

Plano Independent School District

Skaggs Elementary

2022-2023



Board Approval Date: September 20, 2022

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 declining 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 commitment to helping all students improve and moving those students from approaches to meets and from meets to masters.

	Grade	Approaches			Masters		
		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 reading and math MAP data, Quintile 1 students made the least amount of growth in math and reading. **Root Cause:** Not realizing the extent of the high percentage of Quintile 1 students, thus Tier 1 instruction was not adjusted to the majority of students.

Problem Statement 2: Based on our reading STAAR data, the students performed low on summarizing and making inferences about textual evidence to support understanding. **Root Cause:** Instruction lacked differentiation between fiction and nonfiction; Not enough explicit practice for high level thinking to prove central ideas and text evidence responses within writing; Lack of familiarity with TEKS vertical alignment & curriculum clarity

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 (Prioritized): 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.

Problem Statement 2: Teachers have different understandings of the backwards planning process and experiences. **Root Cause:** Teams have new teachers to the district and the grade level.

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 input 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 reading and math MAP data, Quintile 1 students made the least amount of growth in math and reading.

Root Cause 1: Not realizing the extent of the high percentage of Quintile 1 students, thus Tier 1 instruction was not adjusted to the majority of students.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 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 2: 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 2 Areas: School Processes & Programs

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) 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

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

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 2022 to 2023.

Performance Objective 1: HB3 - The percent of Skaggs 3rd grade students that score meets grade level or above on STAAR ELAR will increase from 92% in 2022 to 93% by June 2023. The Asian student group performance will increase from 89% in 2022 to 93% in 2023. The EL student group performance will increase from 93% in 2022 to 95% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus collaborative teams will continue to increase their effectiveness in utilizing the PISD Collaborative Team Framework with an emphasis on refining "Stage One Planning" to include high-leverage resources and collaborative discussions. 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	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus staff will participate in ongoing professional development facilitated by Elementary Academic Services and the Skaggs Instructional Leadership Team related to Marzano's best practices for instruction. 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. ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			




Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will collaborate with district and campus specialists (EAS, PACE, Instructional Coach, etc.) to improve their ability to effectively differentiate instruction for all learners, and especially Quintile 1 students. Strategy's Expected Result/Impact: Improved growth for Quintile 1 students. Staff Responsible for Monitoring: Administrators, Instructional Specialists (including PACE) ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize adult temps for accelerated instruction. Students will engage in after-school tutoring. Strategy's Expected Result/Impact: Improved 3rd grade students that score meets grade level or above on STAAR ELAR Staff Responsible for Monitoring: Administrators, third grade teachers, specialists TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






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 2022 to 2023.

Performance Objective 2: The percent of Skaggs students that score Meets grade level or above on STAAR ELAR 3-5 will increase from 87% in 2022 to 88% by June 2023. The SPED student group performance will increase from 65% in 2022 to 68% in 2023. The Economically Disadvantaged student group performance will increase from 80% in 2022 to 82% in 2023.

HB3 Goal

Evaluation Data Sources: 2022 STAAR Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus collaborative teams will continue to increase their effectiveness in utilizing the PISD Collaborative Team Framework with an emphasis on refining "Stage One Planning" to include high leverage resources and collaborative discussions. Strategy's Expected Result/Impact: 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 - ESF Levers: Lever 5: Effective Instruction	Formative		
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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	Formative		
	Nov	Feb	June
			







Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize adult temps for accelerated instruction. Students will engage in after-school tutoring. 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, - 199 Bilingual/ESL/ELL, - 282 ESSER III	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 2022 to 2023.

Performance Objective 1: HB3 - The percent of Skaggs 3rd grade students that score meets grade level or above on STAAR Math will increase from 82% in 2022 to 83% by June 2023. The Asian student group performance will increase from 88% in 2022 to 89% in 2023. The EL student group performance will increase from 80% in 2022 to 82% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Assessment








Strategy 1 Details	Formative Reviews		
Strategy 1: Campus collaborative teams will continue to increase their effectiveness in utilizing the PISD Collaborative Team Framework with an emphasis on refining "Stage One Planning" to include high leverage resources and collaborative team discussions. 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	Formative		
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	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 2022 to 2023.

Performance Objective 2: The percent of Skaggs students that score Meets grade level or above on STAAR Math 3-5 will increase from 82% in 2022 to 83% by June 2023. The SPED student group performance will increase from 55% in 2022 to 58% in 2023. The Hispanic student group performance will increase from 69% in 2022 to 71% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Assessment

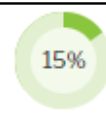






Strategy 1 Details	Formative Reviews		
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Strategy 2 Details	Formative Reviews		
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	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize adult temps for accelerated instruction. Students will engage in after-school tutoring. 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, - 199 Bilingual/ESL/ELL, - 282 ESSER III	Formative		
	Nov	Feb	June
			
 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 2022 to 2023.

Performance Objective 1: The percent of Skaggs students that score Meets grade level or above on STAAR Science 5 will increase from 71% in 2022 to 72% by June 2023. The Economically Disadvantaged student group performance will increase from 83% in 2022 to 85% in 2023. The SPED student group performance will increase from 44% in 2022 to 47% in 2023. The Hispanic student group performance will increase from 50% in 2022 to 52% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus collaborative teams will continue to increase their effectiveness in utilizing the PISD Collaborative Team Framework with an emphasis on refining "Stage One Planning" to include high leverage resources and collaborative team discussions. 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	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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			\$0.00
2	2	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$640.00
+/- Difference					\$640.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$0.00
2	2	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$300.00
+/- Difference					\$300.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$0.00
2	2	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$770.00
+/- Difference					\$770.00
Grand Total Budgeted					\$1,710.00
Grand Total Spent					\$0.00
+/- Difference					\$1,710.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Skaggs

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	1	3	8	0	26	0	3	6	2	15	32	8	40
2022	100	100	88		92		100	100	100	93	94	88	92
2023	100	100	89		93		100	100	100	95	95	89	93
2024	100	100	89		93		100	100	100	97	95	91	93
2025	100	100	90		94		100	100	100	100	96	93	94
2026	100	100	92		96		100	100	100	100	98	96	96
2027	100	100	93		97		100	100	100	100	99	99	97

HB3 Campus Goals - All Grades STAAR at Meets Standard

Skaggs

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading												Grade 4	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	3	5	5	0	40	0	8	12	2	9	40	15	55
2022	0	80	80		92		62	50	100	78	90	67	84
2023	2	82	81		93		65	52	100	80	91	68	85
2024	4	84	81		93		68	54	100	82	91	70	85
2025	6	86	82		94		72	56	100	85	92	72	86
2026	10	90	84		96		78	60	100	89	94	75	88
2027	14	94	85		97		85	64	100	94	95	78	89

HB3 Campus Goals - All Grades STAAR at Meets Standard

Skaggs

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	1	8	14	0	37	0	9	12	1	10	49	14	63
2022	100	75	79		92		56	100	0	90	86	86	86
2023	100	77	80		93		59	100	1	92	87	87	87
2024	100	79	80		93		62	100	1	94	87	89	87
2025	100	81	81		94		66	100	2	97	88	91	88
2026	100	85	83		96		72	100	4	100	90	94	90
2027	100	89	84		97		79	100	5	100	91	97	91

HB3 Campus Goals - All Grades STAAR at Meets Standard

Skaggs

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading												All Grades	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	5	16	27	0	103	0	20	30	5	34	121	37	158
2022	40	81	81		92		65	80	80	88	89	78	87
2023	42	83	82		93		68	82	81	90	90	79	88
2024	44	85	82		93		71	84	81	92	90	81	88
2025	46	87	83		94		75	86	82	95	91	83	89
2026	50	91	85		96		81	90	84	99	93	86	91
2027	54	95	86		97		88	94	85	100	94	89	92

HB3 Campus Goals - All Grades STAAR at Meets Standard

Skaggs

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	1	3	8	0	26	0	3	6	2	15	32	8	40
2022	0	100	62		88		67	83	100	80	78	100	82
2023	3	100	63		89		70	85	100	82	79	100	83
2024	6	100	65		91		73	88	100	84	81	100	85
2025	9	100	67		93		77	92	100	87	83	100	87
2026	15	100	69		95		82	96	100	91	85	100	89
2027	21	100	72		98		89	100	100	96	88	100	92

HB3 Campus Goals - All Grades STAAR at Meets Standard

Skaggs

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											Grade 4		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	3	5	5	0	40	0	8	12	2	9	40	15	55
2022	0	60	100		90		75	58	100	78	90	60	82
2023	3	62	100		91		78	60	100	80	91	62	83
2024	6	65	100		93		81	63	100	82	93	64	85
2025	9	69	100		95		85	67	100	85	95	67	87
2026	15	73	100		97		90	71	100	89	97	71	89
2027	21	79	100		100		97	77	100	94	100	76	92

HB3 Campus Goals - All Grades STAAR at Meets Standard

Skaggs

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	1	8	14	0	37	0	9	12	1	10	49	14	63
2022	100	62	71		92		33	83	0	90	82	79	81
2023	100	64	72		93		36	85	1	92	83	81	82
2024	100	67	74		95		39	88	3	94	85	83	84
2025	100	71	76		97		43	92	5	97	87	86	86
2026	100	75	78		99		48	96	7	100	89	90	88
2027	100	81	81		100		55	100	10	100	92	95	91

HB3 Campus Goals - All Grades STAAR at Meets Standard

Skaggs

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	5	16	27	0	103	0	20	30	5	34	121	37	158
2022	20	69	74		90		55	73	80	82	83	76	82
2023	23	71	75		91		58	75	81	84	84	78	83
2024	26	74	77		93		61	78	83	86	86	80	85
2025	29	78	79		95		65	82	85	89	88	83	87
2026	35	82	81		97		70	86	87	93	90	87	89
2027	41	88	84		100		77	92	90	98	93	92	92

HB3 Campus Goals - All Grades STAAR at Meets Standard

Skaggs

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Science 5

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	1	8	14	0	37	0	9	12	1	10	49	14	63
2022	0	50	79		78		44	83	0	90	71	71	71
2023	3	52	80		79		47	85	1	92	72	73	72
2024	6	55	82		81		50	88	3	94	74	75	74
2025	9	59	84		83		54	92	5	97	76	78	76
2026	15	64	86		85		59	97	8	100	78	82	78
2027	21	70	89		88		66	100	12	100	81	86	81

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
Principal, Executive Director for Student & Family Services	<p>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 	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students 		
Principal, District Coordinator K-12 Health and Physical Education, District Health Services	<p>Coordinated Health Program</p> <p>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. Campus Wellness Plan • 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 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. 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<ul style="list-style-type: none"> • 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. • 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. 		
Principal, Human Resources	<p>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, Executive Director for Student and Family Services	<p>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 		

	<ul style="list-style-type: none">● 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		
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