



Plano Independent School District Campus Improvement Plan

Saigling Elementary

3600 Matterhorn 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

Saigling, a heart-based school, provides a positive environment to promote individual potential, encourage academic growth, and develop respectful, responsible citizens who are lifelong learners.

Campus Information

Administration Team

Principal, Chris Dunkle

Assistant Principal, Sue Schlosser

About Us

Saigling honors Swiss-born Charles Frederick Saigling (1840-1906), who emigrated to the U.S. at the age of fourteen. In 1881, he moved to Plano and established a lumber company and planing mill and, in 1895, bought the Plano Milling Company (flour, cornmeal, etc.). Self-taught and speaking seven languages, Saigling served on the first Plano ISD board (1899-1902). His descendant, W.N. Saigling, was also on the Board from 1963-69.

Campus Status

X Non-Title I Campus

Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 09/06/2018 03:15 pm

Meeting 2: Progress monitoring and review of strategic plan - 01/31/2019 03:15 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/09/2019 03:15 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
Jennifer Perkins	Faculty Member	2017-2018	X	X	X
Jill Verges	Faculty Member	2017-2018	X	X	X
Jennifer Howe	Faculty Member	2009-2010		X	X
Melissa Rizvan	Faculty Member	2017-2018			
Crysta May	Faculty Member	2018-2019	X	X	X
Cheryl Gradney	Faculty Member, Special Ed	2015-2016	X		
Chris Dunkle	Principal	2014-2015	X		X
Jessica Malloy	District Professional	2017-2018			
Regina Anderson	Campus Professional, Non-teaching	2014-2015		X	
Sue Schlosser	Support Staff Member	2018-2019	X	X	X
Shahr Kader	Parent-Selected by PTA	2018-2019	X		
Lisbeth Meletta	Parent-Selected by Principal	2018-2019	X		
Olivia Hurtado	Parent	2018-2019			
John Reich	Parent	2017-2018	X		
Meir Cohen Rotenberg	Parent	2018-2019	X		
Elizabeth Catalani	Parent	2017-2018	X		X
Barbara Reynolds	Community Member	2014-2015			
Jackie Estes	Community Member	2014-2015		X	X
Sharon Goldblatt	Business Representative	2004-2005	X	X	X
Devon Pickens	Business Representative	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	\$34,832	State Compensatory Ed funds allocated for allowable supplemental resources and 0.5 staff.
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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	High GT Population High Attendance Rate Low Mobility Rate	High SpEd population	Differentiation for a wide variety of learners
Student Achievement	Higher growth for lower achieving students	Mastery percent lower than the districts	Math improvement across the grade levels
School Culture and Climate	Attendance Safe and orderly environment	Anonymous reporting	School-wide rules and procedures for communal areas
Staff Quality/ Professional Development	40% of teachers with Master's degree Staff Attendance	Target input to make decisions New/staff guidance and support	Follow up on professional development and implementation
Curriculum, Instruction, Assessment	Use of technology Accessibility to technology	Data team	Time for planning Vertical Alignment
Family and Community Involvement	PTA Membership Communication with parents Social networking	Place to collect opinion data Transparent results of opinion data School leaders conduct meetings with the community Parents aware of rules and procedures	Place to collect opinion data Transparent results of opinion data
School Context and Organization	Targeted teacher groups CIP provides feedback	Lack of documentation Generated teacher opinion	Collaboration Clear documentation

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?
	Electronic data access		Transparent results of teacher data
Technology	Proficient skill level of staff and students Technology Resources Internal Technology Support	One to one in all grade levels More Language Arts software Smartboard	Better connectivity to wifi One to one in all grade levels

Critical Action #1

Problem Statement	The collaborative teams are operating inconsistently compared to the Collaborative Teams that Transform PLC process (policies and practices)
Root Cause and Strategy	We will address the need for collaborative groups to effectively address curriculum, assessment, instruction and the achievement of all students by ensuring that PLC process is implemented consistently using the district's PLC protocol with fidelity.
Goal	Increase student achievement by implementing the PLC process and attain success with HRS Critical Commitment Level 1.
Project Lead	Principal, Assistant Principal, Instructional Specialist, PACE Specialist, Librarian, Counselor
Staff, Title I Staff	Grade level teachers, SpEd Teachers, Instructional Support, Administration
Materials and Resources	Collaborative Teams the Transform Schools; Handbook for High Reliability Schools; Leaders of Learning; Staff Meetings; Google Forms, Meeting Agendas; PLC Forms;

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 #)
Train all staff in the components of collaborative teams and the PLC process.				8/2/18 and 8/8/18	Agenda - https://docs.google.com/document/d/14n7sHIW8-RouKKrBD0byPL3gQQmvKWEvT8zXDWkRYXQ/edit	All staff members received training in the PLC process and collaborative teams.	Significant Progress All staff have been trained, know, and are implementing the components of collaborative teams and the PLC process.	Significant Progress All staff have been trained, know, and are implementing the components of collaborative teams and the PLC process.	Significant Progress All staff have been trained, know, and are implementing the components of collaborative teams and the PLC process.	
Establish collaborative teams and set schedule for meetings.				8/2/18 and 8/8/18	Agenda	Grade level teachers, SPED, specialists and administrators were placed into collaborative teams to meet twice weekly.	Significant Progress Collaborative teams are comprised of grade level teachers, a special education, and an academic specialist/administrator. The teams are in place and meet every Tuesday during	Significant Progress Collaborative teams continue to meet twice weekly.	Significant Progress Collaborative teams continue to meet twice weekly	

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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 #)
							planning and after school during extended planning on Wednesday.			
Implement collaborative team planning guiding document.				Weekly during collaborative planning time and extended planning.	PLC Form - https://docs.google.com/document/d/1ooMq4uvCOZJLPGyJDMirQkqfUQXMSnIHh7XLIUXHIM/edit	Teams complete the PLC form weekly at team meetings and submit to administration.	Significant Progress The collaborative team planning guiding document is completed on a weekly basis by each collaborative team.	Significant Progress The planning document continues to be implemented on a weekly basis by each team.	Significant Progress The planning document continues to be implemented on a weekly basis by each team.	
Generate norms with all formed collaborative teams.				8/8/18	Norm Form - https://docs.google.com/document/d/1luKIP6jGPf0fWxt_6dQPICRMX9949owlbQ7lnPk-l-8/edit	With the assistance of administration and counselor, collaborative teams created norms for each meeting.	Significant Progress Norms were established by each collaborative team on 8/8/18. Norms are revisited by each collaborative team as needed.	Significant Progress Norms are still in place and continue to be revisited/revise as needed.	Significant Progress Norms are still in place and continue to be revisited/revise as needed.	
Use agendas for collaborative team meetings to stay focused on TEKS and student learning				2x weekly at collaborative meetings	Agenda Form	Each collaborative meeting utilizes a shared agenda to stay on track and targeted.	Significant Progress Agendas are used during each collaborative team meeting.	Significant Progress Agendas are still in place.	Some Progress Collaborative agendas are being utilized by 1/2 of grade level teams	
Re-establish content area vertical teams.				9/24/18; 1/7/19; 2/18/19	Vertical team minutes	Reading/ Social Studies, Math and Science Vertical teams meet 3x yearly to discuss vertical alignment of TEKS.	Some Progress Vertical Teams have been re-established. They have each met once.	Some Progress Vertical Teams have met for a second time. Team Leaders have reported that the time is well spent and beneficial. There are no adjustments needed to the structures at this time.	Some Progress Vertical Teams have met for a second time. Team Leaders have reported that the time is well spent and beneficial.	

Critical Action #2

Problem Statement	The percentage of student meeting the approaches, meets and masters grade level standard is below the district average in the following categories 3rd Grade Math 8% below approaches 16% below meets and 15% below masters 4th Grade Math 11% below masters
Root Cause and Strategy	We will address the need for teachers effective instruction through TEKS proficiency, numeracy and number talks, data analysis, fluency, and differentiation strategies
Goal	Increase the percentage of all students performing at the approaches, meets, and masters grade level standard to decrease the gap between the campus and district to meet the district performance.
Project Lead	Principal, Assistant Principal, Instructional Specialist, PACE Specialist
Staff, Title I Staff	Grade level teachers, SpEd Teachers, Instructional Support Staff, and Administration
Materials and Resources	District Curriculum, Edugence, Number Talks: Helping Children Build Mental Math and Computation Strategies; PLC Form; Staff Meeting; Walkthrough Forms; K-5 Math TEKS, Math Manipulatives

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 #)
Train teachers in the implementation of number talks.				8/7/18	Facilitator Guide - https://docs.google.com/document/d/1aGBLO50TKnCUj8jPb8PWHcknhPdOEFL74m4H5KHUIPE/edit?ts=5b5f6b3a	Math content teachers were trained on effective number talk implementation.	Some Progress Staff was trained in the implementation of number talks on 8/7/18.	Some Progress Additional training was conducted by district curriculum for the Saigling staff on 1/23/19,	Significant Progress Additional training was conducted by district curriculum for the Saigling staff on 1/23/19,	
Daily implementation of number talks.				5-10 minute daily routine throughout school year	Learning Plans, Walk-throughs, Observations	Students are engaged each day in Number Talks during math instruction.	Some Progress Number talks are being implemented by each grade level.	Some Progress Number talks continue to be implemented. Students are picking up on the structures. Staff is working to develop common hand signals for the building	Some Progress 1/2 of all grade levels are implementing number talks daily. The other 1/2 are implementing weekly	

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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 #)
Re-establish Math vertical team.				Meeting Dates: 9/24/18; 1/7/19; 2/18/19	Vertical Team Minutes	Math vertical teams meet 3x each year to look at TEK alignment and collaborate on effective teaching strategies.	Some Progress Math Vertical Team has been re-established and met once so far.	Some Progress The Math Vertical Team has met for a second time.	Some Progress The Math Vertical Team has met for a second time.	
Focus on Readiness Standards by inclusion in learning plan format and collaborative team planning.				Weekly Collaborative Team Meetings	Learning Plans, PLC Forms	Teachers will include Readiness Standards, evidence of collaboration and explanation of TEKS in each learning plan.	Significant Progress Readiness standards are included in each week's plans.	Significant Progress Readiness standards continue to be a part of our weekly plans.	Significant Progress Readiness standards continue to be a part of our weekly plans.	
Training on differentiation strategies.				9/19/18	Agenda	Staff are trained on effective differentiation strategies to reach all learners.	Some Progress Training was conducted on 9/19/18.	Some Progress Additional training is schedule for February.	Significant Progress Training was conducted in February on differentiation strategies.	
Use of math manipulative Kindergarten through 5th grade.				Weekly Collaborative Team Meetings	Learning Plans, Walk-Throughs, Observations	Students use hands-on manipulatives throughout their math instruction.	Some Progress Math manipulatives are increasingly used during math instruction.	Some Progress Staff are composing lists of what additional manipulatives are needed to support students.	Significant Progress Math s are being utilized in all grade levels K-5 and additional resources have been acquired.	

Critical Action #3

Problem Statement	The percentage of student who meeting the STAAR Component Score standard is below the state target in the following categories African American (Target 36% - Met 30%) Two or More Races (Target 55% - Met 46%)
Root Cause and Strategy	We will address the need for teachers effective instruction through TEKS proficiency, collaborative teaming, data analysis, and differentiation strategies
Goal	Increase the percentage of African American and Two or More Races students performing at the approaches, meets, and masters grade level standard to eliminate the gap between the state target and student performance.
Project Lead	Principal, Assistant Principal, Instructional Specialist, PACE Specialist
Staff, Title I Staff	Grade level teachers, SpEd Teachers, Instructional Support Staff, and Administration
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 #)
Re-establish content area vertical teams.				Meeting Dates: 9/24/18; 1/31/19; 5/9/19	Vertical Team Minutes	Vertical Teams will meet three times this year to look at TEKS alignment and collaborate on effective teaching strategies.	Some Progress Vertical Teams are re-established and have met once so far.	Some Progress Vertical Teams have met for a second time. Team Leaders have reported that the time is well spent and beneficial. There are no adjustments needed to the structures at this time.	Some Progress Vertical Teams have met for a second time. Team Leaders have reported that the time is well spent and beneficial.	
Focus on Readiness Standards by inclusion in learning plan format and collaborative team planning.				Weekly Collaborative Team Meetings	Learning Plans, PLC Forms	Teachers will include Readiness Standards, evidence of collaboration and explanation of	Significant Progress Readiness standards are included in each week's plans.	Significant Progress Readiness standards continue to be a part of our weekly plans.	Significant Progress Readiness standards continue to be a part of our weekly plans.	

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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 #)
						TEKS in each learning plan.				
Training on differentiation strategies.				9/19/18	Meeting Agenda	Staff are trained on effective differentiation strategies to reach all learners.	Some Progress Training was conducted on 9/19/18.	Some Progress Additional training is schedule for February.	Significant Progress Training was conducted in February	
Train all staff in the components of collaborative teams and the PLC process.				8/2/18 and 8/8/18	Meeting Agenda	All staff members received training in the PLC process and collaborative teaming.	Significant Progress All staff have been trained and know and are implementing the components of collaborative teams and the PLC process.	Significant Progress All staff have been trained, know, and are implementing the components of collaborative teams and the PLC process.	Significant Progress All staff have been trained, know, and are implementing the components of collaborative teams and the PLC process.	
Implement collaborative team planning guiding document.				Weekly during collaborative planning time and extended planning.	Collaborative Planning Form	Teams complete the Collaborative Team weekly at team meetings and submit to administration.	Significant Progress The collaborative team planning guiding document is completed on a weekly basis by each collaborative team.	Significant Progress The planning document continues to be implemented on a weekly basis by each team.	Significant Progress The planning document continues to be implemented on a weekly basis by each team.	
Use agendas for collaborative team meetings to keep TEKS and student learning as the focus.				Twice weekly at collaborative meetings	Agenda Form	Each collaborative meeting utilizes a shared agenda to stay on track and target instruction.	Significant Progress Agendas are used during each collaborative team meeting.	Significant Progress Agendas are still in place.	Some Progress Collaborative agendas are utilized by 1/2 of grade level teams.	

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	August 2018	Coach Verges was appointed Campus Wellness Team Captain. Goals and meeting dates were established.	The goal of increasing fitness through school embedded running club was highly successful.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	August 20, 2018	Parent assigned to the Wellness Team.	Parent participated in all meetings.
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	Weekly	Plan was developed to ensure the coordinated school health curriculum would be implemented.	All components of the coordinated school health curriculum were delivered in the appropriate setting.
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	August 10, 2018	School health bulletin board established by the front office	The boards were updated at least monthly with various topics.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
					and inside the gym.	
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 13, 2018	Communication plan was established	Information was communicated using the school eNews.

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	2018-2019 School Year	Fitnessgram pretesting complete	All parts of Fitnessgram testing were completed.
4th & 7th	Ensure all data for 3rd - 8th 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	Upon completion of each round of assessment.	Data entered for Fitnessgram testing	All Fitnessgram data was shared with parents as designated.

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	3 times per week throughout the school year.	Master schedule developed to ensure the appropriate amount of	Master schedule implemented all year long.

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Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
					physical activity.	
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	3 times per week throughout the school year.	The appropriate number of pedometers and heart rate monitors are on hand.	pedometers and heart rate monitors were utilized throughout the school year.
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	Weekly	Yearly plan form completed by Physical Education staff.	The year plan was followed this school year.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	30 minutes Daily.	30 minutes daily on schedule	Students participated in recess all year.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	Monthly	Variety of resources were shared.	Brain breaks were utilized throughout the building.

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	Once weekly and additionally when the need arises.	Attendance clerk and assistant principal coordinated the monitoring of	Letters, phone calls, and invitations to "I'm Present" were conducted when appropriate.

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Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
					student attendance.	

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	Risk areas were identified in August and September 2018, and evaluated at the need arises	No new high risk areas were identified.	No new high risk areas were identified.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Areas are monitored daily. Duties assigned to staff for arrival, dismissal, lunch and recess	High risk areas are being monitored by staff.	High risk areas were monitored by staff.
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Code of Conduct and Handbook were reviewed with staff in August 2018. Additional reviews are completed as the need arises	Classroom developed class agreements and developed classroom expectations in line with the build expectations.	Classroom and building expectations were implemented all year.

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	Staff was trained in August 2018	Counselor followed up with staff as necessary.	Counselor followed up with staff as necessary.
Review referral process.	Principal or designee	Campus referral plan	August 2018	Counselor followed up with staff as necessary.	Counselor followed up with staff as necessary.

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	Social-Emotional learning (SEL) time built into each school day and resources provided for teachers.	Social-Emotional learning time built into each school day and resources provided for teachers.
Implement campus referral plan.	Principal or designee	Campus Referral Plan	As need arises	Office referral forms are in place if needed.	Office referral forms are in place if needed.
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Daily	Restorative Discipline methods and systems used regarding referrals	Restorative Discipline methods and systems used regarding referrals.

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	SEL circle time meetings are held a minimum of three times per week in each classroom	School expectations are in place for common areas. SEL "family time" is conducted to develop citizenship skills.	School expectations are in place for common areas. SEL "family time" is conducted to develop citizenship skills.
Monitor high risk areas.	All staff	Schedule (if necessary)	Staff are assigned to hallways and other high risk areas each morning and afternoon during arrival and dismissal	High risk areas are being monitored by staff.	High risk areas were monitored by staff.

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	Students are made aware of school processes in August 2018 by teachers. Additional explanations and reminders are provided as need arises	Additional explanations and reminders are provided as need arises	Additional explanations and reminders are provided as need arises

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	SEL/Family Circle Time	SEL time class circles are ongoing at least 3	Social-Emotional learning (SEL)	Social-Emotional learning (SEL)

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
			times per week in each classroom at time designated on the master schedule	time built into each school day and resources provided for teachers.	time built into each school day and resources provided for teachers.
Employ discipline interventions.	Designated staff	Administration /Counselors/ Classroom Teachers	As need arises.	Applied as the need arises.	Applied as the need arises.
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Administration/ Counselor/ Classroom Teachers	As need arises.	Applied as the need arises.	Applied as the need arises.
Conference with parents/students.	Teachers or other staff	Classroom Teachers/ Administration/ CMIT	K-2 conferences are held with parents 3 times a year. 3-5 grades hold conferences with parents in October 2018 and as needed throughout the year	Parent/Teacher conference day was held on October 9. Additional conference.	Additional meetings were held as needed.

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	Principal	Principal/Office Manager/Secretary	August 2018	Families are required to register through Parent Portal.	Families are required to register through Parent Portal.
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	Principal and designee	Principal/Office Manager/Secretary /Grade Level Teams	August 2018	None identified at this time.	1 family provided a computer at home.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Principal and designee	Principal/Asst Principal/Librarian/ CTA	August 2018	Campus website updated regularly.	Campus website updated regularly.
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Principal	Principal	Weekly	eNews sent by schools and grade levels weekly	eNews sent by schools and grade levels weekly
Utilize social media to keep parents and community informed. Funding source: State and Local	Principal and designee	Principal, Grade Level Staff Representative	Weekly	eNews sent by schools and grade levels weekly and shared on parent Facebook sites.	eNews sent by schools and grade levels weekly and shared on parent Facebook sites.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Principal	Principal/Asst Principal/PTA	Monthly PTA Meetings	Met with PTA president and 1st vice president prior to board and general meetings.	Met with PTA president and 1st vice president prior to board and general meetings.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	Principal	Principal/Asst Principal/PTA	Monthly PTA Meetings	Programs offered, in conjunction with the Saigling counselor, for parent workshops	Programs offered, in conjunction with the Saigling counselor, for parent workshop

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	Counselor	Counselor	August 2018- May 2019	Counselor delivers guidance lessons through scheduled guidance times.	Counselor delivers guidance lessons through scheduled guidance times.
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	Principal	Special Education Teachers, Special Education Team Leader, Speech Therapist, Kindergarten Teachers	August 2018- May 2019	Coordinate visits to Pre-K to help students and families transition to elementary.	Coordinate visits to Pre-K to help students and families transition to elementary.
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. 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. Title I Components: 7 Funding source: State and Local					
Elementary Campuses with full day Pre-K – Pre-K students visit kindergarten classes to allow Pre-K students to familiarize	Principal and Kindergarten TL	Principal, Assistant Principal, Kindergarten Team, and Volunteering Staff	August 6, 2018		

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Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
themselves with the kindergarten staff and environment. Title I Components: 7 Funding source: State and Local					

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	Plano ISD HR Employee Recruitment & Retention Department	June 2018- June 2019	Professional learning plan developed based on staff survey information for HRS Level 1.	Professional learning plan developed based on staff survey information for HRS Level 1.