



Plano Independent School District Campus Improvement Plan

Skaggs Elementary

3201 Russell Creek

Plano, TX 75025

2018-2019

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Vision and Mission Statements for District and Campus

Plano ISD Vision Statement

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

Plano ISD Mission Statement

The mission of the Plano Independent School District is to provide an excellent education for each student.

District Goals

Plano ISD has two major ongoing district goals:

- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

Campus Mission Statement

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

Campus Information

Administration Team

Principal, Karen Lee

Assistant Principal, Karen Williams

About Us

Skaggs Elementary honors English, Economics, and Journalism teacher Mary Alice Skaggs, a Celina native and graduate of Austin College. Skaggs was Plano ISD's first teacher to hold a master's degree and was named 1958's Teacher of the Year by the Texas Federation of Women's Clubs.

The Skaggs community is diverse and welcoming to all students and their families. Some of the achievements earned by Skaggs Elementary include being ranked in the top four elementary schools in North Texas by "Children at Risk" (2012-16); Nationally Recognized Blue Ribbon school (2006); Texas Business and Educational Coalition Honor Roll school award (TBEC) for six years; numerous PTA Reflections winners, Science fair winners, and chess competition awards; as well as national recognition for the Word Master competition.

Additionally, our staff is well-recognized for their commitments to meet the needs of all of our students. Our campus provides a variety of academic programs including English as a Second Language (ESL); Plano Academic Creative Education (PACE) for identified gifted and talented students; Math Rocks program for advanced math students; Safety Patrol; Student Council; and Robotics Club. Skaggs staff is driven to help each student meet their academic success by creating a culture of high academic expectations as well as developing caring, empathetic students.

Our Parent/Teacher Association (PTA) is very supportive of our campus initiatives as well as provides volunteers and financial support for our instructional programs, including: Collin County Adventure camp volunteers (fifth-grade); School-Based Improvement Committee (SBIC); volunteers for Field Day; field trips; Spring family picnic; Cultural Arts presentations; Book Fair; yearbook; teacher appreciation activities; and library helpers. Our goal at Skaggs Elementary to challenge each student to be their personal best and instill a drive for learning.

Campus Status

X Non-Title I Campus

Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 08/27/2018 03:00 pm

Meeting 2: Progress monitoring and review of strategic plan - 01/31/2019 03:00 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/20/2019 03:00 pm

State Goals and Objectives

The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.

Objective #2 - Students will be encouraged and challenged to meet their full educational potential.

Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.

Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Strategic Priorities

Goal #1 - **Recruit, support, and retain** Teachers and Principals.

Goal #2 - Build a **foundation** of **reading** and **mathematics**.

Goal #3 - Connect high school to **career** and **college**.

Goal #4 - **Improve** low-performing schools.

Information regarding the TEA Strategic Plan may be accessed here: http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Caitlin Gombash	Faculty Member	2017	X	X	X
Erin Oberschlake	Faculty Member	2017	X		X
Dustin Farley	Faculty Member	2015	X	X	
Courtney Walker	Faculty Member	2018	X	X	X
Lisa Hamid	Faculty Member	2017	X		X
Katie Horne	Faculty Member, Special Ed	2017	X	X	
Karen Lee	Principal	2017	X	X	X
Fern Johnson	District Professional	2017	X		
Karen Williams	Campus Professional, Non-teaching	2017	X	X	X
Candice Ewing	Parent-Selected by Principal	2017			
Ya-Feng Chen	Parent	2018	X	X	X
Hasina Akter	Parent	2018	X	X	X
Jainik Shah	Parent	2018	X		
Runlin Zhang	Parent	2018			
Kenneth Yen	Community Member	2018		X	X
Veena Jhanak	Community Member	2018	X	X	
Ebru Cankaya	Business Representative	2018	X	X	X
Alia Saedy	Parent	2017	X		
Avani Chokshi	Parent	2017			
Shelby Kennedy	Faculty Member	2016	X	X	X
Rebecca Corrigan	Faculty Member	2016	X	X	

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Kim Beattie	Faculty Member	2018	X	X	X

State Compensatory Education Program Information

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD's compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state's eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

SCE Program Funding

SCE Total	\$69,664.00	State Compensatory Ed funds allocated for allowable supplemental resources and 1 staff.
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Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Our demographics show lower numbers of students leads to stronger community feeling Single family dwellings, lower mobility rates Low staff turnover	Meeting the needs of more diverse students and cultures Cultural awareness for staff with our diverse populations as our staff is not as diverse as our population	Enrollment numbers and trends/projections for the future Monitor the trends in our GT population (29%) and ELL (16%) students.
Student Achievement	High percentage of students who were at Approaches Level or higher on STAAR Math, Reading, Writing and Science Growth for our students in Quintiles 4 & 5 MAP DATA/PES scores reveal student progress aligned with the district, and in some cases higher than district averages.	Bridge the gap between grade-level curriculum and foundational skills that can lead to gaps for our SPED, ELL, and CMIT students Students varying grade levels and quintiles not progressing as much as over time as anticipated. Addressing the needs of our SPED students in the general education setting.	Intentional team planning for consistent growth for all students in all grades. Systematic CMIT, TIER 2 & 3 procedures and time allotments Considering whether modifications or accommodations are the best educational need for our SPED students to close their gap.
School Culture and Climate	Students and staff feel physically safe on campus. High academic, behavioral, and extra-curricular expectations	Social expectations of students need to be addressed (SEL) Valuing the voices in groups and cooperative learning activities	Awareness of the social needs of our high achieving students Expecting a year or more of growth and high achievement for all of our students

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	Our school facilities don't impede the learning of our students	Continued focus on the development of morning meetings including the depth of the conversations and opportunity for learning key social skills.	Continued modeling of empathy and understanding for our differences.
Staff Quality/ Professional Development	Low teacher turnover this school year Average years of teaching experience for our school is 8.5 years High Quality Staff (ESL & GT certifications for all teachers)	Stronger Mentor Program and development of team collaboration More training for our paraprofessionals Staff to provide input on professional development that is necessary for student success.	Data to determine the professional development needs of our campus Team collaboration norms and expectations Inclusion of all specialists, SPED teachers and staff members in the collaborative teams model.
Curriculum, Instruction, Assessment	UBD and district curriculum are linked and aligned with the TEKS. MAP Data is used to target small groups, especially in math New Curriculum Planner Layout Extended Planning time provided previous year	Schoolwide consistent use of district curriculum TEKS aligned unit activities and assessments Intentional use of higher order thinking activities	Using the district curriculum be used to engage students all levels of students Staff understanding and consistent use of the UBD's, Planning Protocols and collaborative team norms Extended Planning time to address these needs
Family and Community Involvement	Family-friendly events after school (music performances, chess/drama, Multicultural Night, Bingo night, Color Run)	Same families continuously at all events and helping to organize them New PTA members New after school activities	Seek out parent and PTA Board Input Interest Survey to help us know what the community would like to see and be involved in at school.

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	<p>Monthly parent workshops organized by our counselor</p> <p>Parents Academy with ESL</p> <p>Parent Volunteers in Library</p>		<p>Principal Coffee to discuss parents' needs and questions.</p>
School Context and Organization	<p>The data reflects that our classes and scheduling show student growth & achievement</p> <p>Teachers have a voice in the decision making policies through their leadership team and open conversations with administrators</p> <p>Students, parents, and community have a positive perception of our school</p>	<p>A clearer understanding of the teacher's role in deciding what assessments to use.</p> <p>Informal and formal assessments resources</p> <p>Planning time to address the use of those informal and formal assessments consistently across the grade level.</p>	<p>Analyzing the time the devoted to TIER 1 versus TIER 2 students during the subject blocks</p> <p>Teachers will understand the Stage 2 Protocols using common assessments through Professional Development.</p>
Technology	<p>Accessibility of technology</p> <p>Amount of technology available for our students</p> <p>Willingness of staff to try new apps and programs</p> <p>New Go Guardian app for student security</p>	<p>More training for the teachers on how to implement technology into classroom learning</p> <p>Student training on how to use various apps</p> <p>Consistent use of the digital citizenship traits and qualities</p>	<p>How to implement and begin a technology driven classroom</p> <p>Integrate more technology training in library time</p> <p>Continue to identify ELA websites and technology resources</p>

Critical Action #1

Problem Statement	The collaborative teams are operating at a varying levels of autonomy compared to the Collaborative Teams that Transform PLC process (book).
Root Cause and Strategy	<p>(a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement the planning protocols with fidelity.</p> <p>(b) We will incorporate agendas and norms to all of our meetings in order to validate our team and the purpose of our work.</p> <p>(c) We will restructure our collaborative teams to include all members of our PLC there by adding to the discussion for student achievement and social and emotional learning (SEL)</p> <p>(d) We will create common assessments with our collaborative teams to help monitor student achievement across the grade level.</p>
Goal	We will strive for our collaborative teams to the highest levels of autonomy, operational autonomy, and provide indicators of our work in accordance with the HRS model.
Project Lead	Campus Administrators, Instructional Specialist
Staff, Title I Staff	Grade Level Team teachers, Specialists, Counselor
Materials and Resources	Collaborative Teams that Transform Schools book, District Curriculum and Specialists

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
(a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement the planning protocols with fidelity.				Stage 1 & Stage 2 Planning Protocol Training by End of September	Professional Development meeting Staff Meeting in September will be recorded on MLP.	Overall, increase in teams autonomy and ability to perform at high levels which will in turn increase student achievement.	Some Progress District Team will model Stage 1 protocols which will be reviewed with Collaborative Teams on Tuesday meetings within the first nine weeks.	Some Progress Our understanding of PLC as a process has grown this first semester. Collaboration has been extended in grade levels with Tuesday planning. We have established norms to align with the PLC models.	Significant Progress Our teams are functioning at a high level of autonomy and following our district model for planning structures. This semester, we have moved away from our structured	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
								Planning using a schedule helped first semester with the specialists and as we move forward teams will have the ability to call on those specialist whenever they need to. Stage 1 Curriculum Professional Development was completed first semester to better understand how to unpack the TEKS.	specialist schedule to allow teams to invite and collaborate with those specialists as they see fits their grade level needs. We will continue with Stage 2 Planning with our Curriculum department next year.	
(b) We will incorporate agendas and norms to all of our meetings to in order to validate our team and the purpose of our work.				Weekly planning protocol meetings shared with agendas, Administration walkthroughs	Weeking meeting notes, lesson designs/plans and other data documents	Overall, increase in teams autonomy and ability to perform at high levels which will in turn increase student achievement.	Some Progress Teams will review their norms together and create agreement for the outline of their meetings.	Significant Progress All teams have created norms and created agreements together as a means of fostering collaboration. Our Extended Planning Days included work around answering the four critical questions for planning.	Significant Progress All teams are utilizing agendas and have created norms that are meaningful to their team. As teams change next year we anticipate our team leaders re-evaluating the norms and making any necessary changes.	
(c) We will restructure our collaborative teams to include all members of our PLC there by adding to the discussion for student achievement and social and emotional learning (SEL).				Grade level collaborative teams will meet weekly with instructional specialists to use the district curriculum for planning and	Schedule of Extended Planning time and agenda with specific items. Teachers will complete the district feedback form.	Overall, increase in teams autonomy and ability to perform at high levels which will in turn increase student achievement	Some Progress Extended Planning Dates were scheduled and teams are creating the agendas for their planning time.	Some Progress Collaboration has been extended in grade levels with Tuesday planning. We have established norms to align with the PLC models.	Significant Progress Our teams have focused on the whole student in their learning focus. This semester we have looked at four	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
				instructional practice. Extended Planning time will occur minimally 2 times a year for our grade level teams.	Kid Talk will take place within our Collaborative Teams to discuss both academic and social needs for all students.		Google Folders are being created for teams to share their agendas and evidence/data	Planning using a schedule helped first semester with the specialists and as we move forward teams will have the ability to call on those specialist whenever they need to.	critical questions when considering our planning: What do we want students to learn? How will we know that they learned it? What will we do if they did not learn it? What if they already know it? By centering all planning around these questions we are helping teachers focus on academic achievement but also their SEL. In addition, our morning meeting topics have been tied to topics that relate to academic and social issues.	
(d) We will identify common assessments with our collaborative teams to help monitor student achievement across the grade level.				Common Assessments will be identified during the planning meetings within collaborative teams.	Data analysis of the assessments through the team meetings. Student samples will be shared and discussed.	Overall, increase in teams autonomy and ability to perform at high levels which will in turn increase student achievement	No Progress Once teachers understand the Stage 2 protocol with common assessments, those discussions will be included in collaborative teams meetings.	Some Progress Stage 2 Planning protocols include looking at how to analyze data as a team based on assessments. Formal training on this will be completed in August 2019, but administration will help teams begin this process this semester. Data discussions continue to be	Some Progress This is still an area for growth. While our teams plan together regularly and discuss data points, our next steps include identifying and discussing common formative assessments with the team and looking at standards to improve the	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
								held in our teams as well as a part of our Kid Talk meetings held monthly.	learning for all students. Our Stage 2 Planning training will help our teachers better understand the value and structure of this model.	

Critical Action #2

Problem Statement	While we improved our Closing the Gap Distinction percentage this year, our grade level root cause analysis revealed this to be a continued area of growth. For the Closing the Gap Distinction, we did not meet the Top 25% as indicated by our Accountability rating.
Root Cause and Strategy	<p>(a) We will address the need for SPED and ESL students to make connections to the grade level curriculum, specialists will be utilizing a push-in model when appropriate.</p> <p>(b) We will address the need to continuously monitor student progress by creating common formative assessments and discussing the outcomes of the data.</p> <p>(c) We will address the need for a systematic instructional time for CMIT, TIER 2 & 3 students to have a consistent intervention process for teachers and specialists.</p> <p>(d) We will utilize our SPED resource time to allow students to master their goals at their performance levels.</p>
Goal	To close the gap of students who are performing below the grade level standard and move their learning to show a year or more of progress and earn the closing the gap distinction
Project Lead	Campus Administrators and Instructional Specialists
Staff, Title I Staff	Specialists, Special Education and Classroom Teachers
Materials and Resources	District Curriculum, Edugence data, Special Education IEP's and resource documentation, CMIT process and meeting notes

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
(a) We will address the need for SPED and ESL students to connect to grade level curriculum, specialists will be utilizing a push-in model when appropriate.				Within the first few weeks of school, specialists present in the general education classrooms and collaborative meetings.	Specialist and Teachers meeting notes from collaborative teams discussion of the effectiveness of the push-in model	Increase student achievement on grade level appropriate work. for SPED and ESL students.	Some Progress Collaborative Team meetings each Tuesday are scheduled; Kid Talks meetings to discuss students' needs	Significant Progress Our instructional specialist, ESL specialist and SPED teachers have utilized the push-in model this year. Benefits include less transition time and students continuous exposure to grade level standards.	Significant Progress We have evaluated the Push-In model that we used this year. In meeting with our specialists, we have decided to continue using the model when most appropriate with students. The specialists are going to include	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
								Levels of Support Training for SPED and administration	this time in their schedule in hopes to be a natural part of the grade level small groups and station time. We will continue to redesign what Push-In looks like for each grade level and encourage flexibility with our model. The goal is to provide the correct level of support for each student.	
(b) We will address the need to continuously monitor student progress by creating common formative assessments and discussing the outcomes of the data.				Professional Development on the Stage 1 & 2 Planning Protocols from our District in September	Meeting Notes with discussion about assessments and relative changes to planning	Focusing on the specific needs of students based on data.	Some Progress Collaborative teams are scheduled. Teachers will be trained on how to create and analyze formative assessments.	Some Progress With the implementation and focus on Stage two planning, creating common formative assessments will continue to be focus this semester. Teams will continue to analyze assessments and already created activities for their effectiveness and through collaborative conversations.	Some Progress While data is thoroughly discussed through our monthly Kid Talk meetings, we would like to use common formative assessments and those discussions with our teams. Our goal is to discover where great teaching is occurring and replicate that for all students through collaboration, flexible grouping and conversations.	
(c) We will address the need for a systematic instructional time for CMIT, TIER 2 & 3 students to have a consistent intervention process for teachers and specialists.				During our first Kid Talk Meeting, review the procedures and steps for CMIT and	Kid Talk Notes and CMIT written notes	Students are continuously evaluated after 10 weeks of instruction to see if the goals in place	No Progress Review students on Kid Talk and CMIT to ensure the plans are clear and	Significant Progress RTI & TIER updates for each team in order to focus on specific goals over	Significant Progress We have seen the teachers adjust to the smaller RTI goals and likewise	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
				TIER instructional time allotments.		are working or need to be addressed by other means.	measurable in a timely manner.	a shorter amount of time including a MOY check in. Grade Level discussions with administration about the changes in RTI process and TIER letters . TIER students are discussed and monitored in shorter increments in Edugence.	students see their success. By breaking down larger skill gaps into measureable pieces, students are making progress. In addition, we have seen changes in instructional models, like moving to the small group models for instruction rather than whole group, as a valuable instructional tool.	
(d) We will utilize our SPED resource time to allow students to master their goals at their performance levels.				Goals are shared and worked on during resource times.	Teachers are given time to meet with SPED teacher to create expectations for classroom and resource work	SPED students goals will continue to be mastered and move closer to grade level work.	No Progress Focused instruction on specific goal attainment for SPED students.	Some Progress SPED Levels of Support key in helping students master their goals. SPED is also creating impact statements that help put student's needs first and making sure their instructional levels and needs are being met.	Significant Progress Our SPED teachers have become more aware of the Levels of Support that each of their students needs and matching the need to their services. By providing the professional development on the Levels of Support, our teams and teachers better understand the value of finding the right level of support. The impact statements are being used in all ARD meetings. Additionally, our	

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									SPED team is working collaboratively with grade level teachers on what is the best setting for their students to learn and thrive in.	

Health, Fitness and Attendance

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

COORDINATED SCHOOL HEALTH

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.	Principal	Campus Wellness Plan	Yearly Wellness team consists of Dustin Farley, Shannon Burch, Nia Carranza, Kyla Ahnemann, Cheri Casanova, and Lydia Roberts.	Review Wellness team goals	Our Campus Wellness team has taken on a new program, Walk Across Texas, for our staff to encourage health and wellness among our staff and we will continue this next year.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	One parent is assigned yearly.	Kyla Ahnemann is our parent representative.	Kyla Ahnemann is our parent representative.
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom.	Principal	Coordinated School Health Curriculum	Health lessons and activities are delivered in the gym daily. Hygiene and puberty lessons are done in classroom settings in the older grades as necessary.	Monitor PE coaches plans	Our nurse and Coach worked collaboratively on a goal to incorporate more real world examples of health and

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
						wellness through our morning announcements and PE classes. They intend to continue this partnership next year.
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.	P.E. Teacher/ Staff	Coordinated School Health Curriculum	At the beginning of the year, the bulletin board is created.	Nurse is working with PE staff to incorporate health boards/flyers throughout the school.	Our nurse not only used our bulletin board to share information, but this year she used the Walk Across Texas program to encourage a healthy lifestyle and sent weekly reminders to encourage our staff.
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	Parents receive a weekly enews update and teacher email with pertinent information.	PTA Color Run is set for September 12th to encourage a healthy lifestyle.	Our nurse routinely shares community information through our enews related to health and wellness.

FITNESS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Fitnessgram is an assessment for all 3-5 grade students completed in PE.	Schedule Fitnessgram testing for this year.	Fitnessgram testing is complete and results will be shared with parents in final report cards.
4th & 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.	P.E. Teacher	Fitnessgram Student Report	PE coaches collect and enter data for Fitnessgram.	Coaches analyze data to make changes in programming if needed.	Fitnessgram testing is complete and results will be shared with parents in final report cards.

PHYSICAL ACTIVITY REQUIREMENTS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Sample daily lesson plans may be provided by P.E./Fitness Teacher.	Ensure lesson plans are following Time Allotments	Our time allotments were met and carried out all year long.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Pedometers will be used when appropriate for lesson and grade levels.	New batteries need to be ordered for pedometers.	Pedometers will continue to be used when appropriate.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.	Principal	Yearly Plan Form	Yearly Plan Form Lesson Plans Visible During Class Time Observation	Coaches follow our district curriculum and meet the % of active class time.	Our coaches continue to follow our district curriculum and be active as much as possible during each class period.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	Schedules are created by teams at the beginning of the year.	Ensure students are participating in play at recess.	We will continue to ensure that all students are participating in play at recess.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	Teachers plan for their brain breaks throughout their daily schedules.	Provide calming areas and brain break times for student to have short breaks.	Our teachers will continue to offer the brain breaks and learn new and effective ways for students to have short breaks in their day.

ATTENDANCE

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	This will be continuously monitored by our Campus Secretary and Administration. When absences become chronic, then interventions such as a BIP will be implemented.	District Training attended by Assistant Principal to the new policies of attendance & truancy.	Next year, we will be creating a positive reward system to encourage students to be at school each day and on time in order to maximize their learning each day.

Violence Prevention and Bullying

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

STAFF PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	Monthly collaboration with teams to assess safety and bullying concerns.	Counselor is part of the Kid Talk conversations to address any needs with safety or bullying.	We will continue to identify and reassess high risk areas.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	At the beginning of the year, provide increased supervision in high risk areas.	Duty schedule is created to ensure students are supervised.	With new staff changes and building refurbishments, a new duty schedule will be created to ensure supervision.
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Families review code of conduct, Staff members review Staff Handbook at the beginning of the year.	Continue with restorative practices to help students with campus expectations and rules. Provide appropriate consequences and teach piece as a disciplinary	Our long term goals continue to be putting student safety first and foremost. At the beginning of each year, each grade level and classroom will review our

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				intervention based on individual needs. Reflecting on behaviors and filling out the stop/think sheet. Also, a restorative discipline form is filled out when needed.	expectations. Our campus goals continue to focus on developing social and emotional skills and using restorative practices with students.

STAFF EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	Safe Schools Videos completed in August	Ensure teachers completed Safe School videos	Teachers will be asked to complete Safe School video on Bullying and Sexual Harassment at the beginning of the school year. We will address any bullying issues as they arise with students by our counselor and administration if needed.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Review referral process.	Principal or designee	Campus referral plan	Campus Professional Meetings at the beginning of the year.	Continue to review the effectiveness of the referral process and utilize the estar system with 504, CMIT	It is our goal for teachers to have a good understanding of the referral process and answer any questions by reviewing the process each year as a campus professional development piece.

STAFF INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Review intervention strategies with leadership team at the beginning of the year.	Team Leader discussion	Our Leadership Team will continue to evaluate what methods are working in each grade level and discuss the consistency across the grade levels.
Implement campus referral plan.	Principal or designee	Campus Referral Plan	Reviewed with staff at the beginning of the year	Continue to focus on restorative	Restorative Practices will be reviewed and re-

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				strategies with students	evaluated at the beginning of each year to make improvements or changes.
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Morning Meetings continue to be a bi-weekly activity in our school to help with discipline management.	Counselor reviewed the purpose of Morning Meetings and impact on students' behavior and social emotional well-being.	We will continue to be proactive in our approach to discipline through morning meetings and positive behavior supports like Sparkles and teacher recognition.

STUDENT PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	Expectations are set with classroom teachers at the beginning of the year and reviewed as needed throughout the year using Morning Meetings, Kelso's Choices, Guidance Lessons	Review Morning Meetings and increasing the depth of the conversations about our weekly topics. Assembly on Bullying will be presented in November.	Morning meetings, Counselor small groups, and overall focus on high expectations for our behavior will be continuously monitored.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Monitor high risk areas.	All staff	Schedule (if necessary)	Duty schedule was reviewed to monitor high risk areas.	When necessary, adjust the schedule to monitor high risk areas.	We will continue to review and make changes to any areas that become high risk areas.

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	SPED team shares the IEP documentation and reviews student's needs with classroom teachers.	Include SPED teachers with grade level teachers in collaborative teams.	SPED teachers will continue to plan and participate in Kid Talk meetings with grade level teachers to ensure that students' needs are being met and addressed in a timely manner.

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	All teachers	Campus and District discipline management plans are set at the beginning of the year for our students	Teachers and teams create norms for students to follow.	At the beginning of each year, we expect our teachers and students to work

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					together to create classroom norms and build rapport with students and families.
Employ discipline interventions.	Designated staff	All teachers	Work one-on-one with students to reinforce behavior. Communication with parents about specific behaviors & interventions when necessary.	Counselor and administrators are available to help work with students and interventions.	Our counselor and administrators are available to help with any students as needed.
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	All teachers	School-wide participation of anti-bullying day- October 2nd Wear Blue activities Events provided to parents, videos on anti-bullying	Continuously monitor bullying situations and Counselor reviewed David's Law with staff.	Bullying is addressed through prevention activities with our counselor, discussion in our school wide morning meetings, and individually with students.
Conference with parents/students.	Teachers or other staff	Classroom Teachers	Teachers conference with parents as needed all year. K-2 teachers meet with parents three times a year to	Encourage positive contact with parents at the beginning of year to establish	Our goal is for our students to receive positive contact within the first few weeks of school.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
			discuss academic growth.	rapport with parents.	Additionally, we are considering ways to expand a principal recognition beyond our Principal Award winners each nine weeks.

Parent Involvement

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Principal	Principal, Administrative Intern, Office Staff, Librarian, CTA, and PTA representatives	Enews is sent out weekly for our parents along with an email/newsletter for each grade level. Parent Portal is discussed at our Parent Information Night in August.	Discuss the best ways to communicate information to parents	Thorough our Enews, we will share information with our parents about attendance, grades, registration and other important information.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Principal	Office Staff, Homeroom Teachers	As the need arises, provide paper copies of all communication.	Continue to survey parents to ensure technology is not an issue for communication. Student agendas help provide the information without technology.	We will continue to use student agendas to share information for our families that don't have access to technology next year.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Campus Technology Assistant	Campus Technology Assistant	Yearly and as needed the website will be updated.	Ensure CTA is aware of changes that may be needed.	Our CTA is updating our website periodically and

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					our grade level teams continue to direct parents to the website through information in their weekly emails.
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Principal, Assistant Principal, Librarian, CTA	Grade Level Teachers	Enews is sent out weekly for our parents along with an email/newsletter for each grade level.	Students may request paper copies of the enews information. Teachers have students write the information in their student agendas.	We will continue to use our ENews as our most effective way to communicate information to our parents from the office perspective.
Utilize social media to keep parents and community informed. Funding source: State and Local	Principal, PACE Specialist	Grade Level Teachers, CTA, Librarian	Twitter, Facebook are continuously updated with school events.	Continue to encourage families to follow on social media outlets.	Our social media information will continue to be posted in our ENews and shared with parents at the beginning of each school year.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	PTA Board, Principal	PTA Board, Principal	Monthly meeting with PTA board	Principal asks for PTA and Parent feedback in August meeting	PTA board meetings are held monthly and an office representative is

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					present to help address any of their needs.
<p>Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).</p> <p>Funding source: State and Local</p>	PTA Board, Principal, Counselor	Various PTA Board, Principal, Assistant Principal, Office Manager, Counselor	Monthly Parenting Meetings Principal Coffee (3 a semester)	<p>Counselor has set our Parenting Meetings for the year.</p> <p>This year Principal Coffee is being offered to help parents have time to discuss topics with the principals.</p>	<p>Our Parenting Meetings continue to be popular and we will continue with those next year.</p> <p>Our PTA is working with our administrative staff to offer different programs to our students each year.</p>

Transition

The campus will assist students in making a successful transition between elementary school to middle school.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Elementary counselors deliver guidance lessons that support and promote the learning process. Title I Components: 7 Funding source: State and Local	Counselor	Counselor Guidance Curriculum	Bi-weekly lessons scheduled by our counselor with each grade level.	Counselor is modeling Morning Meetings in the first weeks of her lessons to promote the learning process.	Our counselor will continue to model morning meetings next year and build those SEL activities into her lessons with the students.
Elementary staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions) Title I Components: 7 Funding source: State and Local	Kindergarten teachers, Special Education Teachers	Kindergarten teachers, Special Education Teachers	As needed our Kindergarten and Special Education staff will schedule time to collaborate with Pre-K staff.	ARDs, etc. scheduling for PreK students in the spring	Our SPED staff work in conjunction with our pre-K staff to ensure the smooth transition for our new students through ARDs and observations.
Elementary Title I Campuses – Parent workshops are offered to all parents enrolling children in kindergarten. During the workshop parents engage in pre-kindergarten activities and are encouraged to work with their children at home. Participants will go home with a (Reading and Math program) RAMP Up for	District resources	Kindergarten Teachers	Parent workshops are communicated to parents as they arise in the schedule through our enews.	Continue to share district information in our enews for our Skaggs' families.	Continue to share district information in our enews for our Skaggs' families

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Kindergarten Kit, which includes directions, materials, and books for families to keep. Title I Components: 7 Funding source: State and Local					
Elementary Campuses with full day Pre-K – Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment. Title I Components: 7 Funding source: State and Local	N/A	N/A	N/A	N/A	N/A

State Certified Teachers and Highly Qualified Paraprofessionals

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
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. by the Title I Component 4 and 5 Funding source: State and Local	Professional Learning Department, Curriculum Department, and Campus Administrators	Principal, Assistant Principal, Instructional Specialists, Teacher leaders	As the yearly Professional Development schedule is created consider using the campus needs	Using our Campus Improvement Plan to drive what Professional Development activities to be scheduled.	Our goal continues to provide our teachers with the best professional development opportunities. Next year as we focus on effective teaching in each classroom, our goals include time to observe and learn from fellow teachers.

Unit Planning Agenda

Before Planning

- Read Lesson Plans
- Bring needed supplies and resources

During Planning

- Analyze TEKS for unit as a team.
- Review unit test.
- Map out unit on planning calendar.
- Reading Lessons
 - Whole Group
 - Small group
 - Stations
 - Homework
 - Grades
 - Library
- Grammar Lessons
- Grades
- Stations with Checklist
- Homework
- Guided Reading Plans
- Copies

TEXAS EDUCATION AGENCY
2018 Distinction Designation Summary
Academic Achievement in English Language Arts/Reading
SKAGGS EL (043910133) - PLANO ISD
Campus Type: Elementary

Indicator	Indicator Score	Quartile
Attendance Rate	97.5%	Q2
Accelerated Student Growth in ELA/Reading	46.0%	Q1
Grade 3 Reading Performance (Masters Grade Level)	41.0%	Q4
Grade 4 Reading Performance (Masters Grade Level)	67.0%	Q1
Grade 4 Writing Performance (Masters Grade Level)	53.0%	Q1
Grade 5 Reading Performance (Masters Grade Level)	64.0%	Q1
Grade 6 Reading Performance (Masters Grade Level)		
Grade 7 Reading Performance (Masters Grade Level)		
Grade 7 Writing Performance (Masters Grade Level)		
Grade 8 Reading Performance (Masters Grade Level)		
English I Performance (Masters Grade Level)		
English II Performance (Masters Grade Level)		
AP/IB Examination Participation: ELA		
AP/IB Examination Results (Examinees >= Criterion): ELA		
SAT/ACT Participation		
Average SAT Score: Reading and Writing		
Average ACT Score: ELA		
Advanced/Dual-Credit Completion: ELA/Reading (9–12)		
Total Indicators for ELA/Reading		4 of 6

Distinction Campus Outcome: 4 of 6 eligible indicators in Q1 (Top Quartile)

4 of 6 = 67%

Distinction Target: Elementary = 50% or higher

DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY
2018 Distinction Designation Summary
Academic Achievement in Mathematics
SKAGGS EL (043910133) - PLANO ISD
Campus Type: Elementary

Indicator	Indicator Score	Quartile
Attendance Rate	97.5%	Q2
Accelerated Student Growth in Mathematics	57.0%	Q1
Grade 3 Mathematics Performance (Masters Grade Level)	64.0%	Q1
Grade 4 Mathematics Performance (Masters Grade Level)	67.0%	Q1
Grade 5 Mathematics Performance (Masters Grade Level)	70.0%	Q1
Grade 6 Mathematics Performance (Masters Grade Level)		
Grade 7 Mathematics Performance (Masters Grade Level)		
Grade 8 Mathematics Performance (Masters Grade Level)		
Algebra I by Grade 8 - Participation		
Algebra I Performance (Masters Grade Level)		
AP/IB Examination Participation: Mathematics		
AP/IB Examination Results (Examinees >= Criterion): Mathematics		
SAT/ACT Participation		
Average SAT Score: Mathematics		
Average ACT Score: Mathematics		
Advanced/Dual-Credit Completion: Mathematics (9–12)		
Total Indicators for Mathematics		4 of 5

Distinction Campus Outcome: 4 of 5 eligible indicators in Q1 (Top Quartile)

4 of 5 = 80%

Distinction Target: Elementary = 50% or higher

DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY
2018 Distinction Designation Summary
Academic Achievement in Science
SKAGGS EL (043910133) - PLANO ISD
Campus Type: Elementary

Indicator	Indicator Score	Quartile
Attendance Rate	97.5%	Q2
Grade 5 Science Performance (Masters Grade Level)	49.0%	Q1
Grade 8 Science Performance (Masters Grade Level)		
EOC Biology Performance (Masters Grade Level)		
AP/IB Examination Participation: Science		
AP/IB Examination Results (Examinees >= Criterion): Science		
Average ACT Score: Science		
Advanced/Dual-Credit Completion: Science (9–12)		
Total Indicators for Science		1 of 2

Distinction Campus Outcome: 1 of 2 eligible indicators in Q1 (Top Quartile)

1 of 2 = 50%

Distinction Target: Elementary = 50% or higher

DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY
2018 Distinction Designation Summary
Academic Achievement in Social Studies
SKAGGS EL (043910133) - PLANO ISD
Campus Type: Elementary

This campus is not eligible for this Distinction Designation. See the *2018 Accountability Manual* for more information.

NOT ELIGIBLE

TEXAS EDUCATION AGENCY
2018 Distinction Designation Summary
Top 25 Percent: Comparative Academic Growth (AG)
SKAGGS EL (043910133) - PLANO ISD
Campus Type: Elementary

Campus Name	District Name	AG Scaled Score
1 CANYON CREEK EL (246909125)	ROUND ROCK ISD	94
2 CREEKSIDE FOREST EL (101921112)	TOMBALL ISD	94
3 MATHEWS EL (043910122)	PLANO ISD	94
4 MOCKINGBIRD EL (057922105)	COPPELL ISD	93
5 ANDREWS EL (043910140)	PLANO ISD	92
6 BEVERLY EL (043910136)	PLANO ISD	92
SKAGGS EL (043910133)	PLANO ISD	92
7 SUSANNA DICKINSON EL (079901115)	LAMAR CISD	92
8 BLUEBONNET EL (061902133)	LEWISVILLE ISD	91
9 CENTENNIAL EL (043910141)	PLANO ISD	91
10 SMITH EL (043905104)	FRISCO ISD	91
11 WYATT EL (043910144)	PLANO ISD	91
12 FOREST VISTA EL (061902128)	LEWISVILLE ISD	90
13 LAKESIDE EL (057922107)	COPPELL ISD	90
14 STEINER RANCH EL (246913107)	LEANDER ISD	90
15 WELLS EL (101907158)	CYPRESS-FAIRBANKS ISD	90
16 ALLEN EL (043905129)	FRISCO ISD	89
17 BUNKER HILL EL (101920102)	SPRING BRANCH ISD	89
18 CEDAR CREEK EL (227909102)	EALES ISD	89
19 TIMBER CREEK EL (101921113)	TOMBALL ISD	89
20 DOROTHY P ADKINS EL (061901126)	DENTON ISD	88
21 PHILLIPS EL (043905133)	FRISCO ISD	88
22 STINSON EL (043910139)	PLANO ISD	88
23 TOWN CENTER EL (057922108)	COPPELL ISD	88
24 DEAN AND MILDRED BENNETT EL (043907120)	MCKINNEY ISD	86
25 GARDEN RIDGE EL (061902120)	LEWISVILLE ISD	86
26 COTTONWOOD CREEK EL (057922109)	COPPELL ISD	85
27 CREEKVIEW EL (101921115)	TOMBALL ISD	85
28 NICHOLS EL (043905134)	FRISCO ISD	85
29 BRIDLEWOOD EL (061902129)	LEWISVILLE ISD	83
30 CHANDLER OAKS EL (246909135)	ROUND ROCK ISD	82
31 MEMORIAL DRIVE EL (101920109)	SPRING BRANCH ISD	82
32 MILLER EL (043910131)	PLANO ISD	80
33 PINKERTON EL (057922101)	COPPELL ISD	80
34 BETHANY EL (043910128)	PLANO ISD	79
35 HERITAGE EL (220906107)	GRAPEVINE-COLLEYVILLE ISD	79
36 DONALD LEONETTI EL (079907153)	FORT BEND ISD	77
37 BOGGESE EL (043910142)	PLANO ISD	75
38 BRYANT EL (101914142)	KATY ISD	75
39 HIDDEN HOLLOW EL (101913114)	HUMBLE ISD	70
40 VALLEY VIEW EL (227909103)	EALES ISD	62

Top 25 Percent: Comparative Academic Growth Target = Academic Growth Scaled Score of 91

DISTINCTION EARNED

Blank values for an Academic Growth Scaled Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Academic Growth Scaled Scores are identical, the campuses are listed alphabetically by campus name.

TEXAS EDUCATION AGENCY
2018 Distinction Designation Summary
Top 25 Percent: Comparative Closing the Gaps (CTG)
SKAGGS EL (043910133) - PLANO ISD
Campus Type: Elementary

Campus Name	District Name	CTG Scaled Score
1 ALLEN EL (043905129)	FRISCO ISD	100
2 ANDREWS EL (043910140)	PLANO ISD	100
3 BEVERLY EL (043910136)	PLANO ISD	100
4 BLUEBONNET EL (061902133)	LEWISVILLE ISD	100
5 BUNKER HILL EL (101920102)	SPRING BRANCH ISD	100
6 CANYON CREEK EL (246909125)	ROUND ROCK ISD	100
7 CEDAR CREEK EL (227909102)	EANES ISD	100
8 CENTENNIAL EL (043910141)	PLANO ISD	100
9 CHANDLER OAKS EL (246909135)	ROUND ROCK ISD	100
10 CREEKSIDE FOREST EL (101921112)	TOMBALL ISD	100
11 DEAN AND MILDRED BENNETT EL (043907120)	MCKINNEY ISD	100
12 LAKESIDE EL (057922107)	COPPELL ISD	100
13 MATHEWS EL (043910122)	PLANO ISD	100
14 MEMORIAL DRIVE EL (101920109)	SPRING BRANCH ISD	100
15 MOCKINGBIRD EL (057922105)	COPPELL ISD	100
16 NICHOLS EL (043905134)	FRISCO ISD	100
17 PHILLIPS EL (043905133)	FRISCO ISD	100
18 STEINER RANCH EL (246913107)	LEANDER ISD	100
19 STINSON EL (043910139)	PLANO ISD	100
20 SUSANNA DICKINSON EL (079901115)	LAMAR CISD	100
21 TIMBER CREEK EL (101921113)	TOMBALL ISD	100
22 WYATT EL (043910144)	PLANO ISD	100
23 DOROTHY P ADKINS EL (061901126)	DENTON ISD	98
SKAGGS EL (043910133)	PLANO ISD	98
24 CREEKVIEW EL (101921115)	TOMBALL ISD	92
25 TOWN CENTER EL (057922108)	COPPELL ISD	90
26 FOREST VISTA EL (061902128)	LEWISVILLE ISD	89
27 HERITAGE EL (220906107)	GRAPEVINE-COLLEYVILLE ISD	89
28 SMITH EL (043905104)	FRISCO ISD	89
29 WELLS EL (101907158)	CYPRESS-FAIRBANKS ISD	89
30 BRIDLEWOOD EL (061902129)	LEWISVILLE ISD	87
31 GARDEN RIDGE EL (061902120)	LEWISVILLE ISD	87
32 MILLER EL (043910131)	PLANO ISD	86
33 BETHANY EL (043910128)	PLANO ISD	85
34 BOGGESS EL (043910142)	PLANO ISD	79
35 COTTONWOOD CREEK EL (057922109)	COPPELL ISD	79
36 PINKERTON EL (057922101)	COPPELL ISD	79
37 DONALD LEONETTI EL (079907153)	FORT BEND ISD	78
38 BRYANT EL (101914142)	KATY ISD	77
39 HIDDEN HOLLOW EL (101913114)	HUMBLE ISD	75
40 VALLEY VIEW EL (227909103)	EANES ISD	75

Top 25 Percent: Comparative Closing the Gaps Target = Closing the Gaps Scaled Score of 100

NO DISTINCTION EARNED

Blank values for a Closing the Gaps Scaled Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Closing the Gaps Scaled Scores are identical, the campuses are listed alphabetically by campus name.

TEXAS EDUCATION AGENCY
2018 Distinction Designation Summary
Postsecondary Readiness
SKAGGS EL (043910133) - PLANO ISD
Campus Type: Elementary

Indicator	Indicator Score	Quartile
Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	82.0%	Q1
Pct of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics	74.0%	Q1
Four-Year Longitudinal Graduation Rate		
Four-Year Longitudinal Graduation Plan Rate*		
TSI Criteria Graduates		
College, Career, and Military Ready Graduates		
SAT/ACT Participation		
AP/IB Examination Participation: Any Subject		
CTE Coherent Sequence Graduates		
Total Indicators for Postsecondary Readiness		2 of 2

Evaluation of campus outcomes: 2 of 2 eligible indicators in Q1 (Top Quartile)

2 of 2 = 100%

Distinction Target: Elementary = 50% or higher

DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

*The four-year longitudinal graduation plan rate is determined by comparing the all students RHSP/DAP rate and the all students RHSP/DAP/FHSP-E/FHSP-DLA rate. The higher of the two rates is used for distinction designations.

TEXAS EDUCATION AGENCY
2018 Distinction Designation Summary
SKAGGS EL (043910133) - PLANO ISD
Campus Type: Elementary

Indicator	Indicator Score Numerator	Indicator Score Denominator	Score	Quartile 1 Minimum Score	Quartile
Attendance Rate	68,252.0	69,984.0	97.5	97.6	Q2
Accelerated Student Growth in ELA/Reading	77	166	46	42	Q1
Accelerated Student Growth in Mathematics	94	166	57	42	Q1
Grade 3 Reading Performance (Masters Grade Level)	26	64	41	56	Q4
Grade 3 Mathematics Performance (Masters Grade Level)	41	64	64	58	Q1
Grade 4 Reading Performance (Masters Grade Level)	62	93	67	56	Q1
Grade 4 Mathematics Performance (Masters Grade Level)	62	93	67	61	Q1
Grade 4 Writing Performance (Masters Grade Level)	49	92	53	37	Q1
Grade 5 Reading Performance (Masters Grade Level)	54	84	64	61	Q1
Grade 5 Mathematics Performance (Masters Grade Level)	59	84	70	67	Q1
Grade 5 Science Performance (Masters Grade Level)	41	84	49	45	Q1
Grade 6 Reading Performance (Masters Grade Level)					
Grade 6 Mathematics Performance (Masters Grade Level)					
Grade 7 Reading Performance (Masters Grade Level)					
Grade 7 Mathematics Performance (Masters Grade Level)					
Grade 7 Writing Performance (Masters Grade Level)					
Grade 8 Reading Performance (Masters Grade Level)					
Grade 8 Mathematics Performance (Masters Grade Level)					
Grade 8 Science Performance (Masters Grade Level)					
Grade 8 Social Studies Performance (Masters Grade Level)					
Algebra I by Grade 8 - Participation					
Algebra I Performance (Masters Grade Level)					
English I Performance (Masters Grade Level)					
English II Performance (Masters Grade Level)					
EOC Biology Performance (Masters Grade Level)					
EOC U.S. History Performance (Masters Grade Level)					
AP/IB Examination Participation: ELA					
AP/IB Examination Participation: Mathematics					
AP/IB Examination Participation: Science					
AP/IB Examination Participation: Social Studies					
AP/IB Examination Participation: Any Subject					
AP/IB Examination Results (Examinees >= Criterion): ELA					
AP/IB Examination Results (Examinees >= Criterion): Mathematics					
AP/IB Examination Results (Examinees >= Criterion): Science					
AP/IB Examination Results (Examinees >= Criterion): Social Studies					
SAT/ACT Participation					
Average SAT Score: Reading and Writing					
Average SAT Score: Mathematics					
Average ACT Score: ELA					
Average ACT Score: Mathematics					
Average ACT Score: Science					
Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	538	658	82.0	78.5	Q1
Pct of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics	179	241	74.0	73.5	Q1
Four-Year Longitudinal Graduation Rate					
Four-Year Longitudinal Graduation Plan Rate*					
TSI Criteria Graduates					
College, Career, and Military Ready Graduates					
Advanced/Dual-Credit Completion: ELA/Reading (9–12)					
Advanced/Dual-Credit Completion: Mathematics (9–12)					
Advanced/Dual-Credit Completion: Science (9–12)					
Advanced/Dual-Credit Completion: Social Studies (9–12)					
CTE Coherent Sequence Graduates					

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

'n/a' Indicates data reporting is not applicable for this indicator.

*The four-year longitudinal graduation plan rate is determined by comparing the all students RHSP/DAP rate and the all students RHSP/DAP/FHSP-E/FHSP-DLArate. The higher of the two rates is used for distinction designations.

Skaggs SBIC Meeting

August 27, 2018



WELCOME!

We appreciate your willingness to support Skaggs!



Introductions

SBIC purpose, duty, & responsibilities:

- ❖ Be involved in reviewing campus goals, performance objectives, and major classroom instructional programs
- ❖ Assist the principal in reviewing the Campus Improvement Plan
- ❖ Participate in the development of and approve the portions of the campus plan addressing campus staff development.

High Reliability Schools



" A High Reliability School, by definition, monitors the effectiveness of critical factors within the system and immediately takes action to contain any negative effects or errors."

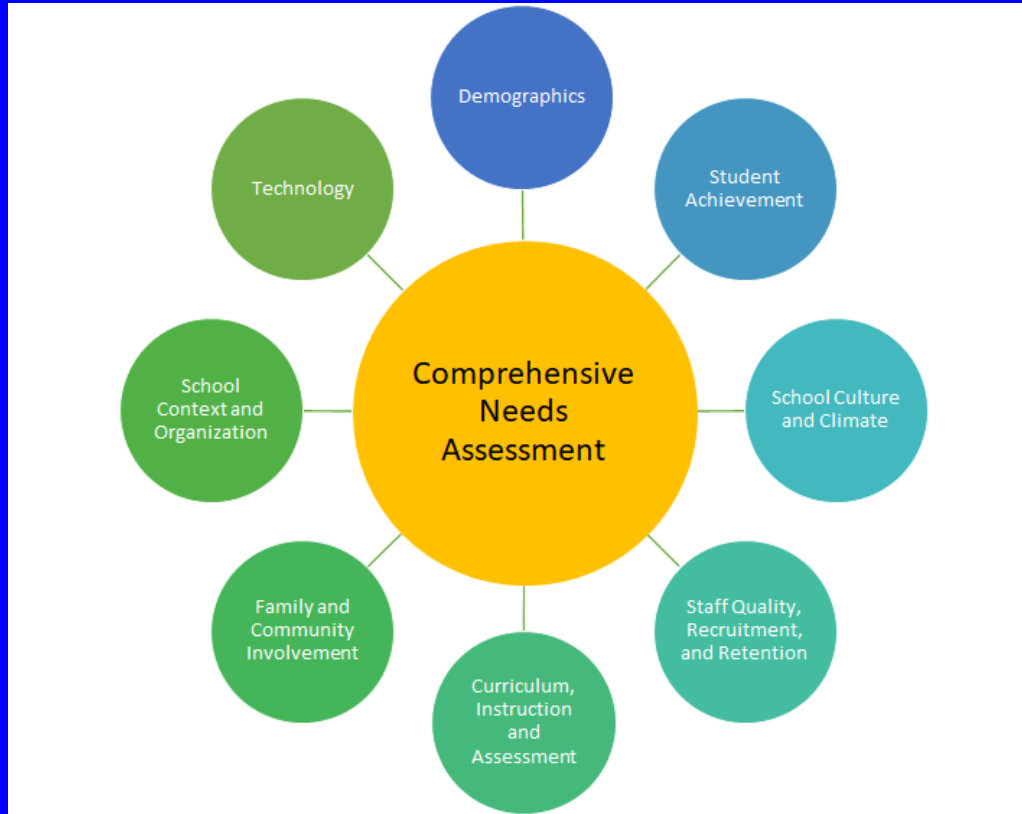
A Hierarchy of Factors

The factors can be arranged into a series of five hierarchical levels:

Level 5	Competency-Based Education
Level 4	Standards-Referenced Reporting
Level 3	Guaranteed and Viable Curriculum
Level 2	Effective Teaching in Every Classroom
Level 1	Safe and Collaborative Culture

The levels allow a school to focus on sets of related factors.

The purpose of a Comprehensive Needs Assessment (CNA) is to examine multiple sources of data in eight areas to look for patterns in the data that may reveal trends or insights about the school.





Campus Improvement Needs Assessment Process

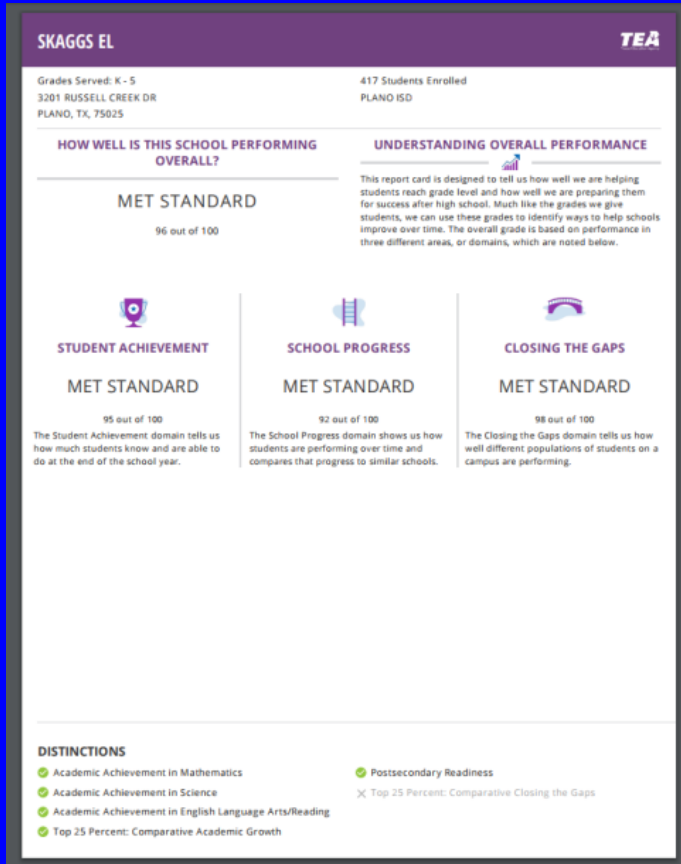
The following process is intended to bring clarity to the needs of the campus in order to effectively plan actions and make **evidence-based decisions** that will result in the foundation for a strong improvement plan.



The CNA Data Analysis will document the effectiveness of educational programs for each and every student served by determining **strengths** and **needs**.

[SKAGGS CAMPUS NEEDS ASSESSMENT](#)

School Accountability Reports



- ❖ Accountability Summary
- ❖ Five Distinctions are Earned for this year
- ❖ Campus Improvement Plan is addressing the Closing the Gap Distinction

Review of Campus Improvement Plan



Plano ISD

Campus Improvement Plan: 2018-2019

School Based Improvement Committee

Skaggs Elementary School

Principal: Karen Lee

Mission Statement:

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

Critical Action 1

The collaborative teams are operating at a varying levels of autonomy compared to the Collaborative Teams that Transform PLC process (book).

Strategies for Critical Action 1

- ❖ Creating a new PLC (Professional Learning Communities) model with Collaborative Teams
- ❖ Tuesday afternoon planning – Grade Level Teachers, Special Education Teachers, Specialists all meet for planning purposes
- ❖ Discussion common assessments as a team
- ❖ Extended Planning time offered to teachers for Unit Planning to understand UBD/Curriculum Planner

Critical Action 2

While we improved our Closing the Gap Distinction percentage this year, our grade level root cause analysis revealed this to be a continued area of growth. We will be focusing on improving our student performance of our SPED, ELL, and TIER 2 & 3 students.

Strategies for Critical Action 2

- ❖ Push-In Model when appropriate for our ESL Specialist, Instructional Specialists, Special Education teachers
- ❖ Identifying common formative assessments and discussing the outcomes of the data.
- ❖ Systematic instructional time for CMIT, TIER 2 & 3 students with teachers and specialists.
- ❖ SPED resource time to allow students to master their goals at their performance levels.

Future SBIC Meetings

- ❖ Thursday, January 31st
- ❖ Monday, May 20th

*Join us for Family Breakfast,
Principal Coffee &
Newcomers Meeting on
September 7th.*



Skaggs SBIC Meeting

January 29, 2019



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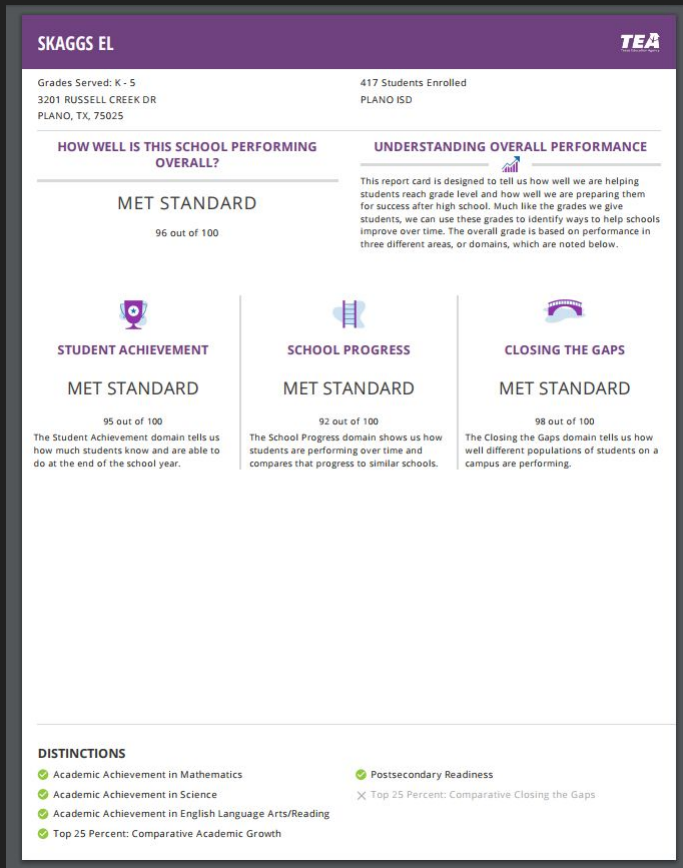
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School Accountability Reports



Accountability Summary



Five Distinctions are Earned for this year



Campus Improvement Plan is addressing the Closing the Gap Distinction

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- ❖ MID YEAR UPDATES

Mid-Year Data

- ❖ Our Mid-Year Data focus is on the MAP growth students are making and how it compares to national norms.
- ❖ Growth Measures are accounted in Domain 3 of STAAR results and Closing the Gaps.

Aggregate by School

Term: Winter 2018-2019
District: Plano Independent School District

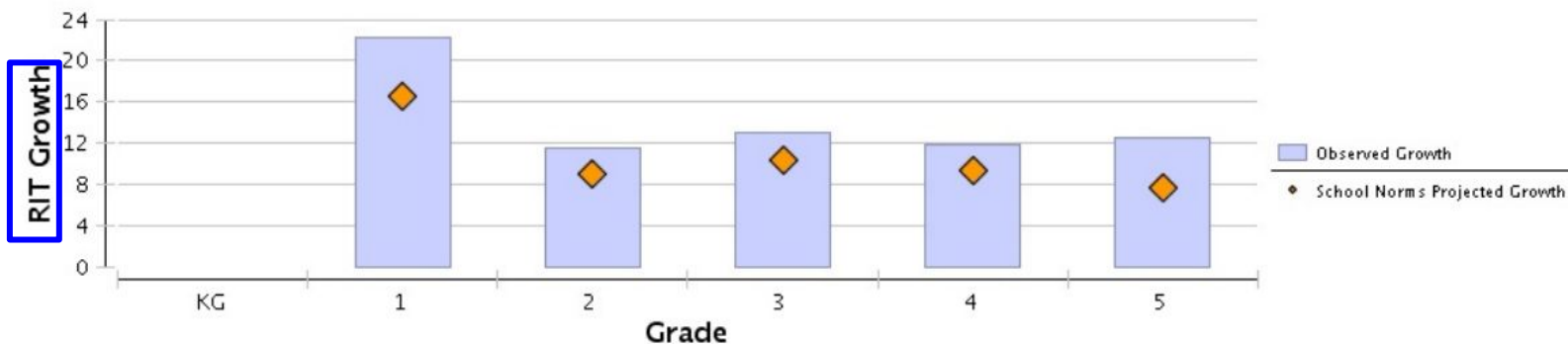
Norms Reference Data: 2015 Norms
Growth Comparison Period: Winter 2018 - Winter 2019
Weeks of Instruction: Start - 20 (Winter 2018)
End - 16 (Winter 2019)
Grouping: None
Small Group Display: No

Skaggs Elementary

Mathematics

		Comparison Periods								Growth Evaluated Against						
Grade (Winter 2019)	Growth Count†	Winter 2018			Winter 2019			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
KG	0	**			**			**					**			
1	37	165.7	19.8	99	187.9	20.2	99	22.2	1.7	16.5	2.25	99	37	26	70	79
2	56	187.1	17.7	99	198.6	15.5	99	11.5	0.9	9.0	1.12	87	56	44	79	75
3	61	203.8	11.2	99	216.8	13.9	99	13.0	0.9	10.3	1.38	92	61	43	70	77
4	62	215.0	15.3	99	226.8	18.8	99	11.9	1.1	9.4	1.39	92	62	45	73	71
5	92	229.7	20.2	99	242.2	18.1	99	12.5	0.9	7.7	2.40	99	92	69	75	85

Mathematics



Skaggs Refurbishment Updates

- Skaggs will be refurbished beginning this semester and completed by August 2019
- February – 5th grade & PACE will move to the second grade/ALC hallway and updates will begin in that wing.
- Once fifth grade is complete, teachers will move back into rooms.
- April – 4th grade & PACE will move and updates will begin in that area.
- May – At the end of school the entire building will begin to be updated.
- Schoolwide goals:
 - Keep students focused on learning all semester.
 - New furniture, paint, flooring, and colors to continue to make Skaggs Stars shine!



Future SBIC Meetings

◆ Monday, May 20th

*Join the PTA & Skaggs for a
new program:*

*All Abilities Day – March
29th*

*Students will experience
diversity of abilities.*



Skaggs SBIC Meeting

May 20, 2019



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- ❖ Extended Planning time offered to teachers for Unit Planning to understand UBD/Curriculum Planner
- ❖ MID YEAR UPDATES

Summary of Critical Action 1

- ❖ HRS Surveys for Level 1 reveal that students, teachers, and parents feel that our school is a safe place for student learning.
- ❖ Our teams operate under the collaborative teaming model and plan using the district's model which focuses on the four essential questions:
 - What do we want students to learn?
 - How will we know that they learned it?
 - What will we do if they did not learn what is needed?
 - What if they already know it?
- ❖ We will continue to grow and learn new ways to be collaborative including analyzing formative assessments with our Stage Two Planning Training in the fall.
- ❖ Teachers have been working with specialists to use their expertise in planning and differentiation for all students.

Critical Action 2

While we improved our Closing the Gap Distinction percentage this year, our grade level root cause analysis revealed this to be a continued area of growth. We will be focusing on improving our student performance of our SPED, ELL, and TIER 2 & 3 students.

Strategies for Critical Action 2

- ❖ Push-In Model when appropriate for our ESL Specialist, Instructional Specialists, Special Education teachers
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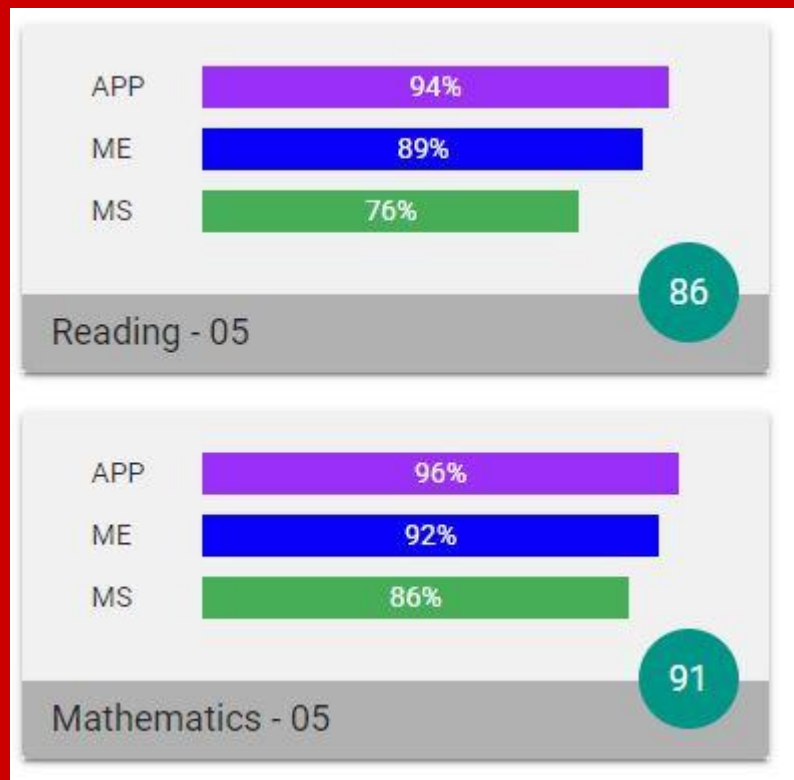
Summary of Critical Action 2

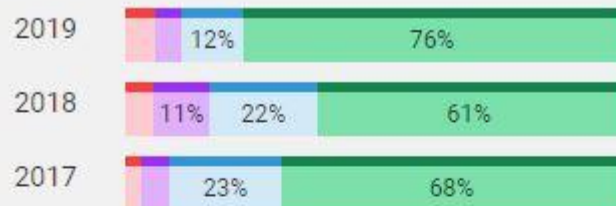
- ❖ Students were given instruction in their classrooms as much as possible. While in resource they were gaining those essential skills necessary to move forward.
- ❖ Aligns with the district Levels of Support model which was addressed this year.
- ❖ SPED teachers are planning with teams and able to better connect learning for students.
- ❖ Push-In model will continue to be utilized with specialists.

End of Year Data

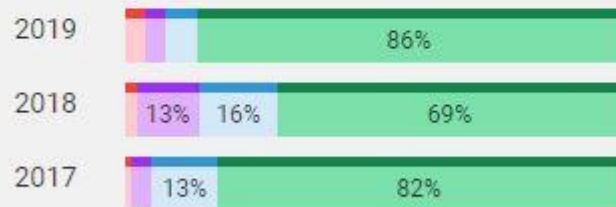
- ❖ Our End of Year Data includes:
 - MAP Scores for Math & Reading
 - Growth Measures for MAP
 - STAAR testing fo 3,4,5 grades
 - Classroom performance and Report Cards
- ❖ We will be analyzing all of the data as we receive it this summer and create our new areas for growth to develop our plan for next year.

Skaggs Fifth Grade - STAAR Data



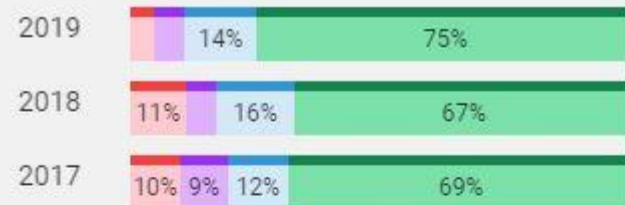


Reading - 05

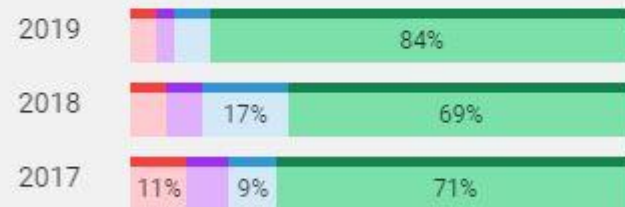


Mathematics - 05

Fifth Grade STAAR Test Data
for the last three years.



Reading - 05 (82)



Mathematics - 05 (82)

Current Fifth Grade Group Historical
Data

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- Skaggs will be refurbished beginning this semester and completed by August 2019
- May 24th- At the end of school day, the entire building will begin to be updated.
- Schoolwide goals:
 - Keep students focused on learning all semester.
 - New furniture, paint, flooring, and colors to continue to make Skaggs Stars shine!
- We will keep our community informed through our E-News updates!



Future SBIC Meetings

*Thank you so much for
serving on our committee!*

*We appreciate your
consideration in serving
another year on SBIC.*

