Plano Independent School District

Skaggs Elementary

2026-2027 Campus Improvement Plan

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Mission Statement

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



Vision

Motto: Reach for the stars.

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Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Economically disadvantaged students have lowest attendance (94.7%) compared to all students (96.7%)	transfer status - live far from home; underlying issues that contribute to EconDis status are also contributing to absences;
2 ★	46% of SpEd students were NM/AP on Rdng STAAR (15% all students); 51% of SpEd students were NM/AP on Math STAAR (13% all students)	effectiveness of in-class support Sped support to student ratio is ineffective (inclusion) Attendance concerns specific disability - is support appropriately programmed? behavior supports? time for dyslexia interventions to show results Effective communication between teachers (Classroom-sped-other specialists);
3 ★	EB students did not make expected growth on TELPAS composite scores. Composite Growth for campus - 48%	Only pulling beginners- district expectation Clarity of student support differentiated by ESL specialist and classroom teacher is not there Classroom teachers not including SIOP strategies Other learning disabilities of some students impact growth Students with multiple labels missing content Effective communication between teachers (ESL-Classroom-sped- other specialists)

★ = Priority

Priorities

Priority 1

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

Goal 1

Cultivate student self-efficacy and civic responsibility across all grade levels by fostering an environment that emphasizes hard work, personal accountability, and the value of developing one's full potential to serve others and lead productive lives.

Performance Target: All Q1 students will meet 100% of their MAP growth target in Reading and Math.

Expected Result: Observation or survey responses that would show increased positive student responses on personal accountability and student agency (example: "When I grow up, I want to...", "My hard work helps me succeed" and "I can help by...)

Strategy 1

Clarify Principal Award program to highlight students who demonstrate extraordinary effort, personal responsibility, resilience, or quiet service to others.

Staff Responsible for Monitoring: Admin, Counselor, SSL, SB3 Civics Trainees(principal & 4th grade teacher)

Problem Statements: Demographics 1 - Student Learning 1, 2

Formative Reviews

November	February	June

Strategy 2

Design Career Day with guest speakers featuring local community helpers such as firefighters, nurses, civil engineers, veterans, and local business owners, -focusing explicitly on why they chose to serve their community and how hard work helped them succeed.

Staff Responsible for Monitoring: Admin, Counselor, SSL, SB3 Civics Trainees(principal & 4th grade teacher)

Problem Statements: Demographics 1 - Student Learning 1, 2

Formative Reviews

November	February	June

Strategy 3

Embed daily or weekly character focus discussions (during morning meetings(Character Strong) or announcements) centered on foundational virtues like perseverance, respect, stewardship, and personal responsibility.

Staff Responsible for Monitoring: Admin, Counselor, SSL, SB3 Civics Trainees(principal & 4th grade teacher)

Problem Statements: Demographics 1 - Student Learning 1, 2

Formative Reviews

November	February	June

Strategy 4

Create a home connection program that involves student-led goal setting with supports provided by the campus.

Staff Responsible for Monitoring: all staff and families

Problem Statements: Demographics 1 - Student Learning 1, 2

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
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Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
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Priority 2

1.1 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.

Goal 1

Special Education (SpEd) and Emergent Bilingual (EB) student subpopulations will meet targeted growth metrics, with SpEd students achieving at least one year of academic growth on MAP and 70% of EB students advancing at least one composite proficiency level on TELPAS.

Performance Target: 70% of EB will grow at least one composite levels as measured by TELPAS.
SpEd students will

Expected Result: Special Education (SpEd) and Emergent Bilingual (EB) student subpopulations will meet targeted growth metrics, with SpEd students achieving at least one year of academic growth on MAP and 70% of EB students advancing at least one composite proficiency level on TELPAS.

Strategy 1

ESL specialist will participate in grade-level planning sessions to coach instructional teams, advocate for Emergent Bilingual (EB) students, and guide the targeted integration of language skills across content areas. Intentional incorporation of SIOP strategies.

Staff Responsible for Monitoring: Admin, SSL

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Strategy 2

Build staff capacity among SpEd teachers, paraprofessionals, and ESL specialists in evidence-based co-teaching and inclusion practices to enhance general education classroom support.

Staff Responsible for Monitoring: Admin, sped team leader, SSL

Problem Statements: Student Learning 2

Formative Reviews

November	February	June

Strategy 3

Facilitate structured collaboration protocols between SpEd and Gen Ed staff to clarify responsibilities, align lesson objectives with student IEPs, and maximize the effectiveness of in-class instructional support.

Staff Responsible for Monitoring: Admin

Problem Statements: Student Learning 2

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

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Goal 2

All students, with a focus on Q1 and HB1416, will meet 100% of their MAP growth target in Reading and Math.

Performance Target: All students with a focus on Q1 students will meet 100% of their MAP growth target in Reading and Math.

Expected Result: All students with a focus on Q1 students will meet 100% of their MAP growth target in Reading and Math.

Strategy 1

Conduct intentionally designed vertical teaming staff meetings to discuss focused topics such as MAP RIT strands (e.g., Multiple Genres, Author's Purpose, Computation/Algebraic Reasoning) to align instruction and elevate rigor across grade levels.

Staff Responsible for Monitoring: Admin, SSL, PACE Specialists, MR teachers

Problem Statements: Demographics 1 - Student Learning 1, 2

Formative Reviews

November	February	June

Strategy 2

Utilize depth and complexity framework in instruction across all grade levels and content to ensure students continue to think critically and apply their learning in new ways.

Staff Responsible for Monitoring: admin, SSL, PACE specialists, teachers

Problem Statements: Demographics 1 - Student Learning 1, 2

Formative Reviews

November	February	June

Strategy 3

Implement a system of peer observations. self-reflection, and walkthrough feedback where teachers observe strong instructional or management practices of other teachers on campus to refine and develop their own practices.

Staff Responsible for Monitoring: admin, ILT, PACE teachers, Skaggs Leadership Team

Problem Statements: Demographics 1 - Student Learning 1, 2

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Economically disadvantaged students have lowest attendance (94.7%) compared to all students (96.7%)	transfer status - live far from home; underlying issues that contribute to EconDis status are also contributing to absences;

Goal 2 Problem Statements Identifying Student Learning

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Priority 3

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

Goal 1

PBIS strategies will be continuously monitored and refined, with new strategies implemented as needed.

Performance Target: PBIS expectations are practiced on a regular basis.

Expected Result: All students and staff will be familiar with the PBIS expectations.

Strategy 1

The PBIS Team will meet monthly, and with full staff quarterly, to communicate updates and refine practices. Additionally, committee members will attend district training to enhance their skills.

Staff Responsible for Monitoring: PBIS team

Problem Statements: Demographics 1 - Student Learning 1

Formative Reviews

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Goal 1 Problem Statements Identifying Demographics

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Goal 1 Problem Statements Identifying Student Learning

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Priority 4

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

Goal 1

Attendance rate will be 96% or higher.

Performance Target: Continue to minimize vacations during school calendar by promoting the importance of attending school.

Expected Result: The annual average rate of attendance will be 96% or higher.

Strategy 1

The attendance committee (Principal, AP. Counselor, Data Clerk) will meet weekly to review individual student absence and tardy occurrences. Depending on its situation, follow throughs will take place.

Staff Responsible for Monitoring: Principal, AP, Data Clerk, Counselor

Problem Statements: Demographics 1

Formative Reviews

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Goal 1 Problem Statements Identifying Demographics

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