



Elementary Campus Improvement Plan: 2014-2015  
School Based Improvement Committee

## Skaggs Elementary

Principal: Jamey J. Allen

**Mission Statement:** "Skaggs Elementary inspires a joy of learning, celebrates all, and challenges everyone to Reach for the Stars."

## Campus Verification Page

### Planning Timelines

- CoreWork Diagnostics, Analysis of Critical Actions, and STAAR 2013/2014 Gap Analyses: (by June 2014)
- Needs analysis, goal setting and strategic planning: (June, July & August 2014)
- Preliminary SBIC Plan Complete: (by August 18, 2014)
- Campus teacher data analysis day: (August 18-21, 2014)
- SBIC Plan due in September 2014

### Meeting Dates 2013-2014

- Meeting 1: SBIC approves the improvement plan (by September 22, 2014): 9/15/2014
- Meeting 2: Progress monitoring and review of strategic plan (by February 2, 2015): 1/28/2013
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 12, 2015): 6/1/2015

### Title I Components (The following required components have been addressed in this SBIC plan.)

#### *Title I Targeted Assistance Components 1 - 8*

#### *Title I Schoolwide Components 1 – 10*

1. Comprehensive Needs Assessment
2. Effective methods and instructional strategies based on scientifically-based research
3. Teaching by highly qualified staff
4. High quality and ongoing professional development for teachers, principals and paraprofessionals
5. Increasing parental involvement
6. Transition to different grade levels and schools
7. Involvement of teachers in testing decisions beyond state
8. Monitoring student progress and providing additional assistance
9. Coordination and integration of federal, state and local services and programs
10. Strategies to attract highly qualified and high-quality teachers to high-need schools

Non-Title I

Title I Targeted Assistance

TA Campus transitioning to Title I Schoolwide

Title I Schoolwide

**SBIC Committee**

Committee Member's Name	Role	Year 1st Participated on SBIC
Nancy Eisen	Faculty Member	2014
Nicole Geiler	Faculty Member	2014
Kaitlin Jones	Faculty Member	2014
Robin D'Argo	Faculty Member	2013
Katie Bares	Faculty Member	2013
Katie Ballenger	Faculty Member	2014
Kristin Gordon	Faculty Member	2013
Jamey Allen	Principal	2010
Lindsay Welch	District Professional	2014
Karen Lee	Campus Professional, Non-teaching	2013
Shelley Harper	Support Staff Member	2014
Lakshmi Yerragudi	Parent-Selected by PTA	2013
Megan Rex	Parent-Selected by Principal	2013
Mary St. Clair	Parent	2013
Sherry Wen	Parent	2013
Randy Allen	Parent	2013
Angie Chavez	Parent	2012
Cristi Dyer	Community Member	2014
Katy Blake	Community Member	2010
Russell King	Business Representative	2014
Andrew Wheeler	Business Representative	2014

## District and Campus Goals

1. Increase the percentage of students meeting STAAR Satisfactory performance rates.
2. Ensure that all students meet STAAR and MAP Growth Standards in all subject areas.
3. Increase Satisfactory and Advanced performance rates for Economically Disadvantaged student group – Closing Performance Gaps.
4. Increase the percentage of students meeting STAAR Advanced performance rates.
5. Increase high school graduation rates and ensure students are on track to graduate.
6. Ensure that all students graduate College and Career Ready or are on track to College and Career Readiness.
7. Ensure that all student groups (7 race/ethnicity and Sp.Ed, ELL, ED) meet the Accountability Safeguard measures (55% meet Level II on STAAR/EOC).

Campus-Wide Goals	Title I Components	Applicable Student Groups
<b>Health, Fitness and Attendance:</b> The campus will utilize their coordinated health program and analyze their student fitness data to set goals and objectives to encourage the health, fitness and attendance of their students.	9	All
<b>Violence Prevention and Bullying:</b> The violent incidents will meet the target measure. <u>Decrease the number of office referrals 32 in 2013-2014; 2014-2015 # of referrals-20</u>	9	All
<b>Parental Involvement:</b> The campus will provide for a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.	5	All
<b>Highly Qualified:</b> The highly qualified rate will meet the 100% target measure.	3, 4, 10	All
<b>Transition of Pre-KN Students:</b> The transition from early childhood to elementary school is supported by the campus and district. (Title I Campuses only)	6, 9	Title I only

**Campus-Wide Critical Actions**

<p align="center"><b>Campus-Wide and/or Classroom Level Critical Actions</b>                      Areas for improvement identified by Campus Needs Assessment: NCEA CoreWork Diagnostics and STAAR/EOC Gap Analysis.                      Address any student groups that did not meet Accountability Safeguards.</p>	<p align="center"><b>Title I Components</b></p>	<p align="center"><b>Applicable Student Grades and/or Groups</b></p>
<p>1. PES in all grades and subjects tested to be greater than or equal to 0.0. <b>Goal Achieved</b></p>	<p align="center">n/a</p>	<p align="center">All</p>
<p>2. Meet or exceed 90% Level II and 50% Level III STAAR scores in all grades and subjects tested. <b>Goal Achieved in all Except 47 % in 5<sup>th</sup> Grade Science</b></p>	<p align="center">n/a</p>	<p align="center">Grades 3-5</p>
<p>3. Study exactly what is to be taught and learned and to what level of mastery at each grade and subject with a specific emphasis on math. <b>Goal Achieved</b></p>	<p align="center">n/a</p>	<p align="center">All</p>
<p>4. Support the development of classroom management through building relationships with students and continually practicing and emphasizing procedures. <b>Goal Achieved</b></p>	<p align="center">n/a</p>	<p align="center">All</p>
<p>5.</p>		
<p>6.</p>		
<p>7.</p>		
<p>8.</p>		
<p>9.</p>		
<p>10.</p>		

## All Grades, All Subjects

### PES in all grades and subjects tested to be greater than or equal to 0.0.

#### Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
Create flexible grade wide groups (Reading/Math Champs) using MAP data.	MAP Data, Grade Level Teachers, Support Staff, 2014-2015	Students identified immediately following testing <b>Summative: Math curriculum did not allow for as much time this year. Hopefully next year more groups can be served.</b>
Continually analyze formal and informal student data to guide instruction.	Grade level teachers, support staff- 2014-2015	Small groups created grade wide based on student need. Summative: Constantly keeping small groups fluid based upon student data.
Teach and build on critical vocabulary according to MAP range. (Greek and Latin root study)	Grade level teachers, support staff-, 2014-2015	Vocabulary written into "I Can" statements, lesson plans and stations. Summative: 3rd-5th has worked together to create a system for student root word study. Students carry a root word folder and build on it each year.
Differentiate small group instruction to meet the needs of all students.	Grade level, support staff-, 2014-2015	Create small groups based on student needs. Summative: Grade level, ESL, and Instructional Specialist pulled groups based on student needs.
Differentiated homework.	5th grade-, 2014-2015	On-Going.
Students will understand the objective they are learning and skills they are building. Students will be given multiple opportunities to practice those skills. (i.e. independent work, homework, online activities)	Special Education, assistant teachers , 2014-2015	Objectives are written and verbally stated at the beginning of each lesson. Summative: Having a student directed Learning Target. They contribute their ideas of what their learning target will be for that day for each given subject.

**Grades 3-5****Meet or exceed 90% Level II and 50% Level III STAAR scores in all grades and subjects tested.****Strategies for Accomplishing Critical Action:**

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
Incorporate academic vocabulary in all grades and subjects.	K-5 teachers, Support Staff, Academic Vocabulary, , 2014-2015	Vocabulary written into "I Can" statements, lesson plans and stations.
Increase Rigor for students in Quintile 1 that have not previously met the Level III standard.	K-5 teachers, support staff, 2014-2015	Programs to ensure that high achieving students make sufficient progress for MAP and STAAR.
Differentiate questioning during whole group instruction.	K-5 teachers, support staff, ,2014-2015	Using higher level questioning daily.
Incorporate Advanced Champ groups with higher level activities.	K-5 teachers, support staff, ,2014-2015	Create small groups based on student needs.
Analyze data to create small group instruction.	K-5 teachers, support staff, 2014-2015	Create small groups based on student needs.
Attend vertical team meetings.	K-5 teachers, support staff, 2014-2015	K-1 <sup>st</sup> , 1st-2 <sup>nd</sup> , 2 <sup>nd</sup> -3 <sup>rd</sup> , 3 <sup>rd</sup> -4 <sup>th</sup> , 4 <sup>th</sup> -5 <sup>th</sup> meet to discuss student success in the next grade level.
Incorporate Mentoring Minds in small groups, tutoring and planning.	K-5 teachers, support staff, 2014-2015	Summative: Grade level teachers, ESL, and Inst. Sp. utilized Mentoring Minds in some small groups
Differentiated homework.	K-5 teachers, support staff, 2014-2015	Summative: As a campus, we are relooking at what we give for homework, it's purpose, and how it is relevant for daily life. Working to include only differentiated homework that is given by "Champs" teachers next year so that homework is more meaningful.
Create mini lessons for areas of STAAR that students need extra support. Students will be given the opportunity to apply those skills in different situations.	K-5 teachers, support staff, 2014-2015	Continuous evaluation of the student's progress and performance will allow for appropriate and personalized intervention. Summative: Inst. Sp. pulled differentiated math small groups and used STAAR Mission materials with 5th graders.
Routinely use Think Through Math and Isation.	3 <sup>rd</sup> -5 <sup>th</sup> teachers, 2014-2015	Use daily in classroom centers according to the number of minutes recommended for the student's level. Summative: Many teachers had students work on these programs as homework.

## All Grades, All Subjects, Emphasis on Math

**Study exactly what is to be taught and learned and to what level of mastery at each grade and subject with a specific emphasis on math.**

### Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
Continually revisit TEKS (especially new Math TEKS) during team planning.	STAAR Flip Charts, Grade Level Teachers, Support Staff, , 2014-2015	Use essential questions, objectives, and TEKS to plan effectively.
Collaborate vertically using TEKS to scaffold skills.	K-5 teachers, support staff, 2014-2015	K-1 <sup>st</sup> , 1st-2 <sup>nd</sup> , 2 <sup>nd</sup> -3 <sup>rd</sup> , 3 <sup>rd</sup> -4 <sup>th</sup> , 4 <sup>th</sup> -5 <sup>th</sup> meet to discuss student success in the next grade level. Summative: Teams met vertically multiple times to discuss TEKS and grade level expectations as they vary across the grades.
Routinely use materials provided, such as flip charts, Standards at a Glance, STAAR Charts, and Lead4ward standards.	K-5 teachers, support staff, 2014-2015	Use materials and resources to plan effectively.
Incorporate the essential questions to guide instruction.	K-5 teachers, support staff, 2014-2015	Use essential questions, objectives, and TEKS to plan effectively. Summative: Posting essential questions along with objectives for students to refer back to throughout the lesson and unit.
Teach and build academic vocabulary during direct teacher, small groups and stations.	K-5 teachers, support staff, 2014-2015	Objectives are written and verbally stated at the beginning of each lesson.



**All Grades, All Subjects**

**Support the development of classroom management through building relationships with students and continually practicing and emphasizing procedures.**

**Strategies for Accomplishing Critical Action:**

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
Consistently practice procedures as a class and based on individual need.	Grade Level Teachers, <u>Conscience Classroom Management</u> , 2014-2015	Classroom management. Summative: Grade levels worked on procedures very strongly at the beginning of the year with repetition and role playing. We saw an improvement in students following expectations, and we continued practicing those routines and procedures throughout the year.
Implement "R-Time" weekly in classrooms and support building wide.	Grade Level Teachers, Support Staff, R-Time Supplements, 2014-2015	Students learn ways to work together and solve problems.
Consistent positive behavior supports throughout the building.	Sparkle Store, All Staff, 2014-2015	Summative: Sparkles were handed out to students often throughout the year and students were excited to earn and spend them. Students are awarded "Gold Stars" when caught being good. They get the chance to go see Mrs. Allen for GOOD!
Continually implement activities that build classroom community.	K-5 teachers, support staff, 2014-2015	
Display procedure posters and visual reminders.	K-5 teachers, support staff, 2014-2015	
Create classroom expectations with students.	K-5 teachers, support staff, 2014-2015	Summative: Teachers worked with students to own the classroom norms and follow them throughout the year.

## Health, Fitness and Attendance

**Goals:**  
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. (SB 892; Education Code 11.253(d); BQ LEGAL)

### Strategies for Accomplishing Goals:

Applicable Students	Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
	<b>COORDINATED SCHOOL HEALTH: Forms are available on inside.pisd</b>				
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	2014-2015	
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	2014-2015	
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	2014-2015	
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	2014-2015	
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	2014-2015	
	<b>FITNESS: Forms are available on inside.pisd</b>			2014-2015	
3-8	Analyze student fitness data to set program goals for school year.	P.E. Teacher	Program Goal Form	2014-2015	
3-8	All eligible students will be assessed using fitness test components.	P.E. Teacher	Student Exemption Form	2014-2015	

4 <sup>th</sup> & 7 <sup>th</sup>	Ensure all data for 3 <sup>rd</sup> -8 <sup>th</sup> grade students is entered on timely basis, fitness report cards are printed (4th and 7th grade) and sent to parents or linked through myPISD.	P.E. Teacher	Fitnessgram Student Report	2014-2015	
	<b>PHYSICAL ACTIVITY REQUIREMENTS:</b> Forms are available on inside.pisd				
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	Recommended sample schedules are available upon request MVPA Form	2014-2015	
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	2014-2015	
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 Lesson Plans Visible During Class Time Observation	2014-2015	
K-5	Ensure students are receiving daily unstructured play during recess.	Principal		2014-2015	
K-5	Ensure students are receiving opportunities for brain breaks and short activity breaks.	Principal	Resources available upon request	2014-2015	
	<b>ATTENDANCE: Forms are available on inside.pisd</b>	(Please complete cells below)		2014-2015	
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal		2014-2015	
K-8	Using Fitnessgram and attendance data, set measurable goals for students who have prominent and chronic absences and whose fitness test scores fall outside the Healthy Fitness Zone.	Principal	Student Goal Form	2014-2015	

## Violence Prevention and Bullying

### Goals:

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. (HB 283)

### Strategies for Accomplishing Goals:

Applicable Students	Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
<b>Staff</b>	<b>PREVENTION:</b>				
	Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	2014-2015	Analyze data from pre and post student test.
	Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	2014-2015	
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	2014-2015	Use R-Time rules and Kelso's Choices.
<b>Staff</b>	<b>EDUCATION:</b>			2014-2015	
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	2014-2015	
	Review referral process.	Principal or designee	Campus referral plan	2014-2015	
<b>Staff</b>	<b>INTERVENTION:</b>			2014-2015	
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	2014-2015	
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	2014-2015	

	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	2014-2015	
<b>All Students</b>	<b>PREVENTION:</b>			2014-2015	
	State clear student expectations/campus rules/citizenship	Principal or designee	Code of Conduct/ Student-Parent Handbook	2014-2015	Students take a pre and post test.
	Monitor high risk areas.	All staff	Schedule (if necessary)	2014-2015	
<b>All Students</b>	<b>EDUCATION:</b>			2014-2015	
	Explain referral process/contacts.	All teachers	Referral Plan	2014-2015	
<b>All Students</b>	<b>INTERVENTION:</b>		(Please complete cells below)	2014-2015	
	Apply classroom interventions:	All teachers	Guidance Counselor	2014-2015	
	Employ discipline interventions:	Designated staff	Discipline Management Plan, CORE Team, Guidance Counselor	2014-2015	
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Guidance Counselor, Discipline Management Plan	2014-2015	
	Conference with parents/students.	Teachers or other staff	Parents, Guidance Counselor, Administrator	2014-2015	

## Parent Involvement

### Critical Action:

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

### Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
Require all parents to register students via Parent Portal in order to have access to Enews, grades, attendance, and electronic information.	Principal, Secretary, Office Manager, ENews, BOY	Followed up with parents that did not complete the process.
Identify parents without computer/internet access to offer hard copies of school information.	Principal, Secretary, Office Manager, 2014-2015	Teachers contact families to inquire about access-at this time every parent has access to a computer/internet.
PTSA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	PTA President, Principal 2014-2015	Contact happens on a weekly basis sometimes more through email, calls, etc.
Communicate information through E-News.	Principal, Weekly	Sent out every Friday and Special for urgent matters.
Upgrade and maintain the campus website for easy access and increased communication with the community.	CTA, 2014-2015	Attended training and manages upkeep.
Partner with PTSA to offer parental programs on a variety of topics (academic, social, etc...).	PTA President, Principal, parents, Staff, 2014-2015, see specific dates in notes section	Mean Girls...And the Friends Who Think They Are cool - October 20th Doing the Homework/Extra Curricular/Family Time Boogie - December 8th I Can Do It! Motivation or Self-Esteem - February 2nd Middle School: It's SO Different - May 4th

## Highly Qualified Teacher

### Goal:

The proficiency rate for HIGHLY QUALIFIED teachers will meet the 100% target measure.

### Strategies for Accomplishing Goal:

Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
Plano ISD reviews and modifies the recruitment schedule biannually.	HR	HR Employee Recruitment & Retention HR Budget	Aug 2014 - July 2015	
Recruiting trips are used to identify highly qualified candidates interested in teaching in Plano ISD.	HR/Campus Administrators	HR Employee Recruitment & Retention HR Budget	Aug 2014 - July 2015	
To attract and retain highly qualified applicants for bilingual students, Plano ISD offers a salary stipend.	HR	Operating Fund	Aug 2014 - July 2015	
To attract highly qualified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses.	HR/Campus Administrators	HR Employee Recruitment & Retention HR Budget	Aug 2014 - July 2015	
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas.	Curriculum Department/Campus Administrators	Campus/Curriculum Budget	Aug 2014 - July 2015	
The Plano ISD Certification Office follows district hiring procedures to ensure that teachers are not hired if they do not meet "highly qualified" standards.	HR Certification Office	HR Budget	Aug 2014 - July 2015	