



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Sigler Elementary

Principal: Matt Arend

Mission Statement: **Prepare Students to Excel in a Diverse and Changing World**



Approved by DBIC on November 14, 2016

Verification Page

Planning Timelines

- Analysis of Critical Actions, and STAAR 2015-2016 Gap Analyses: **August 2016**
- Needs analysis, goal setting and strategic planning: **July - September 2016**
- Campus teacher data analysis day: **August - September , 2016**
- SBIC Plan due for DBIC review: **October 12, 2016**

Meeting Dates

- Meeting 1: SBIC approves the improvement plan (by October 7, 2016): **Tuesday, October 04, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Tuesday, January 31, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Tuesday, May 30, 2017**

2016-2017 Campus Status

Check all that apply



Title III English Learner Campus



Non-Title I Campus



Title I School-wide Campus

Title I Information

Title I Components			
1 (CNA)	Comprehensive Needs Assessment	6 (PI)	Strategies to Increase Parental Involvement
2 (RS)	Reform Strategies	7 (Tran)	Transition (Elementary schools only)
3 (HQ)	Instruction by State Certified Staff	8 (A)	Teacher Decision-Making Regarding Assessments
4 (PD)	High-Quality Professional Development	9 (M)	Effective and Timely Assistance to Students
5 (R/R)	Strategies to Attract State Certified Teachers	10 (Coord)	Coordination and Integration
Program Funding			
Staffing	\$180,000	Total Funding for 4 Title I Support Teachers	
Parental Engagement	\$2,000	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
Student and Campus Capacity Building	\$5,000	Additional Title I Funding (i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities)	

SBIC Committee

Committee Member's Name	Role	Year 1st Participated on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Carolynn Sanchez	Faculty Member	2016-2017	Present	Present	Present
Raquel Salazar	Faculty Member	2016-2017	Present		
Destinie Witmer	Faculty Member	2016-2017	Present	Present	Present
Cali Hudson	Faculty Member	2016-2017	Present	Present	Present
Desirae Rieke	Faculty Member	2015-2016	Present	Present	Present
Tonnett Davis	Faculty Member	2015-2016	Present	Present	Present
Jennifer Massey	Faculty Member, Special Education	2016-2017	Present	Present	Present
Matt Arend	Principal	2012-2013	Present	Present	Present
Bob Solow	District Professional	2016-2017	Present		
Loretta Revely	Campus Professional, Non-teaching	2016-2017	Present	Present	Present
Kari Tolle	Support Staff Member	2016-2017	Present	Present	
Dellmy Cabrera	Parent-Selected by PTA	2015-2016			
Bianca Sias	Parent-Selected by Principal	2015-2016			
Elvia Ponce	Parent	2015-2016			
Jennifer Bennett	Parent	2016-2017			
Amy Perez	Parent	2016-2017	Present	Present	Present
Samantha Bigelow	Parent	2016-2017			
Margaret Dyer	Community Member	2015-2016		Present	
Kathy Chamberlain	Community Member	2015-2016			
Becki Veal	Business Representative	2016-2017			Present
Julie Holmer	Business Representative	2016-2017	Present	Present	
Carrie Tracy	Assistant Principal	2016-2017		Present	Present
Jennifer Brumfield	Title 1 Specialist				Present

Information regarding the SBIC Committee (BQB Local) may be accessed here: <http://pol.tasb.org/Policy/Code/312?filter=BQB>

District-Wide 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 (60% meet the Level II Satisfactory Standard on STAAR/EOC).

District-Wide Goals	Title I Components	Applicable Student Groups
<p>Health, Fitness and Attendance: 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.</p>	10 (Coordination and Integration)	All
<p>Violence Prevention and Bullying</p>	10 (Coordination and Integration)	All
<p>Parental 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.</p>	1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)	All
<p>Highly Qualified Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.</p>	1 (Comprehensive Needs Assessment) 3 (Instruction by State Certified Staff) 4 (High-Quality Professional Development) 5 (Strategies to Attract State Certified Teachers) 10 (Coordination and Integration)	All
<p>Transition of Pre-KN Students: The transition from early childhood to elementary school is supported by the campus and district. (Title I Campuses only)</p>	1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)	Title I only

Improvement Plan Critical Actions

The areas for school-wide and/or targeted core-subject Critical Actions were identified using the following sources:

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P³A School Wide and Classroom Level);
- STAAR/EOC Gap Analysis;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

School Wide and/or Targeted Grade Level Critical Actions
1. Supplement classroom interventions with targeted support for special education students who perform below grade level in reading and math, 4 th grade students in writing and 5 th grade students in science. PPPA SW BP #17
2. Model and promote substantive collaboration foster a learning community. - Promote collaboration through structured peer classroom visits. PPPA SW BP #9
3. Support the development and use of more frequent common assessments than those provided by the district. – Support the development of common assessments. PPPA SW BP #14
4.
5.

Critical Action 1

Critical Action: Supplement classroom interventions with targeted support for special education students who perform below grade level in reading and math, 4th grade students in writing and 5th grade students in science. PPPA SW BP #17

Project Lead:	Principal, Assistant Principal, Instructional Support Staff							
Staff, Title I Staff:	3 rd -5 th Grade Teams, Title I Teachers, Support Staff							
Materials and Resources:	Grade Level District Curriculum & Supplemental Intervention Materials, Extension Activities							
Targeted Area:	<input type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input checked="" type="checkbox"/> 3 rd grade	<input checked="" type="checkbox"/> 4 th grade	<input checked="" type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 1:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Use student assessment data, teacher input and red folders to identify students at each grade level (school wide) who are going to require additional instructional supports or extension opportunities.</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	1 st 6 Weeks of School	Intervention Groups were formed prior to and during the 1 st six weeks of school and after the first scheduled CMIT meetings the week of September 19 th .	<p>Formative Notes: For 2017-2018 school year, proactively schedule time at beginning of year for each grade level teacher to meet with prior year teacher.</p> <p>Summative Notes: Unit Assessments, MAP, & other assessment data is used to provide ongoing interventions to target specific needs of students. Next year we would like to provide time for the “passing of the folders” so that staff will have an opportunity to share information about students as they transition to the next grade level.</p>
<p>During grade level planning times teachers plan with support staff that provide classroom interventions to ensure the provided support is aligned with grade level TEKS. During planning times, staff are focused on addressing 4 Key Planning Questions:</p> <p>What do we expect students to learn? How will we know when they have learned it? How will we respond when they do not learn? How will we respond when they already know it?</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	Weekly during assigned extended planning times 7:50AM-9:20AM	Lessons plans generated from grade level teams addressing each of the 4 Planning Questions.	<p>Formative Notes: Campus adopted in-depth planning that addresses the “why” when creating learning experiences. Each grade level is provided an extended planning time (Design Day) one day a week. During this time, teams address planning & student concerns. At the end of the school year, we will reflect on success of initiative.</p> <p>Summative Notes: The Design Days, in addition to regular daily planning time were successful in giving teachers time to dig deeper into the 4 key planning questions. Next school year, we will not utilize the</p>

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			Design Day planning schedule. Instead, we will capitalize on the additional planning time provided through a district initiative.
<p>Each unit of study in all core content areas is carefully analyzed to determine what necessary prerequisite skills students must possess to be able to engage with new learning.</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	<p>Weekly during assigned extended planning times 7:50AM-9:20AM</p>	<p>Intervention Groups & Enrichment Groups in Math are set depending upon student specific strengths in each unit.</p>	<p>Formative Notes:</p> <ul style="list-style-type: none"> Based on student need, instructional support team is used to help target a proactive approach. Number Sense: k-2 Numeracy; 4th Number Sense Training; 3rd – 5th Lead4Ward uses targeted skills to build connections across content strands. <p>Summative Notes: Grade level teams used Unit Assessments, MAP, & other assessment data to provide ongoing interventions to target specific needs of students. Flexible grouping within grade levels allowed teachers & specialists to create a wider array of groups with narrower goals. We will continue to use flexible grouping next year in order to narrow in on the identified learning needs of each student.</p>
<p>Specific professional learning opportunities are available for all teachers, including special education teachers, developing greater consistency in guided reading instruction and specific word work strategies.</p> <p>(Components 1, 2, 4, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	<p>Sept. 29th Nov. 10th Jan. 19th April 20th May 18th</p>	<p>Staff attending the guided reading professional learning at the district level are bringing back their learning and leading staff through the professional learning.</p> <p>District curriculum coordinators attend grade level planning meetings to support the implementation of Words Their Way 1st-5th Grades.</p>	<p>Formative Notes:</p> <ul style="list-style-type: none"> Vocabulary & Word Work ongoing throughout year to build consistency in k – 5. Highlight and build on strengths & develop new strategies. Word Work – main focus to replace traditional spelling practices; helping with applications of spelling patterns throughout year. Groups are created based on needs of individual students <p>Summative Notes: Evidence of guided reading and word work was observed throughout the school year as administrators and specialists daily visited classrooms. Grade level meetings were used to meet with</p>

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step																																								
<p>Specific professional learning opportunities are available for teachers in grades 3rd-5th developing greater consistency in Science instruction, specifically focusing on vocabulary development & the implementation of Science Discussion Questions.</p> <p>(Components 1, 2, 4, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	<p>Interactive Word Wall Training – Sept. 22nd Sept. 28th</p>	<p>Grade level teachers in 3rd-5th and support staff attending Interactive World Wall training on Sept. 22nd & district curriculum coordinators attend grade level planning meetings to support the implementation of the Science Discussion Questions 3rd-5th grades</p>	<p>specialists and determine student grouping based on identified needs. We will continue to incorporate our new learning on guided reading word work as we transition into the new school year.</p> <p>Formative Notes:</p> <ul style="list-style-type: none"> • Vocabulary development – hands on activities; science labs • Word Walls – using words and making connections to real life examples • SDQs 4th -5th made books; making connections, having thinking not necessarily be about having right answer. <p>Summative Notes: Next year, we will provide training for all teachers as we focus in on interactive word walls for all grade levels.</p> <p>We saw growth in the SPED cohort as we compared 2016 STAAR Science data to 2017 STAAR Science data as evidenced in the chart below.</p> <table border="1" data-bbox="1394 987 1982 1252"> <thead> <tr> <th>2016-2017</th> <th>Reading</th> <th>Math</th> <th>Science</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>41.67%</td> <td>50.00%</td> <td></td> <td></td> </tr> <tr> <td>4th</td> <td>44.44%</td> <td>33.33%</td> <td></td> <td>22.22%</td> </tr> <tr> <td>5th</td> <td>28.57%</td> <td>71.43%</td> <td>28.57%</td> <td></td> </tr> <tr> <td colspan="5">2015-2016</td> </tr> <tr> <td>3rd</td> <td>66.67%</td> <td>66.67%</td> <td></td> <td></td> </tr> <tr> <td>4th</td> <td>28.57%</td> <td>28.57%</td> <td></td> <td>28.57%</td> </tr> <tr> <td>5th</td> <td>37.50%</td> <td>50.00%</td> <td>0.00%</td> <td></td> </tr> </tbody> </table>	2016-2017	Reading	Math	Science	Writing	3rd	41.67%	50.00%			4th	44.44%	33.33%		22.22%	5th	28.57%	71.43%	28.57%		2015-2016					3rd	66.67%	66.67%			4th	28.57%	28.57%		28.57%	5th	37.50%	50.00%	0.00%	
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<p>4th grade teachers will attend Empowering Writers training and return from training implementing new learning into lesson plans, providing students with opportunities to receiving best practices.</p> <p>(Components 1, 2, 4, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	<p>Oct. 4th</p>	<p>Certificates confirming attendance, evidence of new learning embedded into teacher lesson plans & student work samples.</p>	<p>Formative Notes: 3rd & 4th attended Empowering Writers training which offered a way for students to see examples of work across writing rubric. Examples: broad and specific main ideas</p> <p>Summative Notes: 4th grade incorporated what they</p>																																								

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			<p>learned at the Expository Empowering Writers training along with the Jeff Anderson training to help develop a solid connection between reading and writing. They used the Empowering Writers passages and wrote guided reading questions to the passages designed to model the writing structure of expository papers.</p> <p>Our STAAR data for 4th SPED Writing reflects 2/7 students met "Approaches" with no significant change within any reporting category. Students going into the 2017-2018 school year will be the first set of 4th graders to be in their 2nd year of working with Empowering Writer strategies.</p>
<p>Teachers in grades 3rd-4th will attend Jeff Anderson's writing training hosted by Plano ISD and return from training implementing new learning into lesson plans, providing students with opportunities to receive best practices.</p> <p>(Components 1, 2, 4, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	<p>Dec. 1st & Dec. 2nd</p>	<p>Certificates confirming attendance, evidence of new learning embedded into teacher lesson plans & student work samples.</p>	<p>Formative Notes: Takeaways from training: Writing does not have to be a scary thing. Make writing fun and encouraging for students.</p> <p>Summative Notes: The use of mentor sentences and the connecting of reading and writing created an impact within the 3rd grade classroom. Our 3rd grade bilingual team leader stated, "For the first time in many years, the vast majority of the students know the parts of speech, and are able to spot and imitate the author's style. We tried to connect guided reading activities with writing as a culminating activity to demonstrate the mastering of the skill taught, but we were not always successful due to the time constraints. I plan to continue using mentor sentences next year, but I think it will be easier to implement them because I will streamline the process, and I will begin the process with more scaffolding of the vocabulary than how I started this year. Hopefully this will allow us to culminate the guided reading with a writing piece."</p>

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<p>Utilize the district written curriculum which has been updated to include Mentor Sentences from Jeff Anderson along with Editing, Revising & More from Empowering Writers. (Components 1, 2, 4, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	<p>Per Unit of Study throughout each of the nine week grading periods</p>	<p>Examples of mentor sentences being used, examples of student work & scored student writing samples from the B,M & E of the school year.</p>	<p>Formative Notes:</p> <ul style="list-style-type: none"> Used 2nd -4th grade to help students with consistent exposure as they develop sentence writing at an early age. Sigler student was 1 of 8 PISD students chosen to present her essay at a MLK event. <p>Summative Notes: Mentor sentences were observed in K- 4th grade throughout the school year at appropriate developmental levels.</p>																																								
<p>Morning tutorial sessions & morning clubs will be offered to students who are receiving services through special education to close instructional gaps, as identified through summative/formative evaluations. (Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	<p>October 2016</p>	<p>Student roster of attendance & data demonstrating students closing instructional gaps</p>	<p>Formative Notes: Progress has been linked to (28) morning clubs with targeted skill gaps Summative Notes: Students worked on targeted intervention at the foundational learning level with a focus on fluency with add/sub/mult/division.</p> <p>As we compare the SPED 2016 STAAR data to 2017 STAAR data, we saw significant growth from our 5th grade students compared to the same cohort’s prior percentage in 4th grade. However, this could also be affected by their opportunity to take the test more than one time. As we look at the 2016 3rd grade/2017 4th grade cohort, the number of students meeting standard changed from 4/7 to 4/9. As we look towards the next school year we will continue to stay the course as we build number fluency across all grade levels.</p> <table border="1" data-bbox="1396 1177 1984 1437"> <thead> <tr> <th>2016-2017</th> <th>Reading</th> <th>Math</th> <th>Science</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>41.67%</td> <td>50.00%</td> <td></td> <td></td> </tr> <tr> <td>4th</td> <td>44.44%</td> <td>33.33%</td> <td></td> <td>22.22%</td> </tr> <tr> <td>5th</td> <td>28.57%</td> <td>71.43%</td> <td>28.57%</td> <td></td> </tr> <tr> <td colspan="5">2015-2016</td> </tr> <tr> <td>3rd</td> <td>66.67%</td> <td>66.67%</td> <td></td> <td></td> </tr> <tr> <td>4th</td> <td>28.57%</td> <td>28.57%</td> <td></td> <td>28.57%</td> </tr> <tr> <td>5th</td> <td>37.50%</td> <td>50.00%</td> <td>0.00%</td> <td></td> </tr> </tbody> </table>	2016-2017	Reading	Math	Science	Writing	3rd	41.67%	50.00%			4th	44.44%	33.33%		22.22%	5th	28.57%	71.43%	28.57%		2015-2016					3rd	66.67%	66.67%			4th	28.57%	28.57%		28.57%	5th	37.50%	50.00%	0.00%	
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<p>Using “Number Talks” by Sherry Parrish with students who are receiving services through special education to increase students’ numerical fluency.</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	October 2016	Lesson plans with Number Talks & data demonstrating student growth in the area of number sense	<p>Formative Notes: This book provides a strategic method in helping student develop fluency in number sense. By October, it was implemented in small groups. The program develops number sense through number strings. As students develop one skill (ex. doubles). they progress to the next skill (ex. doubles +/- 1).</p> <p>Summative Notes: We were able to implement in the Fall semester but were unable to continue in the Spring when we had to pull our SPED teacher to work with students newly diagnosed with ED. We plan to implement next school year with a targeted audience.</p>
<p>Math Instructional Support Specialist & 4th Grade Teacher attend Math Intervention Workshop, hosted by Plano ISD & provide intervention support for identified students in grades 3rd-5th using the provided materials.</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	Sept. 19 th & 20 th	Specific Intervention Lessons using intervention materials acquired during the workshop, data demonstrating student growth in the area of number sense (specifically multiplication/division)	<p>Formative Notes: Program breaks down number sense specifically helping with multiplication facts. It takes learning facts to a meaningful level as skills are tied to individual strategies. The workshop aligns well with Number Talks.</p> <p>Summative Notes: Lessons were used in the morning tutorial sessions and pull out sessions facilitated by our specialists. We plan to continue to use next year with targeted students.</p>
<p>Utilizing the master schedule/special education master schedule to align in-class support times & resource times to ensure students are receiving instruction from grade level teachers and special education teachers and the pacing of the lessons aligns with the district written curriculum. (Clothes line effect in teaching)</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	September 2016	Master Schedule/Sped Schedule & lesson plans that are aligned with district written curriculum (scope/sequence)	<p>Formative Notes: Specialists and SPED support schedules designed so they can maximize time serving students at the appropriate level.</p> <p>Summative Notes: Master/SPED schedule was modified throughout the school year as new needs were identified.</p>

Critical Action 2

Critical Action: Model and promote substantive collaboration foster a learning community. - Promote collaboration through structured peer classroom visits.
PPPA SW BP #9

Project Lead:	Principal, Assistant Principal, ESL Specialists							
Staff, Title I Staff:	ALL STAFF							
Materials and Resources:	7 Steps to a Language Rich Interactive Classroom Book, 7 Steps Walkthrough Form, QR Code, 7 Steps S'more Newsletter							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 2:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Using the 7 Steps to a Language Rich Interactive Classroom teacher will participate in a campus wide book study, which meets each month. Grade level teams have been divided into groups to jigsaw the 7 steps and present each one of the steps to their colleagues during our after school staff meetings. (Components 1, 2, 4, 8, 9, 10) Funding source: Title I, SCE, State and Local	Started Sept. 19 th and meets once a month.	Grade level presentations covering each of the 7 steps	Formative Notes: Professional staff meets monthly to discuss a chapter of the book. Discussion is facilitated by a different grade level team each month. Summative Notes: Campus completed book study on schedule. As grade level teams facilitated, they were challenged to utilize the Swivel so they could reflect on implementation of a specific step. Many chose to use footage within the training they facilitated.
A campus wide walkthrough form has been developed and using Google Forms/QR Codes, each classroom teacher, and specials teachers & sped. Teachers will receive feedback from their colleagues through structured peer classroom visits. (Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local	Summer 2016	Google Form & QR Codes posted at the entry to each classroom or department room	Formative Notes: Teachers were expected to complete 3 walk throughs in the fall and were encouraged to complete an additional 2 in the Spring. Summative Notes: All staff members completed at least 3 walkthroughs. Evidence collected through google form connected to QR code and shared with individual staff members as a walk through was completed in their classroom.
Staff reviewed the walkthrough form at our first staff meeting and will use this form to conduct their structured peer walkthroughs specifically looking for each of the 7 Steps during their visit. Staff is expected to conduct one walkthrough prior to the 2nd staff meeting in October.	Sept – Oct. 2016,	Feedback given to colleagues via the Google Walkthrough Form	Formative Notes: Teachers were expected to complete 3 walk throughs in the fall and were encouraged to complete an additional 2 in the Spring.

<p style="text-align: center;">Action Step (Title I Component # and Funding Amounts per Action Step)</p>	<p style="text-align: center;">Implementation Timeline per Action Step</p>	<p style="text-align: center;">Implementation Evidence per Action Step</p>	<p style="text-align: center;">Formative & Summative Notes per Action Step</p>
<p>(Components 1, 2, 4, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>			<p>Summative Notes: All staff members completed at least 3 walkthroughs. Evidence collected through google form connected to QR code and shared with individual staff members as a walk through was completed in their classroom.</p>
<p>Upon completion of walkthroughs over the course of the 2nd semester, staff will participate in feedback sessions (3) with the colleague who performed the walkthrough, allowing the opportunity for reflection and growth, while reviewing the walkthrough information provided. Staff will complete 3 additional walkthroughs during the spring semester. Sub codes may be provided to allow for classroom teachers to facilitate the walkthroughs and feedback sessions.</p>	<p>January – May 2017</p>	<p>Feedback given to colleagues via the Google Walkthrough Form and Reflections from colleagues during the Feedback Sessions</p>	<p>Formative Notes: Staff was offered opportunity to utilize a substitute for ½ day so they could visit a teacher on our campus or another campus within the district.</p> <p>Summative Notes: Staff participated in informal conversations but more formal feedback sessions posed a challenge given teacher schedules. Next year, if we continue with a walkthrough form as part of our professional development, a more purposeful and intentional time will need to be set aside to help facilitate feedback sessions.</p>

Critical Action 3

Critical Action: Support the development and use of more frequent common assessments than those provided by the district. – Support the development of common assessments. PPPA SW BP #14

Project Lead:	Principal, Assistant Principal, Instructional Support Staff							
Staff, Title I Staff:	KN-5 th Grade Teams, Title I Teachers, PACE Teacher, Support Staff, Sped. Teachers							
Materials and Resources:	Grade Level District Curriculum & Supplemental Intervention Materials, Extension Activities							
Targeted Area:	<input type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input checked="" type="checkbox"/> 3 rd grade	<input checked="" type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 3:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>During teacher planning times, grade level teams will determine appropriate timelines for common assessments which will be utilized separate and apart from district unit tests. These common assessments will be administered in math focusing on content learned over the course of 1-3 weeks.</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	Weekly during assigned extended planning times 7:50AM-9:20AM	Dates on which common assessments will be used by all teachers within the grade level	<p>Formative Notes: Discontinued</p> <p>Summative Notes:</p>
<p>Teachers will work in grade level teams to construct short common assessments that will be administered to all students within the grade level using the TEKS & district curriculum as a guide to their instruction and assessment.</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	Weekly during assigned extended planning times 7:50AM-9:20AM	Common assessments that are created within the grade level teams.	<p>Formative Notes: Discontinued</p>
<p>Following the administration of the specific common assessments, teachers will use their planning time to study the results of the common assessment they created and compare results on the common assessments between classrooms, helping teachers identify best practices and alter instruction as needed to best serve their students.</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	Weekly during assigned extended planning times 7:50AM-9:20AM	The specific results of the common assessments and identified best practices from each of the grade level teams.	<p>Formative Notes: Discontinued</p>
<p>Campus administrators will monitor the ongoing development of teams to engage successfully in this work. Through attending regular planning sessions, teachers and administrators will ensure grade levels are</p>	Weekly during assigned extended	The specific results of the common	<p>Formative Notes: Discontinued</p>

<p>studying student work, planning common assessments and comparing the results of common assessments. They will specifically be looking for the question, “Why did your students do better on that objective than mine?”</p> <p>(Components 1, 2, 8, 9, 10)</p> <p>Funding source: Title I, SCE, State and Local</p>	<p>planning times 7:50AM-9:20AM</p>	<p>assessments & identified best practices from each of the grade level teams.</p>	
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Health, Fitness and Attendance

Critical Action:

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 Health, Fitness and Attendance Critical Action:

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	COORDINATED SCHOOL HEALTH:			
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. (Required - Form Provided)	Principal	Campus Wellness Plan	Formative Notes: Summative Notes: Our nurse, Stacey Nichols, served as the Campus Wellness Captain. She established a team made up of herself and our 3 PE coaches.
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	Summative Notes: Dellmy Cabrera, our Parent Liaison and a Sigler parent, participated in the Campus Wellness Team.
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. (Required)	Principal	Coordinated School Health Curriculum	
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. (Required)	P.E. Teacher/ Staff	Coordinated School Health Curriculum	Formative Notes: Our nurse maintained a Health bulletin board in the front office. We also had pictures of our faculty exercising posted in the gym hallway.
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	Formative Notes: This year, parents were invited to participate in our after school yoga club celebration and to volunteer and participate in Field Day. Parents were communicated with via a Sigler PE twitter page, PE Facebook page, and through our regular campus phone calls and mail outs.
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form	P.E. Teacher	Student Exemption Form	Formative Notes: All eligible students participated in the Fitness Gram.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Provided)			
4 th & 7 th	(NEW ACTION STEP) Ensure all data for 3 rd - 8 th grade students is entered on timely basis, fitness report cards are printed (4th and 7th grade) and sent to parents or linked through myPISD. (Required)	P.E. Teacher	Fitnessgram Student Report	
	PHYSICAL ACTIVITY REQUIREMENTS:			
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. (Required - Form Provided)	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Formative Notes: Walk throughs and teacher observations were conducted throughout the school year. Students were actively engaged in physical activity the majority of the class period.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. (Required - Form Provided)	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	Formative Notes: Walk throughs and teacher observations were conducted throughout the school year. Students were actively engaged in physical activity the majority of the class period.
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Master Schedule, Staff Supervising Schedule	Formative Notes: See Master Schedule
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal	Resources available upon request	Formative Notes: Teachers used Go Noodle throughout the school day as students needed brain breaks.
	ATTENDANCE: Forms are available on inside.pisd			
K-8	Monitor attendance of students and follow up on prominent and chronic absences. (Required)	Principal	Pinnacle, Attendance Sheet	Formative Notes: The social worker was utilized to work with families who had chronic absences or tardies.

Violence Prevention and Bullying

Critical Action:

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 Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	PREVENTION:			
	Identify high risk areas. (Required)	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	Before school high risk areas were identified as gym, cafeteria, and outside of school. After school all areas where students are being dismissed from school were targeted as areas of high risk.
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	Paraprofessionals are utilized to monitor high risk areas beginning at 7 am. All professional staff members are expected to be at their designated area ready to greet students beginning at 7:25. After school all staff members are assigned designated areas to help monitor students and/or walk students to their mode of leaving school.
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook, Campus Handbook	All staff members/families have access to & sign off on having read the appropriate handbooks/code of conduct. These resources serve as a guidebook as we make decisions throughout the school year.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	All staff members were trained in August.
	Review referral process. (Required)	Principal or designee	Campus referral plan	Counselors reviewed the referral process with our staff in August.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	Sigler students participate in the Sigler Self Manger Program. Students also participate in the Practice Program when needed to focus on specific character traits. Teachers created a "calm down" space within their classrooms that provided a place for

				students to go to when they began feeling frustrated.
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	Campus referral plan is utilized consistently and appropriately throughout the school year. We encourage staff members to proactively reach out to administration when they begin sensing a student is not in a space to learn.
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	Students participate in a Practice Program after they have had three infractions. The teacher who recommends the students for the Practice Program will identify a targeted character trait for student and the social worker to focus on during their time together.

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	PREVENTION:			
	Clearly state student expectations/campus rules/citizenship. (Required)	Principal or designee	Code of Conduct/ Student-Parent Handbook	Formative Notes: The students recite the Sigler Citizen Pledge each day.
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	Formative Notes: We utilize all staff members in the morning to monitor student in all areas inside and outside of the building.
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	Formative Notes: Sigler students participate in the Sigler Self Manger Program. Students also participate in the Practice Program when needed to focus on specific character traits.
All Students	INTERVENTION:			
	(Please complete cells below)			
	Apply classroom interventions: (Required)	All teachers	CMIT, Tier Documentation in Edugence, Practice Program Monitoring Sheets	Formative Notes: Teachers created a “calm down” space within their classrooms that provided a place for students to go to when they began feeling frustrated.
	Employ discipline interventions: (Required)	Designated staff	Self-Manager Program, Practice Program, CASA Groups	Formative Notes: Katie Parker and Scott Richards helped facilitate the Practice Program and met with students throughout the day as the students worked towards their specified goal.
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	CASA Groups, Mentor Program	Formative Notes: CASA groups met monthly to help develop/build character and create community across the grade levels. Identified students met weekly with a mentor.
	Conference with parents/students. (Required)	Teachers or other staff	CMIT Meetings, Edugence Documentation, Parent/Teacher Conference Day, 504 Meetings	Formative Notes: SEE CMIT Notes.

Parent Involvement

Critical Action:

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.

Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local Funds	Office Staff, Volunteers & Paraprofessional Staff	August – Back to School Information Fair As the need arises for new student enrollment – Number of parents registered via Parent Portal and receiving E-news	Attendance clerk and teachers follow up with parents to remind them to complete online forms. New student folders created and completed in collaboration with attendance clerk and new family.
Identify parents without computer/internet access to offer hard copies of school information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local Funds	Computers @ Home Representatives, Parent Liaison, Counselors, Social Worker	B, M & E of School Year, Weekly Information Sent Home & Number of Computers Shared with Sigler Families.	Ms. Garza and Ms. Simental meet with families who are in need of computers at home.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local	Principal, CTA, Parent Liaison	Weekly Updates to Website, Facebook & other Social Media Platforms	Mr. Arend updates and maintains the campus website as well as Sigler's social media
Communicate information through eNews. Funding source: state & local	Principal, CTA, Parent Liaison	Weekly Updates to Website, Facebook & other Social Media Platforms	Mr. Arend updates the eNews each week or as needed.
Utilize social media to keep parents and community informed. Funding source: state & local	Principal, CTA, Parent Liaison, Grade Level Teachers	Daily Tweets, Posts and Updates on SM platforms	Grade levels and each specials class created a twitter page to communicate with parents. Campus wide, Sigler has also communicates via Facebook, twitter, Instagram, and Snapchat.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local	PTA President, Principal	Monthly Board Meetings, Minutes from Monthly Board Meetings	Ms. Cabrera and Mr. Arend meet each month to discuss upcoming programs and activities

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).</p> <p>Funding source: state & local</p>	<p>PTA, Principal, Parent Liaison</p>	<p>Monthly Parent Programs/Opportunities, Attendance at Events and names/dates of events</p>	<p>All Pro Dad continues to meet on a monthly basis. Mr. Sias and Mr. Lopez served as the leaders for the 2016-2017 school year.</p> <p>In the Spring, the PTA hosted a father/daughter dance, movie night, and a volunteer appreciation luncheon.</p>

State Certified Teachers and Highly Qualified Paraprofessionals

Critical Action:

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

Project Lead:	Plano ISD HR Employee Recruitment & Retention Department
Staff, Title I Staff:	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators
Materials and Resources:	Operating Fund, HR Budget, Campus/Curriculum Budget

Strategies for Accomplishing State Certified Teachers and Highly Qualified Paraprofessionals Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD. Title I Component 5 Funding source: State and Local	August 2016 to May 2017	This year we utilized both PISD job fairs, networking, and social media to identify teacher candidates.
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. Title I Component 5 Funding source: State and Local	Monthly Bilingual Stipends, July 2016 to June 2017	All Sigler staff are highly qualified.
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. Title I Component 5 Funding source: State and Local	August 2016 to May 2017	We have partnerships with SMU and Texas A&M Commerce.
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators. Title I Component 4 and 5 Funding source: State and Local	July 2016 to June 2017	Campus professional development is based on goals set by staff members, PPP3A, and areas of growth/innovation identified by the leadership team.
The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards. Title I Component 5 Funding source: State and Local	July 2016 to June 2017	As we interview and hire candidates, Sigler administration communicates closely with Melissa Bailey. We also utilize the information provided for each candidate through TEAMS.

Transition***Title I –School-wide Elementary Campuses Only*****Critical Action Step:**

The Transition from early childhood to elementary school is supported by the district and campus.

Project Lead:	Matt Arend
Staff, Title I Staff:	Pre-K and Kindergarten staff
Materials and Resources:	District Curriculum

Strategies for Accomplishing Transition Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Pre-K staff work collaboratively with Kindergarten staff throughout the school year.	Fall 2016 Spring 2017	Throughout the school year, Sigler worked with Pre K staff to help create a smooth transition to our campus. Pre K staff participated in transition ARDS and the PreK CMIT/504 Coordinator met with our school counselor to help establish interventions for students. We also participated in the PreK enrollment day at Beatty.
Parent orientations are held to explain the kindergarten program to parents.	March 2017 May 2017	PreK & Kindergarten orientation was held in May of 2017.
Transition books are used with students and families to provide pictorial support during transition. Components: 5, 6, 7 and 9 Funding Sources: Title I, State and Local	September 2016 May 2017	Kinder Information night held in Fall and Spring. Ramp up kits are given to families as they enroll on our campus.
Have preschool teachers provide the future kindergarten teacher with children's portfolios or a written record of their learning during preschool.	May 2017	PreK CMIT/504 Coordinator met with our school counselor to help establish interventions for students.
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. All participants go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep.	September 2016 May 2017	Ramp up kits are given to families as they enroll on our campus. Parent workshops were held within our Fall and Spring Orientation nights.
NEW - Arrange for new preschool teachers to visit each Kindergarten classrooms.	May 2017	Next school year, our campus will be a PreK campus. Our Kinder team and preK team have worked closely throughout this transition. PreK and Kinder will be sharing a hallway so they will have multiple opportunities to engage in the Kinder classroom.