staff. Student safety, well-being and academic success is at the heart of all decisions that are made. Our staff understands that our community and families have high expectations for their students and they work hard each day to provide engaging lessons and challenging activities for our students. In addition, we work hard to ensure students' social and emotional health is addressed by teaching our students specific strategies to help with this area of development as well. Based on our High Reliability Survey, our teachers and staff perceive our school to be a safe place for learning to occur. Overall, we reach out to our community and families in a variety of methods, like social media, teacher emails, phone call outs, and our community is informed about all school events Likewise, our staff and teachers perceive that their input is valued and used to make school wide decisions in a positive way.

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: Based on our STAAR and MAP data, Quintile 1 students made the least amount of growth in math and reading.

Root Cause 1: Lack of engagement and differentiation strategies

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data

Student Data: Student Groups

- 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, gender, etc.

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

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2022.

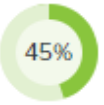
Performance Objective 1: HB3 - The percent of Skaggs 3rd grade students that score meets grade level or above on STAAR ELAR will increase from 87% in 2019 to 91% by June 2022. The Asian student group performance will increase from 87% in 2019 to 89% in 2022. The EL student group performance will increase from 77% in 2019 to 83% in 2022.

HB3 Goal

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: As a collaborative team, teachers will design and analyze results of common formative and summative assessments, identifying the most effective instructional practices and curricular resources to promote student learning. **Strategy's Expected Result/Impact:** Improved instructional effectiveness and student learning **Staff Responsible for Monitoring:** Third-grade teachers, specialists, administrators, special education teachers **TEA Priorities:** Build a foundation of reading and math			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Teachers will utilize TEKS, PISD Curriculum Stage 1, and Lead4ward field guides as resources to develop student vocabulary. Teachers will engage in campus professional learning and implement strategies in instruction settings. **Strategy's Expected Result/Impact:** Students will be able to build and align vocabulary from the classroom to the academic vocabulary used on the STAAR. **Staff Responsible for Monitoring:** Collaborative team, specialists, special education teachers, administrators			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: As a campus, teachers will differentiate instruction to engage all levels of learners. Teachers and staff will consult with PACE specialists, district curriculum specialists, and utilize technology resources to impact academic achievement. **Strategy's Expected Result/Impact:** Students will be more engaged and have ownership of learning. Instruction will be targeted to all levels of learning and therefore more effective. Student growth in all quintiles will be improved. **Staff Responsible for Monitoring:** Collaborative teams, specialists, administrators, special education teachers.			

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2022.

Performance Objective 2: The percent of Skaggs students that score Meets grade level or above on STAAR ELAR 3-5 will increase from 86% in 2019 to 90% by June 2022. The SPED student group performance will increase from 38% in 2019 to 43% in 2022. The Economically Disadvantaged student group performance will increase from 61% in 2019 to 70% in 2022.

HB3 Goal

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: As a collaborative team, teachers will design and analyze results of common formative and summative assessments, identifying the most effective instructional practices and curricular resources to promote student learning. **Strategy's Expected Result/Impact:** Improved frequency and use of data to evaluate learning and plan or adapt instruction.Improved instructional effectiveness and student learning **Staff Responsible for Monitoring:** Administration, Instructional Specialist, Collaborative Teams, ESL & PACE Specialists, SPED Teachers **TEA Priorities:** Build a foundation of reading and math		50%	85%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Teachers will utilize TEKS, PISD Curriculum Stage 1, and Lead4ward field guides as resources to develop student vocabulary. Teachers will engage in campus professional learning and implement strategies in instruction settings. **Strategy's Expected Result/Impact:** Students will be able to build and align vocabulary from the classroom to the academic vocabulary used on the STAAR. **Staff Responsible for Monitoring:** Collaborative teams, administration, Specialists, Special Education Teachers		50%	65%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: As a campus, teachers will differentiate instruction to engage all levels of learners. Teachers and staff will consult with PACE specialists, district curriculum specialists, and utilize technology resources to impact academic achievement.. **Strategy's Expected Result/Impact:** Students will be more engaged and have ownership of learning. Instruction will be targeted to all levels of learning and therefore more effective. Student growth in all quintiles will be improved. **Staff Responsible for Monitoring:** Collaborative team, specialists, special education teachers, administrators		55%	90%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Utilize adult temps for accelerated instruction. Students will engage in after-school tutoring. Two adult temps will be compensated $35 per hour (25 hours each) equaling $1,750. **Strategy's Expected Result/Impact:** Increase the percentage of students performing at the "Approaches" level or above on STAAR. **Staff Responsible for Monitoring:** administrators **Funding Sources:** - 199 State Comp Ed - $730, - 199 Bilingual/ESL/ELL - $360, - 282 ESSER III - $950			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: DIP-Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.

Performance Objective 1: HB3 - The percent of Skaggs 3rd grade students that score meets grade level or above on STAAR Math will increase from 89% in 2019 to 91% by June 2022. The White student group performance will increase from 75% in 2019 to 76% in 2022. The EL student group performance will increase from 86% in 2019 to 90% in 2022.

HB3 Goal

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: As a collaborative team, teachers will design and analyze results of common formative and summative assessments, identifying the most effective instructional practices and curricular resources to promote student learning. **Strategy's Expected Result/Impact:** Improved frequency and use of data to evaluate learning and plan or adapt instruction.Improved instructional effectiveness and student learning **Staff Responsible for Monitoring:** Administration, Instructional Specialist, Classroom Teachers, ESL & PACE Specialists, SPED Teachers **TEA Priorities:** Build a foundation of reading and math		55%	85%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: As a campus, teachers will differentiate instruction to engage all levels of learners. Teachers and staff will consult with PACE specialists, district curriculum specialists, and utilize technology resources to impact academic achievement.. **Strategy's Expected Result/Impact:** Students will be more engaged and have ownership of learning. Instruction will be targeted to all levels of learning and therefore more effective. Student growth in all quintiles will be improved. **Staff Responsible for Monitoring:** Collaborative team, specialists, special education teachers, administrators		50%	85%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: DIP-Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.

Performance Objective 2: The percent of Skaggs students that score Meets grade level or above on STAAR Math 3-5 will increase from 89% in 2019 to 91% by June 2022. The SPED student group performance will increase from 44% in 2019 to 49% in 2022. The Hispanic student group performance will increase from 67% in 2019 to 74% in 2022.

HB3 Goal

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: As a collaborative team, teachers will design and analyze results of common formative and summative assessments, identifying the most effective instructional practices and curricular resources to promote student learning. **Strategy's Expected Result/Impact:** Improved frequency and use of data to evaluate learning and plan or adapt instruction.Improved instructional effectiveness and student learning **Staff Responsible for Monitoring:** Administration, Instructional Specialist, Collaborative Teams, ESL & PACE Specialists, SPED Teachers **TEA Priorities:** Build a foundation of reading and math		50%	85%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: As a campus, teachers will differentiate instruction to engage all levels of learners. Teachers and staff will consult with PACE specialists, district curriculum specialists, and utilize technology resources to impact academic achievement.. **Strategy's Expected Result/Impact:** Improved instructional effectiveness and student learning **Staff Responsible for Monitoring:** Administration, Instructional Specialist, Classroom Teachers, ESL & PACE Specialists, SPED Teachers **TEA Priorities:** Build a foundation of reading and math		50%	90%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Utilize adult temps for accelerated instruction. Students will engage in after-school tutoring. Two adult temps will be compensated $35 per hour (25 hours each) equaling $1,750. **Strategy's Expected Result/Impact:** Increase the percentage of students performing at the "Approaches" level or above on STAAR. **Staff Responsible for Monitoring:** administrators **Funding Sources:** - 199 State Comp Ed - $730, - 199 Bilingual/ESL/ELL - $360, - 282 ESSER III - $950			

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2022.

Performance Objective 1: The percent of Skaggs students that score Meets grade level or above on STAAR Science 5 will increase from 86% in 2019 to 89% by June 2022. The Economically Disadvantaged student group performance will increase from 38% in 2019 to 45% in 2022. The SPED student group performance will increase from 50% in 2019 to 54% in 2022. The Hispanic student group performance will increase from 50% in 2019 to 56% in 2022.

HB3 Goal

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Teachers will emphasize science vocabulary and incorporate it into other subjects such as guided reading texts. **Strategy's Expected Result/Impact:** Students will have more access and become more familiar with content vocabulary. **Staff Responsible for Monitoring:** Administration, Instructional Specialist, Classroom Teachers, ESL & PACE Specialists, SPED Teachers **TEA Priorities:** Build a foundation of reading and math		50%	85%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: As a collaborative team, teachers will design and analyze results of common formative and summative assessments, identifying the most effective instructional practices and curricular resources to promote student learning. **Strategy's Expected Result/Impact:** Improved frequency and use of data to evaluate learning and plan or adapt instruction. Improved instructional effectiveness and student learning **Staff Responsible for Monitoring:** Administration, Instructional Specialist, Classroom Teachers, ESL & PACE Specialists, SPED Teachers		50%	90%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: As a campus, teachers will differentiate instruction to engage all levels of learners. Teachers and staff will consult with PACE specialists, district curriculum specialists, and utilize technology resources to impact academic achievement.. **Strategy's Expected Result/Impact:** Improved instructional effectiveness and student learning **Staff Responsible for Monitoring:** Collaborative team, specialists, special education teachers, administrators		50%	95%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

SBIC Committee

Committee Role	Name	Position
District-level Professional	Aimee Estep	Curriculum Specialist
Non-classroom Professional	Alyson Zembower	Instructional Specialist
Non-classroom Professional	Katy Blake	Instructional Specialist
Parent	Abbie Hafen	parent
Classroom Teacher	Pompi Mukherjee	classroom teacher
Parent	Kelly Pati	parent
Classroom Teacher	Elizabeth Ashley-Vasquez	teacher
Classroom Teacher	Fallon Casey	teacher
Classroom Teacher	Jean Mueller	classroom teacher
Non-classroom Professional	Nia Carranza	counselor
Parent	Ashlie Vieira	parent
Parent	Juan Chen	parent
Parent	Breeanna Talsma	parent
Classroom Teacher	Kim Beattie	classroom teacher
Classroom Teacher	Shelby Kennedy	teacher
Classroom Teacher	Allison King	teacher
Classroom Teacher	Lisha Resser	teacher
Parent	Fan Yang	parent
Administrator	Christy James	administrator
Administrator	Myung Lee	administrator
Parent	Yun Chen	parent
Parent	Priscilla Brooks	classroom teacher

Campus Funding Summary

199 State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	4			$730.00
2	2	3			$730.00
				Sub-Total	$1,460.00
				Budgeted Fund Source Amount	$730.00
				+/- Difference	-$730.00

199 Bilingual/ESL/ELL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	4			$360.00
2	2	3			$360.00
				Sub-Total	$720.00
				Budgeted Fund Source Amount	$360.00
				+/- Difference	-$360.00

282 ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	4			$950.00
2	2	3			$950.00
				Sub-Total	$1,900.00
				Budgeted Fund Source Amount	$950.00
				+/- Difference	-$950.00
				Grand Total Budgeted	$2,040.00
				Grand Total Spent	$4,080.00
				+/- Difference	-$2,040.00

Addendums

Skaggs - STAAR Grade 4 Writing

The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 will increase from 81% in 2019 to 83% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
82% 2019 Baseline: 81%	83%	85%	87%	89%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	*	86	67	*	84	*	*	33	33	*	76	87	63	81
2020	*	88	67	*	84	*	*	34	35	*	77	87	64	82
2021	*	90	68	*	85	*	*	35	38	*	79	88	66	83
2022	*	94	68	*	85	*	*	37	42	*	82	88	68	85
2023	*	98	69	*	86	*	*	40	47	*	85	89	71	87
2024	*	104	71	*	88	*	*	43	53	*	90	91	74	89
2019-2021	*	4	1	*	1	*	*	2	5	*	3	1	3	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Skaggs - STAAR Grade 5 Science

The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 86% in 2019 to 88% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
87% 2019 Baseline: 86%	88%	89%	90%	91%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	80	50	78	*	90	*	100	50	38	*	79	88	81	86
2020	81	51	78	*	90	*	100	51	39	*	80	88	82	87
2021	84	54	78	*	90	*	101	52	42	*	81	88	83	88
2022	87	56	79	*	91	*	102	54	45	*	82	89	85	89
2023	91	60	79	*	91	*	104	57	49	*	84	89	87	90
2024	96	65	80	*	92	*	106	60	54	*	87	90	90	91
2019-2021	4	4	0	*	0	*	1	2	4	*	2	0	2	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Skaggs

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2024 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students					52						22	52	10	62
2019			100		87						77	94	50	87
2020			100		87						79	94	51	88
2021			100		88						81	95	53	89
2022			100		89						83	96	55	91
2023			100		90						87	97	58	93
2024			100		91						91	98	62	95

District Goals for Grade 3 STAAR

District 2019 Baseline	44	40	70	43	77	-	57	37	37	53	48	63	53	60
District 2024 Goal	60	58	74	60	81	68	67	47	57	65	62	67	65	68
District Increase 2019 to 2021	4	4	1	4	1	2	3	3	5	3	4	1	3	2
District Increase 2019 to 2024	16	18	4	17	4	8	10	10	20	12	14	4	12	8

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Skaggs

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2024 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students					52						22	52	10	62
2019			75		92						86	92	70	89
2020			75		92						87	92	71	90
2021			76		93						88	93	72	90
2022			76		93						90	93	74	91
2023			77		94						92	94	76	93
2024			78		95						95	95	79	94

District Goals for Grade 3 STAAR

District 2019 Baseline	43	44	72	71	85	-	63	40	43	57	58	67	57	65
District 2024 Goal	59	60	75	74	88	70	69	50	59	66	67	70	66	70
District Increase 2019 to 2021	4	4	1	1	1	2	2	3	4	2	2	1	2	2
District Increase 2019 to 2024	16	16	3	3	3	5	6	10	16	9	9	3	9	5

HB3 Campus Goals - All Grades STAAR at Meets Standard

Skaggs

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2024 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	75	67	78		89		86	38	61		76	89	74	86
2020	77	69	78		89		87	39	63		78	89	75	87
2021	79	72	79		90		89	41	66		80	90	77	88
2022	82	75	80		91		90	43	70		82	91	79	90
2023	86	80	81		92		93	45	75		86	92	82	92
2024	91	85	82		93		96	48	81		90	93	86	94

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	75	67	74		94		86	44	72		90	90	85	89
2020	77	69	74		94		87	45	74		91	90	86	90
2021	79	71	75		95		88	47	76		92	91	87	90
2022	82	74	75		95		89	49	79		94	91	89	91
2023	86	78	76		96		90	51	83		96	92	91	93
2024	91	83	77		97		92	54	88		99	93	94	94

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.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	**Bullying** **Staff Prevention** ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations **Staff Education** ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process **Staff Intervention** ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies **Student Prevention** ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas **Student Education** ● Explain referral process/contacts ● Anonymous Tip Line **Student Intervention** ● Apply classroom interventions	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students		
Principal	**Coordinated Health Program** **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. ● 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. **Fitness** ● 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. **Physical Activity Requirements** ● K-8 Campuses Only: 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	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	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. ● 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. **Attendance** ● K-8 Monitor attendance of students and follow up on prominent and chronic absences.		
Principal	**Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** ● 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	**Parent Involvement** ● 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		