



Plano Independent School District Campus Improvement Plan

Sigler Elementary

1400 Janwood Drive

Plano, TX 75075

2018-2019

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Vision and Mission Statements for District and Campus

Plano ISD Vision Statement

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

Plano ISD Mission Statement

The mission of the Plano Independent School District is to provide an excellent education for each student.

District Goals

Plano ISD has two major ongoing district goals:

- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

Campus Mission Statement

Prepare Students to Excel in a Diverse and Changing World

Campus Information

Administration Team

Principal, Matt Arend

Assistant Principal, Carrie Tracy

About Us

#SiglerNation is a family who comes together focused on one goal; the success, growth and progress of our students and school community.

Campus Status

Non-Title I Campus

X Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 09/04/2018 05:00 pm

Meeting 2: Progress monitoring and review of strategic plan - 01/29/2019 05:00 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/21/2019 05:00 pm

State Goals and Objectives

The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.

Objective #2 - Students will be encouraged and challenged to meet their full educational potential.

Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.

Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Strategic Priorities

Goal #1 - **Recruit, support, and retain** Teachers and Principals.

Goal #2 - Build a **foundation** of **reading** and **mathematics**.

Goal #3 - Connect high school to **career** and **college**.

Goal #4 - **Improve** low-performing schools.

Information regarding the TEA Strategic Plan may be accessed here: http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Luz Valentin	Faculty Member	2017-2018		X	X
Kelly Bender	Faculty Member	2018-2019		X	X
Jessica Brown	Faculty Member	2017-2018	X	X	X
	Faculty Member	2018-2019			
Maricela Romeo	Faculty Member	2018-2019	X	X	X
Shara Wilson	Faculty Member, Special Ed	2018-2019	X	X	X
Matt Arend	Principal	2012-2013	X	X	X
Marcus Miller	District Professional	217-2018	X	X	X
Kimberly Edwards	Campus Professional, Non-teaching	2018-2019	X	X	X
Stacey Fawley	Support Staff Member	2017-2018	X	X	X
Samantha Bigelow	Parent-Selected by PTA	2018-2019	X	X	
Bianca Sias	Parent-Selected by Principal	2017-2018	X		
Karla Vieres	Parent	2017-2018			X
LaCretia Lee	Parent	2017-2018			
	Parent	2018-2019			
Bre Sims	Parent	2018-2019	X		
Darion McCoy	Community Member	2018-2019	X		
Debbie Kingsley	Community Member	2017-2018	X	X	
Andy Bailey	Business Representative	2017-2018	X		
Melinda Hoover	Campus Professional, Non-teaching	2018-2019	X	X	X
Dora DeBoer2018-1	District Professional	2018-2019		X	

State Compensatory Education Program Information

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD’s compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state’s eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

SCE Program Funding

SCE Total	\$402,895.42	State Compensatory Ed funds allocated for allowable supplemental resources and 6.5 staff.
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Title I Program Information

Title I - Schoolwide Components

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by state certified qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards.
5. Strategies to attract state certified high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I, Part A Program Funding

Staffing	\$227400	Total Funding for 6 Title I Support Teachers (including tutoring, adult temp staff) and for 0 Paraprofessionals.
Professional and Consulting Services	\$0	Campus contracts a consultant to train staff on instructional strategies.
Supplies and Materials	\$17,850	Instructional supplies (i.e. software) used to enrich student learning, training materials used to support on-going professional learning.
Other Operating	\$3237	Additional Title I Funding used to increase student and campus capacity (i.e. educational student field trip opportunities, registration for staff professional development, student snacks, student enrichment opportunities).
Parental Engagement	\$2166	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)

Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	<p>Social worker, parent liaison, and counselor work with families who are in crisis which helps strengthen the school community partnership.</p> <p>Our campus houses a clothes/food closet open to Sigler Families.</p> <p>We have a diverse population made up of 57.2% hispanic, 20.8% white, & 17.1% african-american students.</p> <p>Class sizes average 18.7 students:1 teacher. We are able to provide small group intervention to all Tier 2 & Tier 3 students due to the additional Title 1 support teachers we have on campus.</p>	<p>79% of our students participate in Free & Reduced Lunch & 41.6% of our students are English Language Learners</p> <p>Our staff demographics is not in alignment with our student demographics. 89% of our staff are females. 57.7% are white, 32.9% are hispanic, & 7% are african american.</p> <p>Mobility rate is 16.3% according to 16-17 TAPR. This year we had a total of 127 students move in or out of Sigler suggesting our mobility rate has increased over time.</p>	<p>Recruit highly qualified staff that reflect the demographics of our campus.</p> <p>Increase support we can provide families who are identified as having a high risk of mobility.</p>
Student Achievement	<p>84% of 3rd, 4th & 5th grade students who took Reading STAAR met Approaches level.</p> <p>80% of 5th Grade met Approaches in Science.</p> <p>Compared to other campuses with similar percentage of economically disadvantaged students, Sigler was</p>	<p>67% of 4th grade met the Approaches Grade Level in Writing.</p> <p>A low percentage of students(48% and less) are at the "Meets Grade Level" on any tested area of STAAR.</p> <p>58% of students made years worth of academic growth in Reading & Math. This can be attributed to lack of growth by students who were at Approaches</p>	<p>Increase the number of students who are "Approaching Grade Level on the 4th Grade Writing Assessment.</p> <p>Increase the number of students who are at "Meets Grade Level" & "Masters Grade Level" on all assessments.</p> <p>Increase the number of students within each student group who are meeting their growth target for percentage of</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	<p>given a relative performance score of 80%</p> <p>With the exception of "White" demographic, all other student groups who have been continuously enrolled at Sigler met their growth target on Reading STAAR.</p>	<p>Grade Level in prior year test not meeting or exceeding growth progress in current year assessment.</p> <p>With the exception of African American students, all other student groups DID NOT meet their growth target of percentage of students at the "Meets Grade Level" for the Math STAAR.</p>	<p>students at the "Meets Grade Level" on the Math STAAR.</p>
School Culture and Climate	<p>A wide variety of enrichment activities are provided before/after school including chess, yoga, robotics, dance, stomp, math club, & STEAM club. Only two students were referred to Special Programs this year. On average, the staff rated the school as a safe(4.42) & orderly(4.16) place. On average, the staff feels confident in their ability to implement the emergency management procedures on campus(4.68).</p>	<p>12 students were placed in In School Suspension at least once during the school year. 10/12 were boys and 6/12 were African American students. 7 out of the 23 days of total in-school suspension days were incurred by 2 students identified as having Emotional Disturbance</p> <p>Need identified through Leading Indicator 1.1 is to have "clear & specific rules/procedures in place" (3.86 with SD of 1.07).</p> <p>Lack of opportunity for students, parents, & the community to provide opinion data(Leading Indicator 1.6, 3.40)</p>	<p>Review and make necessary changes to current campus and grade level rules and procedures.</p> <p>Increased education on working with students who have experienced trauma and/or have a disability that impedes them from self managing their behavior in the classroom.</p> <p>Create data collection system that provides opportunities for students, parents, & community to share their opinions regarding the optimal functioning of our school.</p>
Staff Quality/ Professional Development	<p>All teachers are identified as "highly qualified." Over half of our staff has 6-20 years experience.</p>	<p>Mentor program for teachers new to our campus needs to be formalized and more consistent.</p>	<p>Develop curriculum and timeline for teacher mentor program.</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	<p>A support team made up of 8 ½ teachers and 2 bilingual paraprofessionals provide Tier 2 & Tier 3 instructions to small groups of students on a daily basis. PACE teacher also provided enrichment to students who did not qualify for PACE but still needing differentiation in lesson. In addition, federal funds were utilized to hire 4 additional part time teachers to provide small group instruction and/or in class support.</p> <p>Staff attendance rate was high with an average of 3 days absent per teacher. Staff feel school’s accomplishments are acknowledged and celebrated(4.44).</p>	<p>Teachers new to district shared concerns regarding the number of trainings required within the school day & “rifting” after school year has started. Marzano survey indicates a slight need for team & individual accomplishments to be acknowledged and celebrated(3.84 with 1.23 S</p>	<p>Collect input from teachers discerning how they like to be acknowledged & celebrated.</p>
<p>Curriculum, Instruction, Assessment</p>	<p>CMIT at BOY, MOY, & EOY used to monitor student growth of students regardless of Tier identification. Interventions identified for all students who were not showing growth at MOY. 21st century learning experiences provide students choice and a variety of ways to show their understanding of new material.</p> <p>In addition to extended planning time provided within the school day on a weekly basis, teachers were given</p>	<p>Schedule does not allow for SPED teachers and all support staff to participate in extended planning. Given the quantity and variety of data available on each student, teachers share it is a challenge to utilize it efficiently and consistently. Differentiation so that we are planning for growth of all students.</p>	<p>Use HRS research to put systems in places that will maximize the PLC including written goals, agendas, minutes, and common assessments. Create data teams with identified goals.</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	<p>extended planning days throughout the school year. During the full planning days, grade levels would more extensively unpack the TEKS, identify how they would know when students had learned the material, and begin planning activities.</p>		
<p>Family and Community Involvement</p>	<p>Multiple opportunities provided for families to participate in educational activities with their students including Wonderopolis Night, Tech & Tacos, Mornings with Moms, All Pro Dads, Movie Night, AVID night, Multicultural Night, & STEAM night. Our campus benefits from several community partners including Watermark, Mentor Volunteers, ESI, Hunter’s Glen, Texas Instruments, & United Way. They provide services/resources such as Food for Kids, grant money, backpacks, school supplies, school beautification, event volunteers, teacher appreciation events, & mentors. They also support events such as when we we have summer ice cream socials in the apartment/neighborhoods.</p>	<p>While there is high attendance at school functions, the PTA struggles to recruit and retain parent volunteers. While there are several community services available to support families, we do not have a formal method of sharing those services unless our social worker or counselor has been made aware of a specific need.</p>	<p>Increase the number of families who volunteer with school activities both within and outside of the school day. Provide opportunities for parents to give input on the activities & times in which they feel most comfortable volunteering. Increase family awareness of community services available to support them when they are in need.</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	Schools provides all programs and written communication in both spanish and english.		
School Context and Organization	Marzano survey indicates “groups of teachers are targeted to provide input regarding specific decisions”(4.08). Master schedule provides weekly extended planning time within the school day. Teachers facilitate edcamp style professional development throughout the school year in an effort to showcase & encourage innovative teaching across the campus.	Marzano survey suggests we need to clarify which types of decisions will be made with teacher input(3.55 with 1.12 SD) This year 16 teachers were new to Sigler, with 6 of the 16 being new to Plano ISD. All grade level team leaders were either new to our campus or new to the team leader position. Because of this, established campus leaders willingly took on additional roles including providing professional development and support to staff new to the campus.	Formalize the methods in which we collect teacher input and provide lagging evidence to share with staff reflecting how their input was utilized to make various decisions. Develop leadership & presenter capacity with staff members who have been identified as modeling characteristics aligned with those roles.
Technology	Sigler has 1:1 chromebook for k - 5th grade. We have a strong base of teachers who are proficient in using a variety of technology platforms & websites including flip grid, google classroom, Nearpod, google hangouts, google field trips, Read Theory, Wonderopolis , Dreambox, Education Galaxy, & Kahoot.	Level of use with technology varies across teachers & teams. Teachers new to technology were comfortable using technology at the Substitution Level of the SAMR model and/or used websites such as Education Galaxy or DreamBox as station works for students. Teachers shared there was a lack of explicit discussion built into planning	Increase number of teachers using technology at a more evolved level of the SAMR model. Increase opportunities for teams to learn about appropriate technology integration into specific units/lessons

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	<p>100% of teachers utilize chromebooks in classroom on a consistent basis across all curriculum areas.</p> <p>Multiple opportunities for professional growth provided on campus and within the district.</p> <p>Marzano staff survey indicates teachers feel “school leaders direct the use of technology to improve teaching & learning(4.72) and “provide adequate training for the instructional technology teachers are expected to use” (4.29)</p>	<p>time to discuss best use of technology within a given lesson.</p> <p>Teacher concern of students being off task or on inappropriate websites</p>	

Critical Action #1

Problem Statement	The collaborative teams are operating at varying levels of autonomy compared to collaborative teams that transform the PLC process.
Root Cause and Strategy	(a) We will address the need for effective collaborative teams by establishing adequate structures and systems resulting in a transformed PLC process and improvement in student growth.
Goal	Collaborative teams will transform practices and operate in alignment with teams that transform the PLC process.
Project Lead	Campus Administrators
Staff, Title I Staff	Grade Level Team Leaders, Collaborative Planning Team Leaders, Title 1 Support Staff, ESL/Bilingual Support Staff
Materials and Resources	

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<p>1. Provide training on High Reliability School model and the role of the Professional Learning Community.</p> <p>2. Collaborative Teams will establish norms in order to create consistency across the PLC that allow individual teams to operate effectively and efficiently within it. ~ Within each collaborative team, grade level teachers will self assess their team implementation of the norms and reflect on the results as a team.</p> <p>3. Collaborative teams will establish a goal based on STAAR & MAP data.</p> <p>4. Collaborative teams will use an agenda to plan for and stay on task during collaborative team time. The agenda will</p>				August 2018	<p>1. Agenda & sign-in form</p> <p>2. Team norms and monitoring forms</p> <p>3. Team goals</p> <p>4. Team agendas</p>	Staff will have a deeper understanding of the research behind the High Reliability School model. There will be an increase in student academic performance by implementing collaborative team protocols with fidelity.	Staff will be trained on collaborative teams in alignment with High Reliability School research on effective PLC process that transforms schools. Team will establish norms & goals based on academic data. Teams will begin using agenda with support from administration.	Collaborative teams will be aligned with High Reliability School research on effective PLC process that transforms schools. Teams will use agenda resulting in team time being used more efficiently and effectively. Individual team members will complete a survey rating their level of progress on characteristics of an effective collaborative team based on HRS expectations.	The culture of Collaborative teams reflect consistent use of structures and systems resulting in an effective PLC process that transforms schools. HRS EOY data rated 3.5 or higher in all areas.	#2 #4 #8

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
include team goal, team roles, focus norm, time, tasks, and results of collaborative team time.										

Critical Action #2

<p>Problem Statement</p>	<p>The percentage of students meeting the approaches/meets/masters grade level standard is below district in the following groups: 3rd Math: All students App/Meets/Masters, LEP Meets/ Masters, SPED App/Meets/Masters 3rd Reading: All students App/Meets/Masters, SPED App/Meets/Masters 4th Math: All students App/Meets/Masters, Econ Disadv App/Meets/Masters, LEP App/Meets/Masters, SPED App/Meets/Masters 4th Reading: All students App/Meets/Masters, Econ Disadv Masters, LEP Masters, SPED Approaches 4th Writing: All students App/Meets/Masters, Econ Disadv Meets/Masters, LEP App/Meets/Masters, SPED App/Meets/Masters 5th Math: All students App/Meets/Masters, Econ Disadv Meets/Masters, LEP Meets/Masters, SPED App/Meets/Masters 5th Reading All students App/Meets/Masters, Econ Disadv Meets/Masters, SPED App/Meets/Masters 5th Science: All Meets/Masters, ED Masters, LEP Masters, SPED App/Meets/Masters</p>
<p>Root Cause and Strategy</p>	<p>(a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning and instruction with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses.</p>
<p>Goal</p>	<p>Increase the percent of students meeting the approaches/meets/masters grade level standard so that we are at or above the district percentages.</p>
<p>Project Lead</p>	<p>Campus Administrators</p>
<p>Staff, Title I Staff</p>	<p>Grade Level Team Leaders, Collaborative Planning Team Leaders, Title 1 Support Staff, ESL/Bilingual Support Staff</p>
<p>Materials and Resources</p>	<p>District Curriculum, Edugence (PES Growth Roster, STAAR Roster, MAP data), Eduphoria, Gradebook</p>

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<p>EFFECTIVE PLANNING: STAGE 1</p> <p>1. District curriculum and instruction team members will provide staff training on district planning protocols.</p> <p>2. Grade Level collaborative teams/ Title 1 Intervention Team will meet during an extended planning time within the school day to use the district curriculum & a campus aligned instructional planning cycle for planning & instructional purposes.</p> <p>~ Weekly planning meetings to maintain alignment to the curriculum will include grade level team, support staff, and SPED teachers.</p> <p>~ Weekly walkthroughs of all teachers including general, bilingual, and special education will be conducted by administration to document implementation of the plans into instructional practice.</p> <p>3. Extended time will be provided for teams to implement the planning protocols for unit instructional planning. SPED teachers will be included in Extended Planning Days to ensure alignment in planning between SPED and General Education.</p> <p>4. Vertical teams will meet to identify areas of alignment for Reading, Math, Writing, and Social Emotional Learning. ~ Each grade level and/or content team will assign at</p>	Lead4Ward Rockin' Review Conference	6411 – Other Operating (Staff Training - Registration, etc.)	3290	<p>1. Professional Development Meeting scheduled August 8, 2018.</p> <p>2. Weekly Planning Protocol meetings, weekly support by Title 1 Intervention Team, weekly Administration Walk Throughs,</p> <p>3. Extended team planning times occurring 2-3 times a year for each grade level.</p> <p>4. Monthly meetings from 3:00 - 4:00. Dates of meetings are September 17, October 15, November 19, December 17, January 28, February 18, March 18, April 18, & May 20.</p>	<p>1. Google Form Sign in Sheet & Agenda</p> <p>2. Grade level agendas for collaborative team time based on grade level goal.</p> <p>3. Extended Planning Time schedule & feedback form</p> <p>4. Vertical team agenda, minutes, & artifacts produced from vertical collaborative team time.</p> <p>5. Conference certifications or other proof of attendance</p>	<p>Increase student academic performance by implementing planning and instruction protocols with fidelity.</p>	<p>Lesson plans and instruction will be aligned with the district curriculum and include daily learning and language targets as modeled by the district C&I team.</p>	<p>Lesson plans will be aligned with the district curriculum and include daily learning and language targets with consultation from the district C&I team.</p>	<p>Using the planning protocols, lesson plans aligned with the district curriculum, include daily learning and language targets, and were implemented effectively by grade level teams.</p> <p>All sub codes provided by district were utilized for Extended Planning Time across the grade levels.</p> <p>Walkthroughs were implemented on a regular basis by administrators to assess alignment with instruction and planning time.</p> <p>Math, Reading, Writing, and PBIS vertical teams shared agendas and evidence of rubrics and systems implemented or to be implemented next year across the grade levels including PBIS Expectations, Writing Rubric & Checklist, Math</p>	#2 #4
	Substitutes for Extended Planning Days during 2nd Semester	6117 – Professional Salaries (Adult Temp)	4160							
	NAESP	6411 – Other Operating (Staff Training - Registration, etc.)	1500							
	Professional Learning Book Studies	6329 – Supplies and Materials (Teacher Materials)	2114							

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<p>least one representative for each vertical team.</p> <p>5. Foster faculty knowledge and skills in support of the school improvement plan through professional learning communities, or other opportunities that arise throughout the school year.</p>									Problem Solving One Problem a Week, or Comprehension Tool Kit Expectations.	
<p>DATA ANALYSIS & INTERVENTION</p> <p>1. Provide training for all grade level teachers, ESL teachers, special education staff, and interventionists on the purpose and use of formative and summative assessments.</p> <p>2. Teachers will create and administer common formative/summative assessments.</p> <p>~ Within the weekly collaborative team time, teachers will analyze assessment data and use it to plan for instruction, differentiation, & intervention.</p> <p>3. Develop intervention plans for students identified as Tier 2, Tier 3 or SPED during CMIT meetings. Identify gaps in learning through data analysis during the BOY, & MOY as well as during CMIT meetings as needed.</p> <p>~ Students identified as Tier 2 & Tier 3 will receive intervention from a Title 1</p>	<p>Adult Temp Intervention Support - 3rd, 4th, 5th Reading, Math, Writing</p>	6117 – Professional Salaries (Adult Temp)	20575	<p>1. Professional Learning scheduled September 20th, from 3:30 - 5:30.</p> <p>2. Weekly collaborative team meetings beginning the week of September 27th.</p> <p>3. CMIT meetings will occur beginning in October, February, & May after MAP testing. We will also conduct CMIT in September for those students identified at EOY 2018.</p>	<p>1. Google Form Sign in sheet & agenda.</p> <p>2. Agenda minutes will reflect summary of conversation around formative/summative assessments. Minutes will also reflect plans for instruction/intervention based on data analysis of assessments.</p> <p>3. Strategies and instruction are discussed documented once every two weeks in Edugence</p>	<p>Increase student achievement and academic growth by monitoring and adjusting instruction.</p>	<p>Lesson plans will begin to include formative and summative assessments of student learning as modeled by the district C&I team. Beginning of the year CMITs will be held for all students new to Sigler, who did not meet the approaches grade level on STAAR, or teacher requested.</p>	<p>Lesson plans will continue to include formative and summative assessments to monitor and adjust student learning with consultation from the district C&I team; and the team discussions will impact future instructional decisions. Middle of the year CMITs will discuss students who did not show growth within 1 standard deviation based on their winter MAP score. CMITs will also be held for students who are identified by their teachers as potential concerns based on behavior or academic gaps.</p>	<p>Weekly instruction, aligned with the district curriculum, will include formative and summative assessments so that teachers utilize the current data to develop instruction & intervention to meet student learning needs. End of Year CMITs will be held for students who we are considering for retention or who may have immediate concerns needing to be addressed at the beginning of the next school year.</p> <p>At varying levels of implementation, grade levels began implementing item analysis of unit assessment and</p>	#2 #4 #9
K-5 Intervention Resource - Education Galaxy	6318 – Supplies and Materials (Software)	3650								
Grade 3-5 Intervention: Kids Who Are Changing the World - book set (non-fiction)	6329 – Supplies and Materials (Teacher Materials)	327.70								
Title 1 Support Teachers	6119 - Professional Salaries (Half/Full-Time)	212400								

Sigler Elementary – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<p>Specialist, grade level teacher or Title 1 Adult Temp worker.</p> <ul style="list-style-type: none"> Students identified as SPED will receive intervention and we will monitor progress at BOY, MOY, and EOY. Teachers will progress monitor goals every two weeks in Edugence. <p>~ Tiered Intervention will be delivered in reading and math using district approved resources including the following options:</p> <p>~ IStation Lessons – Tier II/III Bilingual</p> <p>Students (KN-2)</p> <p>~ Anchor Comprehension</p> <p>~ Soluciones</p> <p>~ Hopscotch</p> <p>~ Comprehension Toolkit</p> <p>~ AMC - KN/1st Grade Math</p> <p>~ Numeracy – 2nd/5th Grades Math</p> <p>~ TPRI/Tejas Lee Interventions</p>	Grade 4-5 Intervention: LLI	6329 – Supplies and Materials (Teacher Materials)	11000						<p>establishing proficiency standards prior to giving assessments.</p> <p>In January, staff given PL on writing SMART goals and measurable progress monitoring for Tier 2 and Tier 3 students. During collaborative team time, random students within the grade level would be selected to review and discuss quality of progress monitoring.</p>	

Sigler Elementary – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
~ LLI – Comprehension – KN-4th Grade ~ Touchphonics ~ Education Galaxy										

Health, Fitness and Attendance

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)

COORDINATED SCHOOL HEALTH

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
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	Monthly beginning September 2018.	Tim Roberts has been identified as the Campus Wellness Captain. Campus Wellness Team Members is made up of PE teachers, campus nurse, & parent representative.	Team met 4 times a year and established goal of increasing moderate to vigorous activity of students.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	September 2018	Parent has been identified to serve on Campus Wellness Team.	Parent did not attend meetings. We need to select someone next year who will commit to attending meetings or ensure we make them at times that

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
						parent is available.
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	Every 9 weeks	Within every 9 week grading period, a different unit within the curriculum is facilitated by our PE Coaches.	Curriculum is provided through the gym, classroom, or outdoor learning spaces.
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	Every 9 weeks	Bulletin board is changed every 9 weeks to align with CHS curriculum.	Foyer TV and daily announcement used to publicize Family Fitness Night & Dental Health Care, Cooking Class and the Texas Agri-Life Club. Difference Makers targeted students at risk for diabetes and was by invitation only. Announcements every Wednesday had a health component

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
						focused on dental health, exercise, or nutrition.
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	September 2018 - weekly	Social Media platforms and Sigler Smore are both utilized to communicate with parents on a weekly basis. Front entrance TV slides promote after school clubs including yoga, Stomp, soccer & dance.	Fliers, weekly SMORE, and social media were used to publicise Family Fitness Night & Dental Health Care, Cooking Class and the Texas Agri-Life Club.

FITNESS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	October - Pre-assessment April - Post-Assessment	3rd, 4th, 5th graders are tested once a semester through the Fitness Gram.	Results of assessments were provided to assistant principal.
4th & 7th	Ensure all data for 3rd - 8th grade students is entered on timely basis,	P.E. Teacher	Fitnessgram Student Report	May	This year, the PE department	Fitness Gram results were

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
	fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD.				opted to send reports to 3rd - 5th grade students.	sent to parents via report card.

PHYSICAL ACTIVITY REQUIREMENTS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
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	August 2018	Schedule created with K-5 exceeding the required minutes per week of physical education.	Schedule created with K-5 exceeding the required minutes per week of physical education
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	At least two times per semester	Pedometers are introduced through a unit and are periodically brought out within the class period	Pedometers were used within PE curriculum and also used by Difference Makers club.
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	Daily beginning August 2018.	Administration will conduct walkthroughs at least times a month to ensure curriculum is	PE teachers utilize Plano ISD curriculum to ensure alignment with expected level of activity.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
					implemented with fidelity.	
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	July 2018	Master Schedule provides at least 30 minutes of recess for all grade levels. This school year an additional 15 minute recess is built into K-2 schedule.	Master Schedule provides at least 30 minutes of recess for all grade levels. This school year an additional 15 minute recess is built into K-2 schedule.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	Daily	Brain breaks are individualized based on the needs of the classroom and natural breaks within the schedule. Big Center time is built into Kindergarten schedule as an additional 30 minute break.	Brain breaks are individualized based on the needs of the classroom and natural breaks within the schedule. Big Center time is built into Kindergarten and PreK schedule as an additional 30 minute break.

ATTENDANCE

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Daily beginning August 20th	Daily email of student attendance is sent to administrators and social worker.	Social worker worked with families with low attendance to provide family support. When interventions were not successful, parents were filed on for truancy.

Violence Prevention and Bullying

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)

STAFF PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	August 2018	High risk areas have been identified as areas in which there are large amounts of students in less structured settings such as morning arrival in gym, cafeteria, & recess.	During morning arrival students are monitored beginning at 7:00 in high traffic areas.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	August 2018 -	AM/PM Duty Schedule, Recess/Lunch coverage schedule created to ensure students are monitored at all times.	At least 2 staff members, typically grad level teachers, are assigned to cover lunch and recess duty.
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	August 2018	PBIS vertical team has been created to align procedures	Character Based Rubric established through vertical

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				across the grade levels.	team to define expectations across building spaces within the building including classroom, cafeteria, bathroom, hallways, and after school transition lines.

STAFF EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	August 2018 - Back to School Professional Learning	Safe Schools training on Bullying & Sexual Harrassment is required of all staff members through an online training by the end of the semester.	All staff members completed Safe Schools training on Bullying & Sexual Harrassment through Safe Schools.
Review referral process.	Principal or designee	Campus referral plan	Monthly PBIS Vertical Team Meeting beginning September 17, 2018.	PBIS vertical team has been created to align procedures across the grade levels.	Character Based Rubric established through vertical team to define expectations across building

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					spaces within the building including classroom, cafeteria, bathroom, hallways, and after school transition lines.

STAFF INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	August 2018	Campus purchased an online PBIS platform to provide incentives for following the 6 Character Traits of a Sigler Star. Campus utilizes Restorative Practices in addition to PBIS strategies.	online PBIS platform used throughout school year resulting in students purchasing from "Starbucks Store" on a weekly basis.
Implement campus referral plan.	Principal or designee	Campus Referral Plan	August 2018	Student behavior resulting in office referral will be monitored through the administration.	As needed students utilized administrator, counselor, social worker, and "base rooms" to

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					cool down, reflect, and, when necessary participate in restorative practices to help build self management skills.
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	August 2018	Vertical team created to review & refine campus wide PBIS plan.	PBIS strategies including positive incentives, Good News Call of the Day, penny boards, reflections, calm down areas, and restorative practices embedded in school practice.

STUDENT PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	August 2018	Grade levels establish student expectations and routines throughout first week of school. During the school	Student advisory committee met to review PBIS Rubric created by Vertical Team. PBIS Rubric shared with

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				wide assembly on August 17, 2018, administrator review the Character Traits of a Sigler Star.	students during MOY Assembly.
Monitor high risk areas.	All staff	Schedule (if necessary)	August 2018	AM/PM Duty Schedule, Recess/Lunch coverage schedule created to ensure students are monitored at all times.	During morning arrival students are monitored beginning at 7:00 in high traffic areas.

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	Monthly PBIS Vertical Team Meeting beginning September 17, 2018.	Vertical team created to review & refine campus wide PBIS plan.	Student advisory committee met to review PBIS Rubric created by Vertical Team. PBIS Rubric shared with students during MOY Assembly.

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Grade level classroom teachers, counselors, social worker - Practice Program, Zones of Regulation	At least weekly beginning August 13, 2018.	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.	PBIS strategies including positive incentives, morning meetings, Good News Call of the Day, penny boards, reflections, calm down areas, and restorative practices embedded in school practice.
Employ discipline interventions.	Designated staff	All staff	Daily beginning August 20	New teachers receive support on classroom management through the campus mentor. Zones of Regulation is utilized in many grade levels of the campus.	PBIS strategies including positive incentives, morning meetings, Good News Call of the Day, penny boards, reflections, calm down areas, and restorative practices embedded in school practice.
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Title 1 temporary adult teacher	August 2018 Title 1 teacher is scheduled to begin October 2018	Teachers have access to the social worker, counselor, and	As needed students utilized administrator, counselor, social

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				administration if students need time to talk through a 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 will also provide a part-time teacher to provide behavior/academic support for students who needed support beyond the	worker, and "base rooms" to cool down, reflect, and, when necessary participate in restorative practices to help build self management skills.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				standard campus discipline plan.	
Conference with parents/students.	Teachers or other staff	Grade level teachers	twice a year	Parents meet once a year with parents to provide feedback on student growth and concerns with parents.	Parent conferences were held at least once for all students. Home visits utilized for parents who did not attend parent conferences.

Parent 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.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
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 Manager	Office Staff, Volunteers & Paraprofessional Staff	August	Online registration available at Back to School fair .	Methods of communication through social media are shared on a weekly basis through the SMORE. They are also "pinned" at top of all social media accounts and shared in the front office.
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	ESL Specialists	ESL Specialists, Parent Liaison, Counselors, Social Worker	Beginning, middle, & end of year	ESL specialists meet with families who are in need of computers at home	ESL specialists provided computers to all identified parents.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Principal	Principal, CTA, Parent Liasion	August 21.	Website updated by CTA. Social Media platforms linked into website.	Website updated by CTA. Social Media platforms linked into website.
Communicate information through eNews and through hard copies when internet access is not available.	Principal	Administration, Professional Staff	Sunday evenings beginning August 12	Smore is sent to Sigler community	Smore is sent to Sigler community by campus

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Funding source: State and Local				by campus principal.	principal on a weekly basis.ENEWS, twitter, facebook, and phone calls are also used for parent communication.
Utilize social media to keep parents and community informed. Funding source: State and Local	Principal	Administration, Professional Staff	Weekly	Grade levels & Administration send out tweets on a daily basis. SMORE shared through social media on a weekly basis. Upcoming events shared via all social media platforms. Sigler Voice shared bi-monthly.	Smore is sent to Sigler community by campus principal on a weekly basis.ENEWS, twitter, facebook, and phone calls are also used for parent communication.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Principal	PTA Board, administration	Monthly beginning July 2018	PTA president stays in regular communication with the principal via a PTA google group, monthly board meetings, and as needed throughout the school year.	Principals attend monthly PTA meetings and are part of google group.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
<p>Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).</p> <p>Funding source: State and Local</p>	Principal	PTA Board, administration Title 1 Parent Engagement Resources: \$1846	All Pro Dads meets first Friday of every month. Mornings with Moms meets second Friday of every month.	All Pro Dads is expanding this year in offering opportunities for dads to volunteer in carpool pick up and/or Plano Christmas Parade. Mornings with Moms will continue this year. Sessions will include topics such as attendance, healthy eating, literacy, and other topics requested by moms.	All Pro Dads and Mornings with Moms meets monthly.
<p>Implement "One School, One Book." and a Sigler Reading Night with the Sigler community to encourage and enable reading together at home.</p>	Principal	Administration, Instructional Coach, Multilingual Specialist, Lemonade Wars Book for each family - Title 1 Supplies & Materials: \$3400	January 2019	In an effort to promote family literacy, each family will be provided a book to read together. Campus will create activities aligned with book. The family night will focus	Lemonade Wars was provided to each Sigler Family. STEAM Night open house aligned with book.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				around building a culture of literacy inside the home, focusing on Raising Readers and Non-fiction text.	
Learn best practices that help support parent involvement and engagement through Professional Learning conferences as they arise throughout the school year.	Principal	Social Worker & Parent Liaison - Title 1 Parent Engagement Funds: 2018 Statewide Parental Involvement Conference \$320.00	December 6-8, 2018	Social Worker and Parent Liaison will attend TEA Parent Involvement conference to learn strategies that empower stakeholders to work cohesively – “One Team One Dream” – to pursue a sustainable and systematic parent and family engagement program with the ultimate goal to increase student achievement.	Social Worker and Parent Liaison attended conference and networked with organizations in the surrounding area designed to support families in need of assistance.

Transition

The campus will assist students in making a successful transition between elementary school to middle school.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Elementary counselors deliver guidance lessons that support and promote the learning process. Title I Components: 7 Funding source: State and Local	School Counselors	Guidance Curriculum	August 2018 - May 2019	Students travel through a three week rotation which includes Guidance Lessons, Lego Robotics, & Maker Space	All Guidance Lessons completed.
Elementary 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 Teachers	PreK Teachers, counselors, administraton	August 2018 - May 2019	PreK and Kinder share the same team leader and meet as a team to plan on a weekly basis.	PreK and Kinder share the same team leader and meet as a team to plan on a weekly basis. PreK teacher sometimes attended planning time to stay abreast of kinder academics.
Elementary Title I Campuses – 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.	Kinder team leader	Ramp Up Kits	September 2018 - May 2019	During the September meeting, parents will provide training and Ramp Up	During the May meeting for 2019-2020 kindergarten class, teachers shared an outline of what will be

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
<p>Participants will go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep.</p> <p>Title I Components: 7 Funding source: State and Local</p>				Resources to parents.	helpful for students to know before they come to kindergarten. They also provided Ramp Up resources to be used over the summer.
<p>Elementary Campuses with full day Pre-K – Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment.</p> <p>Title I Components: 7 Funding source: State and Local</p>	Kinder Team Leader	Pre K Teachers, Kindergarten Teachers	August 2018 May 2019	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.	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

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. by the Title I Component 4 and 5 Funding source: State and Local	Professional Learning Department, Curriculum Department, and Campus Administrators	Professional Learning Department, Curriculum Department, and Campus Administrators	July 2018 - July 2019	All staff are required to attend 15 hours of professional learning outside of the school day.	All staff members completed additional 15 hours of learning.