

Plano Independent School District

Skaggs Elementary

2023-2024 Improvement Plan



Board Approval Date: October 3, 2023

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 currently (9/11/23) have 340 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 2-3 teachers per grade level we have specialists (Instructional Support, ESL, PACE), specials (Art, Music, Physical Education, 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:

- Due to our current low enrollment numbers, each and every child has a significant impact on the overall accountability results.
- differentiation for GT and ESL students
- low number of staff leads to more work load being shared among teachers
- Economically Disadvantaged population continues to rise (5.5% in 2017-2018) (10% in 2018-2019) (17% in 2023)- resources for teachers and parents to help students achieve

Demographics Strengths

Strengths noticed in our data analysis

- enrollment August 2023: 340
- 50/50 boy and girl
- 67% Asian, 16% White, 7% Hispanic, 5% AA
- 27% GT
- 27% ESL
- 14% Special Education
- low teacher turnover- but losing teachers because of lowering enrollment
- 6 Distinctions on 2022 Accountability & 97 on Overall 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

Priority Problem Statements

Goals

Revised/Approved: August 17, 2023

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 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 ELAR from 2022 baseline to 2024.

1.8 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 baseline to 2024.

1.9 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 baseline to 2024.

1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

Performance Objective 1: K-5 READING LANGUAGE ARTS

HB#3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 92% in 2022 to 93% by June 2024. The Special Education student group performance will increase from 100% in 2022 to 100% by June 2024. The Economically Disadvantaged student group performance will increase from 100% in 2022 to 100% by 2024.





The percent of 4th grade students that score Meets grade level or above on STAAR Reading will increase from 84% in 2022 to 85% by June 2024. The Special Education student group performance will increase from 62% in 2022 to 68% by June 2024. The Economically Disadvantaged student group performance will

increase from 50% in 2022 to 54% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Reading will increase from 86% in 2022 to 87% by June 2024. The Special Education student group performance will increase from 56% in 2022 to 62% by June 2024. The Economically Disadvantaged student group performance will increase from 100% in 2022 to 100% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Reading Language Arts

Strategy 1 Details	Reviews		
Strategy 1: Extended Planning will be utilized by the instructional staff, once a semester, to analyze data, highlight special population (sped and economically disadvantaged), and restructure small groups as needed. TEKS will be studied in depth while Lead4ward instructional strategies are used for effective teaching. Strategy's Expected Result/Impact: Student performance will increase as stated in Performance Objective 1. Staff Responsible for Monitoring: 3-5 classroom teachers, IS, special education staff, counselor, ESL, PACE specialists, admin	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Focus on the reading TEKS identified for growth by purposefully incorporating intentional instructions for figurative language (TEKS 2.10D, 1.10D, 2.10D, 3.10, 4.10) and comprehension. Support teachers and families with concrete instructional experiences focused on figurative language. Examples: Mid-minis, newsletters, morning announcements, campus wide book study, hallway displays Strategy's Expected Result/Impact: Students will have a better understanding of figurative language usage. This will lead to improving comprehension skills. Staff Responsible for Monitoring: 3-5 classroom teachers, IS, special education staff, counselor, ESL, PACE specialists, admin, whole campus staff	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Small group tutoring for targeted students. Strategy's Expected Result/Impact: HB1416 student performance will increase. Staff Responsible for Monitoring: Admin, classroom teachers, IS, ESL specialist, Sped teachers, Dyslexia specialist Funding Sources: Tutoring - 282 ESSER III - \$750	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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Performance Objective 2: K-5 MATHEMATICS

HB3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 82% in 2022 to 85% by June 2024. The Special Education student group performance will increase from 67% in 2022 to 73% by June 2024. The Economically Disadvantaged student group performance will increase from 83% in 2022 to 88% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Math will increase from 82% in 2022 to 85% by June 2024. The Special Education student group performance will increase from 75% in 2022 to 81% by June 2024. The Economically Disadvantaged student group performance will increase from 58% in 2022 to 63% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Math will increase from 81% in 2022 to 84% by June 2024. The Special Education student group performance will increase from 33% in 2022 to 39% by June 2024. The Economically Disadvantaged student group performance will increase from 83% in 2022 to 88% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Math

Strategy 1 Details	Reviews		
Strategy 1: Extended Planning will be utilized by the instructional staff, once a semester, to analyze data, highlight special population (sped and economically disadvantaged), and restructure small groups as needed. TEKS will be studied in depth while Lead4ward instructional strategies are used for effective teaching. Strategy's Expected Result/Impact: Student performance will increase as stated in Performance Objective 2 Staff Responsible for Monitoring: 3-5 classroom teachers, IS, special education staff, counselor, ESL, PACE specialists, admin	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Focus on the Math TEKS identified for growth by purposefully incorporating intentional instructions for number operations (TEKS k.3, 1.3, 2.4, 3.4k, 4.4h) and data analysis (TEKS 5.9c). Support teachers and families with concrete instructional experiences focused on number operations and data analysis. Examples: Number Talks, campus vocabulary, newsletters, hallway displays Strategy's Expected Result/Impact: Students will have a better understanding of figurative language usage. This will lead to improving comprehension skills. Staff Responsible for Monitoring: 3-5 classroom teachers, IS, special education staff, counselor, ESL, PACE specialists, admin, whole campus staff	Formative		Summative
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Performance Objective 3: K-5 SCIENCE

The percent of 5th grade students that score Meets grade level or above on STAAR Science will increase from 71% in 2022 to 74% by June 2024. The Special Education student group performance will increase from 44% in 2022 to 50% by June 2024. The Economically Disadvantaged student group performance will increase from 83% in 2022 to 88% by 2024.

Evaluation Data Sources: 2024 STAAR Science

Strategy 1 Details	Reviews		
Strategy 1: Extended Planning will be utilized by the instructional staff, once a semester, to analyze data, highlight special population (sped and economically disadvantaged), and restructure small groups as needed. TEKS will be studied in depth while Lead4ward instructional strategies are used for effective teaching. Strategy's Expected Result/Impact: Student performance will increase as stated in Performance Objective 3 Staff Responsible for Monitoring: 3-5 classroom teachers, IS, special education staff, counselor, ESL, PACE specialists, admin	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Focus on the Math TEKS identified for growth by purposefully incorporating intentional instructions for natural resources & changes to earth's surface (TEKS k.7, 1.7, 2.7, 1.7a, 2.7a, k.7a) and process standards (TEKS k-3.2c, 5.2c). Support teachers and families with concrete instructional experiences focused on these TEKS. Examples: PATs list, vocabulary exposure, reflections after hands-on experiments Strategy's Expected Result/Impact: Students will have a better understanding of natural resources & changes to earth's surface and process standards. Staff Responsible for Monitoring: 3-5 classroom teachers, IS, special education staff, counselor, ESL, PACE specialists, admin, whole campus staff	Formative		Summative
	Nov	Feb	June
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Goal 2: Pillar 2 - Life Ready - All Plano ISD students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways.

Strategic Plan - 2.1 Design, build and implement programs that provide expanded pathways for students to high-wage, high-demand careers that span a variety of interests.

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Strategic Plan - 3.3 Design and implement systems and opportunities to strengthen the Plano ISD Leadership Pipeline for all levels of the organization.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.





Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 1: Each student and individual student group attendance rates will be maintained at 96% or higher. Each student will accumulate less than or equal to 5% tardies for their instructional days.

Evaluation Data Sources: Edugence

Strategy 1 Details	Reviews		
Strategy 1: At 3 tardies, the classroom teacher will contact the parent and stress the importance of being on time. At 5 tardies, the Secretary will contact the parent and send a reminder email. Staff Responsible for Monitoring: Classroom Teacher, Secretary, Assistant Principal, Counselor, Instructional Specialist	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: At 3 absences the classroom teacher will contact the parent/guardian to check on them and see if there are any supports needed. At 5 absences the Secretary will send an attendance letter to the parent/guardian reminding them of attendance policies. Staff Responsible for Monitoring: Classroom Teacher, Secretary, Assistant Principal	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Positive reinforcers will be implemented for students who come to school on time (i.e. - recognized at 9 week assembly, visible reminders, grade level awards, etc.). Staff Responsible for Monitoring: Classroom Teachers, Instructional Specialist, Secretary, Assistant Principal, Counselor	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Campus Funding Summary

282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Tutoring		\$750.00
1	2	3	Tutoring		\$750.00
Sub-Total					\$1,500.00
Budgeted Fund Source Amount					\$750.00
+/- Difference					-\$750.00
Grand Total Budgeted					\$750.00
Grand Total Spent					\$1,500.00
+/- Difference					-\$750.00