



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Sigler Elementary

Principal: **Matt Arend**

Mission Statement:

Prepare Students to Excel in a Diverse and Changing World.

Planning Timelines and Meeting Dates

- Needs analysis (STAAR GAP Analysis), goal setting, analysis of Critical Actions and strategic planning: **July - September 2017**
- Campus teacher data analysis day: **August - September 2017**
- SBIC Plan due for DBIC review: **October 6, 2017**
- Meeting 1: SBIC approves the improvement plan (by October 4, 2017): **Wednesday, October 04, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Wednesday, January 31, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Wednesday, May 30, 2018**

2017-2018 Campus Status Check all that apply

- Title III English Language 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
3 (HQ)	Instruction by State Certified Teachers	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	\$ 277,300	Total Funding for 4 Title I Support Teachers	
Parental Engagement	\$ 500	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
Student and Campus Capacity Building	\$ 3,500	Additional Title I Funding (i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities)	

TEA Strategic Priorities

Every child, prepared for success in college, a career or the military.			
Goal 1	Recruit, support, and retain Teachers and Principals	Goal 3	Connect high school to career and college
Goal 2	Build a foundation of reading and mathematics	Goal 4	Improve low-performing schools

SBIC Committee

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Carolynn Sanchez	Faculty Member	2016-2017			
Luz Valentin	Faculty Member	2017-2018			
Cali Hudson	Faculty Member	2016-2017		absent	
Destiny Witmer	Faculty Member	2016-2017			
Stacey Fawley	Faculty Member	2017-2018			
Jessica Brown	Faculty Member, Special Ed	2017-2018			
Matt Arend	Principal				
Marcus Miller	District Professional	2017-2018			
Kari Tolle	Campus Professional, Non-teaching	2016-2017			
Loretta Revely	Support Staff Member	2016-2017	absent	absent	absent
Jennifer Bennett	Parent-Selected by PTA	2016-2017		absent	absent
Bianca Sias	Parent-Selected by Principal	2017-2018			
Lacretia Lee	Parent	2017-2018			absent
Karla Viera	Parent	2017-2018	absent	absent	absent
Kristen Elder	Parent	2017-2018			absent
Vanessa Gonzalez	Parent	2017-2018			absent
Vanessa Dixon	Parent	2017-2018		absent	absent
Stacey Nichols	Community Member	2017-2018	absent		absent
Debbie Kingsley	Community Member	2017-2018			absent
Becki Veal	Business Representative	2016-2017			absent
Andrew Bailey	Business Representative	2017-2018			absent
Carrie Tracy	Assistant Principal	2016-2017			

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 & 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 Approaches Grade Level 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>	<p>10 (Coordination and Integration)</p>	<p>All</p>
<p>Violence Prevention and Bullying</p>	<p>10 (Coordination and Integration)</p>	<p>All</p>
<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>	<p>1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)</p>	<p>All</p>
<p>Transition: The campus will assist students in making a successful transition between: early childhood to elementary; elementary to middle school; middle school to high school; and high school/sr. high school to college, the workplace or the military.</p>	<p>1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)</p>	<p>All</p>
<p>State Certified Teachers and Highly Qualified Paraprofessional Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.</p>	<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)</p>	<p>All</p>

Summary of Critical Actions

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

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P³A Schoolwide and Classroom Level diagnostic);
- STAAR/EOC GAP Analyses;
- 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. Use instructional coaches to strengthen teachers' instructional skills. (School Wide P³A Best Practice 8)

2. Collaborate in teams focused on curriculum, instruction and assessment. (Classroom Level P³A Best Practice 4)

Critical Actions to Address Missed State Safeguards:

- Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P³A Best Practice #17)
- Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P³A Best Practice #13)
- Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P³A Best Practice #14)

Critical Action 1

Critical Action: Use instructional coaches to strengthen teachers' instructional skills. (School Wide P³A Best Practice 8)

Project Lead:	Matt Arend, Carrie Tracy & Melinda Hoover							
Staff, Title I Staff:	Melinda Hoover, Title I Teacher							
Materials and Resources:	District Curriculum							
Targeted Area:	<input 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 1:

Action Step ● TEA Strategic Priorities Goal # per Action Step (If Applicable) ● 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 instructional coaches to serve all teachers Identify on our staff, which of our teachers is best suited to serve in an instruction coach position, based upon research done and knowledge of instructional coaching.</p> <p>Establish a master schedule and coaching schedule that supports the grade level teams and instructional coach during specific days of the week to ensure coach can facilitate knowledge across teachers, grades, and subjects.</p> <p>Use the instructional coach as a level of support to facilitate peer observations.</p> <p>Title I Component #1 #2 TEA-Goal 4 Funding source: Title I, SCE, State and Local</p>	<p>June – July 2017</p> <p>August 2017 *Leadership Retreat *Schedule adjustments ongoing throughout the year based on teacher feedback *Leadership Meetings to reflection on services/schedule</p> <p>Ongoing throughout the school year *Discussed and scheduled during team planning times/extended planning days *Meetings w/ instructional coach & team leaders/administratio</p>	<p>Identify Campus Instructional Coach</p> <p>Completed Master/Coach Schedule</p> <p>Schedule adjustments and feedback throughout the school year.</p> <p>The number of observations/walkthroughs completed by teachers across the campus. Use of the Pineapple Chart to invite teachers into classrooms</p>	<p>Formative Notes: Melinda Hoover, our 2nd grade team leader, has moved to the position of Instructional coach this school year. Mrs. Hoover meets with grade levels during extended planning time.</p> <p>Mrs. Hoover modeled guided reading, numeracy, and other lessons within the classroom. Mrs. Hoover has attended multiple instructional coaching sessions and has begun coaching teachers based on a need they have identified.</p> <p>Mrs. Hoover was trained on Numeracy, trained our staff, assessed students to identify numeracy gaps, and facilitated small groups.</p> <p>We have created a “Pineapple Chart” in our lounge in which teach can invite colleagues into their class to see specific activities or lessons. Mrs. Hoover either covers part of a class or visits the classroom with the teacher.</p> <p>Summative Notes:</p>

	<p>n identifying areas of growth</p>		<p>Master Schedule was created to provide team planning time every morning with our instructional coach.</p> <p>Our instructional coach attended Jim Knight Coaching training which she used as her platform for working with teachers. This school year, she formally coached 4 teachers and provided reflections of her coaching experiences.</p> <p>Staff completed 79 walk throughs this year utilizing the QR Code Walk Through created by our principal. We are looking for ways to better implement the Pineapple Chart as it was not consistently utilized this year.</p>
<p>Focus instructional coaches' support on curriculum, instruction, and assessment</p> <p>Use instructional coach to plan with teams, model lessons, observe teachers and provide feedback focused on guided reading, word work and tier II math intervention. (Numeracy)</p> <p>Title I Component #1 #2 #9 TEA- Goal 2 & Goal 4 Funding source: Title I, SCE, State and Local</p>	<p>Fall 2017 *model lessons for teachers who express need or exhibit need *provide training to staff on word work and following through with resources (Sept) *Supporting Numeracy assessments and training teachers on appropriate use (modeling)(Sept/Oct)</p>	<p>Lessons have been modeled. Impact of successful interventions in the areas mentioned.</p>	<p>Formative Notes: Instructional Coach modeled guided reading, numeracy, & TRTW lessons within the classrooms. She also facilitated training on numeracy, language development, and word work. Instructional Coach attended Jim Knight Coaching and has designed her one-on-one coaching using this model.</p> <p>Instructional Coach trained on Numeracy by district support, trained our staff, assessed students to identify numeracy gaps, and facilitated small groups.</p> <p>Summative Notes: Instructional coach participated in weekly grade level sessions and all extended planning days throughout the school year. Instructional coach trained staff on “Unpacking the TEKS” within the extending planning day schedule.</p>

			<p>Instructional Coach provided training this school year on Numeracy & Word Work. She also worked in the classroom with individual teachers on Guided Reading, Talk/Read/Talk/Write, classroom management, and asking higher level questions.</p>
<p>Provide guidance for instructional coaches' knowledge sharing Giving instructional coach time within leadership meetings to share and discuss best practices observed across the building on a monthly basis, including data analysis, lesson planning and intervention.</p> <p>Title I Component #1 #4 TEA-Goal 4 Funding source: Title I, SCE, State and Local</p>	<p>Monthly leadership meetings beginning in October</p>	<p>Leadership meeting agendas</p> <p>Data shared within leadership meetings</p> <p>Exemplars of interventions within lessons</p>	<p>Formative Notes: Mrs. Hoover shares a report every month at our leadership meetings. Mid year, she has shared Numeracy data with our leadership team reflecting significant growth in students' numbers sense.</p> <p>Summative Notes. Beginning in November, our instructional coach shared campus wide insights from her work across the building. Topics included Wonderopolis, Numeracy, Talk Read Talk Write, Tier 2 & 3 Documentation, and Lead4Ward STAAR review resources.</p>

Critical Action 2

Critical Action: Collaborate in teams focused on curriculum, instruction and assessment. (Classroom Level P³A Best Practice 4)

Project Lead:	Administration							
Staff, Title I Staff:	Grade Level Team Leaders, Administration, Support Staff Members (Title I Teachers)							
Materials and Resources:	Plano ISD Curriculum, Master Schedules, Authorization Codes for Extended Planning Time Opportunities, Lead4Ward Field Guides							
Targeted Area:	<input 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 ● TEA Strategic Priorities Goal # per Action Step (If Applicable) ● 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>Analyze learning objectives as a team Provide common planning times, extended planning days and the use of authorization codes to extending planning times prior to the beginning of new units to specifically plan with the end in mind.</p> <p>Expected use of Lead4Ward Planning Guides to ensure teachers demonstrate and articulate a deep understanding of what students are expected to learn and master as a result of learning objective.</p> <p>Through the use of extended planning times, teams of teachers will have conversations moving past "what" is being taught (learning target/objectives) and have conversations revolving around "how" & "why" content will be taught (strategies, ideas & exemplars of what has proven to be most effective) including the review of student work & assessments.</p> <p>Title I Component #1 #8 TEA-Goal 4 Funding source: Title I, SCE, State and Local</p>	<p>*Daily planning times for teachers *Weekly extended planning days 1st-5th *Use of authorization codes prior to the beginning of units of study</p>	<p>Team planning meetings Weekly extended planning times & lessons created during said times Unit plans and development of lessons.</p>	<p>Formative Notes: Grade level/content teams have participated in Extended Planning Times in which they are given a full day with our instructional coach or other curriculum specialists to plan upcoming units. The focus of the Extended Planning Times has been on "unpacking the TEKS." Teachers utilize Lead4Ward, TEA resources, and other reliable planning guides to study the standards and discern what students are responsible for learning within their grade level.</p> <p>Summative Notes: Teachers submitted "Exit Tickets" providing feedback to campus/district on how their time was utilized, how it would impact student learning, and whether they felt it was an efficient use of time. 100% of feedback was positive. Throughout the school year, Sigler utilized 58 substitute codes over a span of 32 days.</p>
<p>Develop, review, or refine lessons as a team Set expectations that the following components of collaborative lesson planning process are in place for both unit planning and weekly planning:</p>	<p>As modules are pushed out by district via Lorie Lyon we will</p>	<p>Learning objectives, Unit Assessments, & Lead4Ward</p>	<p>Formative Notes: Curriculum specialists, instructional coach, and/or administrators attend planning meetings to ensure planning sessions are efficiently and</p>

<ul style="list-style-type: none"> ● Planning units end in mind, using unit assessments as a guide to map out a unit plan ● Regular use of Lead4Ward Planning Guides for deep understanding of learning objective ● Addressing the 4 Questions from PLCs <ul style="list-style-type: none"> ○ What do we want our students to learn? (TEKS) ○ How will we know if students are learning the TEKS? (Assessment) ○ What we will do when they do not learn it? (Reteach/Intervention) ○ What if they already know it? (extend) ● As a result of team planning, learning targets/objectives are posted daily in each classroom for student understanding ● Begin to embed language objectives in addition to content objectives (learning targets) ● Plan for and utilize AVID DLIQ, specifically in the area of Science as check for understanding and way to embed writing across content areas. <p>Title I Component #1 #8 TEA-Goal 2 & Goal 4 Funding source: Title I, SCE, State and Local</p>	<p>push out to our staff.</p> <p style="text-align: center;">October - January</p>	<p>planning guides, visible and referenced within each planning session</p> <p>Learning targets posted in classroom</p> <p>Artifacts from student learning that reflect components of the 4 PLC questions & embedded language learning targets</p>	<p>effectively utilized. Teachers post learning targets on board and address at the beginning of each lesson.</p> <p>At MOY, we have identified students who are not growing based on their MAP growth goals. We will utilize planning sessions to be more purposeful about meeting students where they are and growing their knowledge base to help meet their individual goal.</p> <p>Teachers have received training on integrating language objectives within their curriculum and are expected to identify at least one subject area in which they will intentionally plan for language objectives.</p> <p>Teachers have been trained in AVID DLIQ. Title 1 Specialist shared examples within each grade level of how they are implementing the DLIQ questions in Science.</p> <p>Summative Notes: During extended planning time, instructional coach worked with grade level teams on unpacking the TEKS(what do we want our students to learn) & backwards lesson design(How will we know if students are learning the TEK?).</p> <p>Sigler LIFT team provided two training sessions on how to facilitate language development within curriculum. Classroom walk through google form included language objectives as part of the checklist for observation.</p> <p>At leadership meeting, each grade level shared how they incorporate DLIQ questions into their science units.</p>
<p>Study student work or assessment results as a team Using assessment data from 17-18 school year, grade level teams and campus will determine which content area will be focused on to study student work and assessment examples in team meetings.</p>	<p>August 2018</p> <p style="text-align: center;">Weekly Extended Learning Time</p>		<p>Formative Notes: N/A</p> <p>Summative Notes: In Spring of 2018, we surveyed our staff using Marzano’s High Reliability Schools for Level 1. Our action steps for next year will systematically be based on our analysis of this data.</p>

<p>Utilize instructional coach and building administrators to facilitate team discussion around the review student work samples and assessment discussion to provide feedback and deepen the level of conversation.</p> <p>Title I Component #1 #2 #8 TEA-Goal 2 & Goal 4 Funding source: Title I, SCE, State and Local</p>	<p>weekly beginning in September 2018</p>		
<p>Collaborate with vertical teams Utilize MOY assessment data to develop vertical teams around identified building needs to support the growth of student achievement and teacher development</p> <p>Title I Component #1 #5 #10 TEA-Goal 1, Goal 2 & Goal 4 Funding source: Title I, SCE, State and Local</p>	<p>Monthly campus PD beginning in February</p>	<p>Vertical team meeting agendas & outcomes</p>	<p>Formative Notes: Once we began conducting our Extended Learning Time and utilizing the expertise of our instructional coach and curriculum specialists, we have been able to address vertical alignment without the additional vertical team meetings. At this time, we are closing out this action step.</p> <p>Summative Notes: We continue to use our specialists and instructional coach to address vertical alignment and ensure each grade level “stays in their lane” with TEKS. We have also taken advantage of Extended Planning Days to focus on where the breadth of a grade level TEK begins/ends</p>

Critical Action Addressing Missed State Safeguards

Critical Actions to Address Missed State Safeguards:

- Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P³A Best Practice #17)
- Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P³A Best Practice #13)
- Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P³A Best Practice #14)

Project Lead:	Matt Arend, Carrie Tracy							
Staff, Title I Staff:	3rd, 4th, 5th grade teams, SPED team, Title 1 Support Staff, Instructional Coach							
Materials and Resources:								
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: Other: Special Education (Reading & Math) 4th Grade Writing & 5th Grade Science

Strategies for Accomplishing Critical Actions to Address Missed State Safeguards:

Action Step ● TEA Strategic Priorities Goal # per Action Step (If Applicable) ● 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>SW #17 - Proactively develop intervention plans for students performing below grade level</p> <ul style="list-style-type: none"> ● Identify student's areas for growth through data analysis during the BOY, & MOY as well as during CMIT meetings as needed. ● Once area is identified the goal is developed and shared with students, parents & support staff. ● Strategies and instruction are discussed and implemented for identified students and progress is documented once every two weeks in Edugence. <p>Title I Component #1, #9 TEA-Goal 2 & Goal 4 Funding source: Title I, SCE, State and Local</p>	BOY Data Analysis & Campus Needs Assessment – August-September 2017 Oct – CMIT Meetings for Tier III students, new students to Sigler & STAAR students who did not pass in previous year	Identified list of students needing specific academic interventions and documentation of in Edugence.	<p>Formative Notes: We have held our BOY CMIT meetings, identified students in need of intervention, developed specific goals, and are documenting goal progress within Edugence. This year we are also documenting goal progress on SPED & 504 students within Edugence as well as within the IEP and 504 documentation.</p> <p>We will meet the week of February 12 to identify students who have not shown substantial progress on their MAP growth or who have been identified by the teacher or administrator as someone we are concerned about.</p> <p>Summative Notes: At mid-year CMITS, we met with each teacher on students who were low achieving/low growth OR high achieving/low growth to establish interventions ensuring all students had opportunity to grow and be challenged at their level. Administrators completed random checks to ensure interventions were</p>

			documented on a two week interval. Time was also provided during after school hours for teachers to input documentation.
<p>SW #17 - Provide academic support aligned with the district curriculum</p> <ul style="list-style-type: none"> ● Tiered Intervention will be delivered in reading and math using district approved resources including the following options <ul style="list-style-type: none"> ○ IStation Lessons – Tier II/III Bilingual Students (KN-2) ○ Anchor Comprehension ○ Soluciones ○ Hopscotch ○ Comprehension Toolkit ○ AMC - KN/1st Grade Math ○ Numeracy – 2nd/5th Grades Math ○ TPRI/Tejas Lee Interventions ○ LLI – Comprehension – KN-2nd ○ Touchphonics ● Provide professional learning to address questioning strategies that promote inquiry and leads to students asking more questions than teachers ● Provide professional learning to address questioning strategies aligned with Costa’s Levels of Thinking supporting our AVID Goals - Asking/Creating Higher Level Questions ● Utilize Sigler’s LIFT to facilitate language development within PISD Curriculum supporting teachers in the planning process. <p>Title I Component #1, #4, #9 TEA-Goal 1, 2 & Goal 4 Funding source: Title I, SCE, State and Local</p>	<p>BOY, MOY, EOY</p> <p>Sept. 2017</p> <p>Nov. 2017</p> <p>Oct. 2017 - Jan. 2018</p>	<p>Data from identified interventions; goals in CMIT based on data</p> <p>Walk through forms reflecting an increase in student initiated questions</p> <p>Language objectives posted in classroom Monthly staff meetings October, November, January</p>	<p>Formative Notes: Tiered Intervention is documented within Edugence every two weeks.</p> <p>Staff has been trained on COSTA Level of Thinking by Ashley Helms, the PISD Professional Growth Director.</p> <p>Sigler LIFT team provided two training sessions on how to facilitate language development within curriculum.</p> <p>Summative Notes: CMIT meetings & intervention documentation include resource utilized for intervention.</p>
<p>SW #17 - Evaluate the effectiveness of student interventions</p> <ul style="list-style-type: none"> ● Progress monitoring will take place for each students' goal as documented by the teacher once every two weeks ● Progress monitoring will take place for each students' goal as tracked by individual students, graphing their progress ● Progress monitoring will be discussed during grade level planning times, CMIT meetings, extended planning meetings, parent/teacher conferences <p>Title I Component #1, #6, #9</p>	<p>Every two weeks -</p> <p>BOY, MOY, EOY 2017 - 2018</p>	<p>Goals input into Edugence</p> <p>CMIT Meeting notes</p>	<p>Formative Notes: We have held our beginning of the year CMITS, were we primarily focused on students who were TIER III. Students were also identified as Tier II and have been receiving intervention. Goals are updated in Edugence by person responsible for intervention. The week of February 12, we had our MOY CMIT meetings. At this meeting we discuss students who are high or low academic achievement but did not show growth on MAP. Principals and teachers also have at their discretion to add students</p>

<p>TEA- Goal 2 & Goal 4 Funding source: Title I, SCE, State and Local</p>			<p>they have concern about or to bring evidence to show other measures of growth.</p> <p>Summative Notes: End of Year MAP data reflected the following growth:</p> <table border="1" data-bbox="1367 383 1934 631"> <thead> <tr> <th></th> <th>Reading</th> <th>Math</th> <th>Science</th> <th>Science</th> </tr> <tr> <th>GRADE</th> <th>% Met Growth Target within 1 SD</th> <th>% Met Growth Target within 1 SD</th> <th>% Met Growth Target including 1 SD below</th> <th>% Met Growth Target within 1 SD</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>64.58%</td> <td>72.34%</td> <td></td> <td></td> </tr> <tr> <td>1st Grade</td> <td>88.22%</td> <td>98.21%</td> <td></td> <td></td> </tr> <tr> <td>2nd Grade</td> <td>83.93%</td> <td>66.07%</td> <td></td> <td></td> </tr> <tr> <td>3rd Grade</td> <td>79.03%</td> <td>83.87%</td> <td>96.61%</td> <td>96.61%</td> </tr> <tr> <td>4th Grade</td> <td>86.76%</td> <td>70.59%</td> <td>89.71%</td> <td>89.71%</td> </tr> <tr> <td>5th Grade</td> <td>92.39%</td> <td>67.56%</td> <td>92.71%</td> <td>82.71%</td> </tr> </tbody> </table>		Reading	Math	Science	Science	GRADE	% Met Growth Target within 1 SD	% Met Growth Target within 1 SD	% Met Growth Target including 1 SD below	% Met Growth Target within 1 SD	Kindergarten	64.58%	72.34%			1st Grade	88.22%	98.21%			2nd Grade	83.93%	66.07%			3rd Grade	79.03%	83.87%	96.61%	96.61%	4th Grade	86.76%	70.59%	89.71%	89.71%	5th Grade	92.39%	67.56%	92.71%	82.71%
	Reading	Math	Science	Science																																							
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5th Grade	92.39%	67.56%	92.71%	82.71%																																							
<p>CL #14 - Seek support from team members to assist students performing below grade level</p> <ul style="list-style-type: none"> Through the use of extended planning times, teams of teachers (including support staff & title I teachers) will have conversations moving past "what" is being taught (learning target) and have conversations revolving around "how" content will be taught (strategies, ideas & exemplars of what has proven to be most effective) including the review of student work & assessments. <p>Title I Component #1, #2, #3, #5, #9 TEA-Goal 1 & Goal 4 Funding source: Title I, SCE, State and Local</p>	<p>Weekly Extended Planning times</p>	<p>Lesson plans shared via Google docs</p> <p>Observation of extended planning times by administrators and instructional coach</p>	<p>Formative Notes: Grade levels meet once a week during their extended planning time. Administrators and specialists attend and participate in meetings.</p> <p>Summative Notes: The Extended Planning Days have been utilized to address the "What is being taught?" and How will we assess student understanding?" This has allowed our weekly extended planning time to be used to focus in on the "how" content will be addressed. Our HRS survey results are suggesting we need to develop PLC Teams for 18-19 with goals that would include review of student work and assessment.</p>																																								
<p>CL #14 - Seek support from multiple staff members</p> <ul style="list-style-type: none"> Through the use of extended planning times, teams of teachers (including support staff & title I teachers) will have conversations moving past "what" is being taught (learning target) and have conversations revolving around "how" & "why" content will be taught (strategies, ideas & exemplars of what has proven to be most effective) including the review of student work & assessments. Utilize Sigler's LIFT to facilitate language development within PISD Curriculum supporting teachers in the planning process to strengthen writing across all content areas 	<p>Weekly Extended Planning times</p> <p>October, November, January</p>	<p>Lesson plans shared via Google docs</p> <p>Observation of extended planning times by administrators and instructional coach</p>	<p>Formative Notes: Grade levels meet once a week during their extended planning time. Administrators and specialists attend and participate in meetings.</p> <p>Sigler LIFT team provided two training sessions on how to facilitate language development within curriculum.</p> <p>Summative Notes: Sigler LIFT team provided two training sessions on how to facilitate language development within curriculum.</p>																																								

<ul style="list-style-type: none"> Vertical Teams discuss building wide strategies that support grammar and writing across all content areas, including the use of AVID DLIQ <p>Title I Component #1, #3, #4, #5, #9 TEA-Goal 1, 2 & Goal 4 Funding source: Title I, SCE, State and Local</p>	<p>February, March, April</p>	<p>Vertical team agenda & outcomes of meetings</p>	<p>Teachers have been trained in AVID DLIQ. Our Title 1 Specialist shared examples within each grad level of how they are implementing the DLIQ questions in Science.</p>
<p>CL #14 - Seek support from parents</p> <ul style="list-style-type: none"> Individual student goals will be shared with parents during parent/teacher conferences (3x a year KN-2nd) & in October and as goals are established for 3rd-5th. <ul style="list-style-type: none"> Activities and strategies will be shared with parents which they can use with students at home to reinforce what is being targeted at school during the instructional day. Review and discuss Title I School Compact <p>Title I Component #1, #6, #9 TEA-Goal 4 Funding source: Title I, SCE, State and Local</p>	<p>October 2017</p>	<p>Title 1 School Compact signed within conference</p>	<p>Formative Assessments: Parent conferences were completed in October 2017. Teachers provided substitutes to allow for each to have a full day of conferences.</p> <p>Summative Assessment: Title 1 School Compacts were shared with parents during October Parent Conferences. K-2 held additional parent conferences with parents in April/May. We also held parent conferences and/or CMIT for any student who we were considering for retention or would like to request testing at the beginning of next school year.</p> <p>AVID Parent/Student Education Nights were held: Oct 19(Goal Setting), Nov 9(Successful Students/Successful Parents), Nov 28(Goal Setting, Feb 27(Time Management), & May 29(Transitioning to Middle School)</p> <p>At May Kindergarten parent meeting for 18-19, teachers shared suggestion of what would be helpful for students to know before they come to kindergarten. They also provided activities to be used over the summer.</p>

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. (Required Action Steps per 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.	Principal	Campus Wellness Plan	Our nurse, Kristy Bailey, serves as the Campus Wellness Captain. Her team also consists of our PE coaches, & parent representative Dellmy Cabrera.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Our nurse, Kristy Bailey, serves as the Campus Wellness Captain. Her team also consists of our PE coaches, & parent representative Dellmy Cabrera.
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom.	Principal	Coordinated School Health Curriculum	Health curriculum is provided by grade level teachers. In cases of departmentalization, the science teacher implements health curriculum.
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	Instead of a bulletin board, our nurse implemented bi-monthly tv announcements around the topics of Health & Wellness. During one announcement on healthy eating habits, she dressed up as a banana as she discussed serving portions.
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	Nurse Bailey worked with North Texas Food Bank to schedule three nutrition classes(Feb 28, Mar 28, Apr 25) for Plano Family Literacy participants. Plano Family Literacy then provided training during our April Mornings with Moms meeting. Topics

				<p>included healthy cooking, healthy snacks/drinks, & Nutrition/Immunity/Exercise.</p> <p>Parents are also notified of all events including after school student enrichment programs such as yoga, soccer, healthy cooking, & dance through social media(facebook, twitter, instagram, snapchat), email, and phone calls.</p>
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	All students who are eligible participated in the Fitness Gram.
4 th & 7 th	Ensure all data for 3 rd - 8 th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD.	P.E. Teacher	Fitnessgram Student Report	Fitness reports cards were shared with 4th grade parents.
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.	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Walk throughs and teacher observations were conducted throughout the school year on a weekly basis. 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.	P.E. Teacher	Pedometers; heart rate monitors	We do not have access to pedometers at this time.
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	Coaches follow curriculum provided by the district. Weekly walk throughs are conducted throughout school year. Majority of students are actively engaged in curriculum. We will continue to work on providing activities for students who are unable to participate in the PE program due to medical reasons.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	<p>Formative Notes: Every grade level is provided 30 minute of unstructured play.</p> <p>Summative Notes: During the 18-19 school year we will be adding an additional 15 minute recess time to K-2nd based on teacher feedback.</p>

K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	<p>Formative Notes: Teachers use Go Noodle and other brain break online resources throughout the school day as needed.</p> <p>Summative Notes: Teachers look for opportunities to provide students learning activities that require movement. Teachers have also embedded “calm down” areas in their classroom and are encouraged to use administration when they feel students may need to take a walk and/or get of classroom for a few minutes.</p>
ATTENDANCE:				
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	<p>The social worker, parent liaison, administration, and counselors conduct home visits and stay in constant communication with families who have chronic absences. Social worker has helped families find alternative living conditions when homelessness has been an obstacle to learning. He has also worked with apartment managers to advocate for parents who were without electricity or other utilities.</p>

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. (Required Action Steps per 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.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	As we noticed certain times of the day or areas of the building increasing in disciplinary activity, we would meet with the appropriate team and identify a course of action. This may include providing additional staff members, relocating students who were causing the disruption, or restructuring routine to minimize opportunities for at-risk behavior.
	Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	All staff are assigned duties during highrisk times and within high risk areas throughout the school day. We also provide two paraprofessionals for additional support on afternoon buses. https://sites.google.com/site/siglerstaffsite/duty-schedule
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Campus Self Manager Program is posted within our online handbook: https://sites.google.com/site/siglerstaffsite/self-manager-system
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	All staff members received training and have access to review the resources throughout the school year via our online campus handbook.

	Review referral process.	Principal or designee	Campus referral plan	All staff members received training and have access to review the resources throughout the school year via our online campus handbook.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Sigler utilizes a PBIS to encourage students to follow class rules. Students earn levels of Self Manager badges as they develop the ability to self manage their behavior. Students also earn “starbucks” that can be used every Tuesday at the Starbuck Store. When students need support in self managing, they work with an adult in writing a reflection on what they might do differently next time. We also use Restorative Practices such as Morning Meetings to start the day and Restorative Circles when there is conflict.
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	Campus Self Manager Program is posted within our online handbook: https://sites.google.com/site/siglerstaffsite/self-manager-system
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Sigler utilizes a PBIS to encourage students to follow class rules. Students earn levels of Self Manager badges as they develop the ability to self manage their behavior. Students also earn “starbucks” that can be used every Tuesday at the Starbuck Store. When students need support in self managing, they work with an adult in writing a reflection on what they might do differently next time. We also use Restorative Practices such as Morning Meetings to start the day and Restorative Circles when there is conflict. Campus Self Manager Program is posted within our online handbook: https://sites.google.com/site/siglerstaffsite/self-manager-system

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.	Principal or designee	Code of Conduct/ Student-Parent Handbook	Students recite the Sigler Citizen Pledge each day through our daily announcements.
	Monitor high risk areas.	All staff	Schedule (if necessary)	Duty Schedule: https://sites.google.com/site/siglerstaffsite/duty-schedule
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan	Sigler students participate in the Sigler Self Manager Program. Students also participate in the Practice Program when needed to focus on specific character traits.
All Students	INTERVENTION:			
	Apply classroom interventions.	All teachers	Grade level classroom teachers, counselors, social worker - Practice Program, Zones of Regulation	Teacher use morning meetings to start their day or the beginning of each block if they are departmentalized. Teachers provided a “calm down” area for students when they become escalated.
	Employ discipline interventions.	Designated staff	Grade level classroom teachers, counselors, social worker - Practice Program, Zones of Regulation	Teachers received training(facilitated by counselor) and resources to help support classroom implementation of Zones of Regulation. Counselor designed monthly Zones of Regulation lessons that were used within our monthly CASA groups.
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Campus diagnosticians, LSSP,	Teachers have access to the social worker, counselor, and administration if students need time to talk through a

			Social Worker, Counselors, Administrative Staff	frustration or release some energy. Restorative circles are used for conflict resolution between teacher/student or student/student. Student needs dictate the individualized intervention plan that would best support their growth towards self-management. We hired a part-time teacher to provide behavior/academic support for students who needed support beyond the standard campus discipline plan.
	Conference with parents/students.	Teachers or other staff	Campus 504, CMIT	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 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 other electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	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 and offer assistance through the District Mobile Technology Lab for parent education and access. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	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 and 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 sites.
Communicate information through e News and through hard copies when internet access is not available. Funding source: State and 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 and Local	Principal, CTA, Parent Liaison, Grade Level Teachers	Sigler Voice, daily Tweets, Posts and Updates on SM platforms	Each grade level submitted a weekly “Sigler Voice” in which students shared what they learned that week. The principal compiled all into one newsletter that was then shared via social media and email. Each grade level and specials team tweets throughout the day sharing activities taking place within the classroom.

<p>PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local</p>	<p>PTA President, Principal</p>	<p>Monthly Board Meetings, Minutes from Monthly Board Meetings</p>	<p>Administration meets each month to discuss upcoming programs and activities</p>
<p>Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local</p>	<p>PTA, Principal, Parent Liaison</p>	<p>All Pro Dads, Mornings with Moms, Attendance at Events and names/dates of events</p>	<p>All Pro Dads continues to meet on a monthly basis. This year we also began monthly "Mornings with Mom" meetings which provides time for moms to eat breakfast with their children. After students leave for class, moms meet for an additional 10-15 minutes to provide information or discuss topics.</p> <p>In the Spring, the PTA hosted a father/daughter dance, outdoor movie night, and a volunteer appreciation luncheon.</p>

Transition

Critical Action Step: The campus will assist students in making a successful transition between early childhood schools to elementary schools and the transition between elementary to middle school.

Strategies for Accomplishing Transition Critical Action:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Elementary counselors deliver guidance lessons that support and promote the learning process. Title I Components: 7 Funding source: State and Local	School Counselors/PISD guidance curriculum	August 2017 - May 2018	Guidance Counselors provided lessons to every grade level once every two weeks.
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. Title I Components: 7 Funding source: State and Local	Kindergarten Team/ RAMP Up Kit	September 2017 May 2018	September meeting - teachers provided training and Ramp Up resources to parents During the May parent meeting for 18-19 kindergarten students, teachers shared a handout outlining what would be helpful for students to know before they come to kindergarten. They also provided Ramp Up resources to be used over the summer.
Kindergarten staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions) Title I Components: 7 Funding source: State and Local	PreK Team Kindergarten Team	August 2017 May 2018	PreK and Kinder share the same team leader and meet as a team to plan on a weekly basis.
Elementary campuses with full day Pre-K Classes – Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment. Title I Components: 7 Funding source: State and Local	PreK Team Kindergarten Team	August 2017 May 2018	On the last day of school, all grade levels are provided time to “move up” to the next grade. Pre K students went to Kinder classrooms and met the teachers.

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 2017 to May 2018	Formative Notes: Summative Notes:
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 2017 to June 2018	
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 2017 to May 2018	
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 2017 to June 2018	
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 2017 to June 2018	