

Plano Independent School District

Sigler Elementary

2020-2021



Board Approval Date: October 20, 2020

Mission Statement

Sigler Elementary Mission Statement

We will empower every student to activate their potential by being emotionally, socially, and academically prepared for their future.

Vision

Sigler Elementary Vision:

Focused on Growth

Committed to Relationships

Powered by Learning

Sigler Proud.

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

Strengths

Attendance (<1% above/below the state and district average)

- Full time social worker supports attendance by providing intervention supports to families
- Recognize high student attendance throughout school year

Class Size lower than district average

High rate of special education qualification suggesting we make appropriate referrals which then allows for the appropriate services to be provided.

High level of HR support for Bilingual/ESL demographic through the use of Title 1 and ESL specialists

SEL support provide to the whole child by supporting student and family through our SEL team composed of 1 1/2 counselors, 1 social worker, and 1 parent liaison.

Year 2 of Full Day PreK for students identified as economically disadvantaged.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a high rate of mobility(19.5%) compared to the district(10.7%) and the state (16%)

Problem Statement 2: There is a larger percentage of at-risk students (53.3%) when compared to the district (25.9%) and the state(50.8%).

Student Learning

Student Learning Summary

Sigler Elementary Goals Including HB3 Goals: (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): (3rd Grade) STAAR reading scores are at 28% NOT Meeting, which is a 13% gap from the district performance.

Problem Statement 2 (Prioritized): Reading: There is a gap between the All student group Meets performance level on STAAR Reading (44%) and the Special Education (14%) and Economically Disadvantaged (39%) student groups.

Problem Statement 3 (Prioritized): Math: There is a gap between the All student group Meets performance level on STAAR Math (36%) and the Special Education (14%) and Economically Disadvantaged (32%) student groups.

Problem Statement 4 (Prioritized): Writing: There is a gap between the All student group Meets performance level on STAAR Writing (18%) and the Special Education (6%) and Economically Disadvantaged (15%) student groups.

Problem Statement 5 (Prioritized): Science: There is a gap between the All student group Meets performance level on STAAR Science (41%) and the Special Education (17%) and Economically Disadvantaged (36%) student groups.

School Processes & Programs

School Processes & Programs Strengths

Strengths

Based on data we structure each grade level based on student's needs.

We meet the district requirements for minutes/subjects

HRS - staff has a voice through staff meetings/workshops

(writing on the big chart paper to break down strengths and needs)

As well as through team leaders

Teams are digging deeper to analyze, revise and create assessments (formative and summative) that guide instruction

Use of extra district-planning days to plan and prepare

cohes and conversation, new teacher trainings, team leader leadership

CTT Collaboration time, Vertical teams

CTT Agendas/Google Drive

Edugence, entering data that way we all are in the same page and all teachers/support have it on a timely manner.

Technology & Google Drive used effectively

According to HRS Level 2 Survey

Staff use common language when talking about teaching and instruction

Strength: Teachers have confidence in their written statements of their instructional growth goals (TTESS) and are able to track their progress and articulate the growth towards their goal.

Strength: Teachers feel supported by administration in terms of discussing and supporting growth towards instructional goal.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: A school wide model of instruction has not been articulated for the campus.

Problem Statement 2: There is a lack of follow up and feedback after school leaders have conducted walk throughs.

Perceptions

Perceptions Strengths

Strengths

Parents provided opportunity to give feedback through a QR code provided on all social media outlets, in the front office, and on all communications

Parent feedback shows that they are pleased with how behaviors are handled

Mornings with Moms - monthly meetings

Parent Engagement Nights on a monthly basis

Social worker

All Pro Dads- monthly

SBIC participate in CNA

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Multiple forms of communication including social media platforms, phone messenger, e-news, classroom remind, etc. are perceived as overwhelming and a source of confusion.

Priority Problem Statements

Problem Statement 1: (3rd Grade) STAAR reading scores are at 28% NOT Meeting, which is a 13% gap from the district performance.

Root Cause 1:

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Reading: There is a gap between the All student group Meets performance level on STAAR Reading (44%) and the Special Education (14%) and Economically Disadvantaged (39%) student groups.

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Math: There is a gap between the All student group Meets performance level on STAAR Math (36%) and the Special Education (14%) and Economically Disadvantaged (32%) student groups.

Root Cause 3:

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Writing: There is a gap between the All student group Meets performance level on STAAR Writing (18%) and the Special Education (6%) and Economically Disadvantaged (15%) student groups.

Root Cause 4:

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Science: There is a gap between the All student group Meets performance level on STAAR Science (41%) and the Special Education (17%) and Economically Disadvantaged (36%) student groups.

Root Cause 5:

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Revised/Approved: September 30, 2020







Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.







Performance Objective 1: HB3 - The percent of Sigler 3rd grade students that score meets grade level or above on STAAR Reading will increase from 44% in 2019 to 46% by June 2021. The Economically Disadvantaged student group performance will increase from 36% in 2019 to 41% in 2021. The Hispanic student group performance will increase from 33% in 2019 to 38% in 2021.

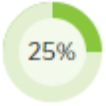


HB3 Goal

Evaluation Data Sources: 2021 STAAR Reading - 3rd grade

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Following the collaborative team framework, teams will utilize common formative assessments to make instructional adjustments based on results.</p> <p>Strategy's Expected Result/Impact: Data Form Progress</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Grade level collaborative teams will meet to utilize tools and processes to focus on student learning to meet the needs of all students with targeted instruction provided in small groups to address learning gaps.</p> <p>Strategy's Expected Result/Impact: The Collaborative Team Framework along with an agenda aligned with the CTF will ensure the 4 PLC questions drive the planning process. Minutes of CTT embedded within agenda will be reviewed as needed.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, and CTT Facilitators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Based upon ongoing assessment data, collaborative teams and support staff will monitor and adjust instruction of essential standards and "I can" statements to ensure expected growth for all students, including identified sub groups using common formative assessments, units assessments, reading records, and MAP data .</p> <p>Strategy's Expected Result/Impact: Reading Essential standard unit plan with hyperlink to formative assessments. Progress monitoring by teacher for Reading Essential Standards.</p> <p>Progress monitoring by teacher and student group based off of unit assessments.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, CTT Facilitator, and ESL Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: SPED teachers who provide grade level pull out or inclusion support will meet bi-monthly with a district SPED specialist with the purpose of providing support to teachers as they design appropriate levels of support and progress monitoring for students in 3rd grade Reading.</p> <p>Strategy's Expected Result/Impact: High level of planning and collaboration for students supported through resource for in class and pull out support.</p> <p>Staff Responsible for Monitoring: Administrators, SPED Team Leader, District SPED Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Using Tier 2 & Tier 3 criterion provided by district & RTI @ Works, identify students in need of intervention.</p> <p>Develop intervention plans for identified students during BOY, MOY, and EOY meetings made up administrators, grade level teacher, and Tier 3 intervention specialist.</p> <p>Utilize a variety of resources for intervention which will include: LLI Herman Touch Phonics HMH Esperanza Jan Richardson Footprints I-Station Teach Transform Reading Strategies(Espanol)</p> <p>Strategy's Expected Result/Impact: Progress monitoring will be updated in Edugence on a monthly basis for all Tier 2 and a bimonthly basis for Tier 3 and SPED students with academic or behavioral goals.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Team Leaders, Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
	 25%	 40%	 50%

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:




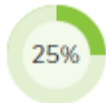


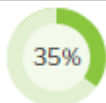
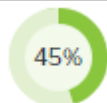
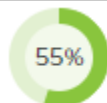
Student Learning
<p>Problem Statement 1: (3rd Grade) STAAR reading scores are at 28% NOT Meeting, which is a 13% gap from the district performance.</p>










Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.













Performance Objective 2: The percent of Sigler students that score Meets grade level or above on STAAR Reading 3-5 will increase from 44% in 2019 to 46% by June 2021. The Economically Disadvantaged student group performance will increase from 39% in 2019 to 44% in 2021. The African American student group performance will increase from 32% in 2019 to 36% in 2021.








Evaluation Data Sources: 2021 STAAR Reading

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Following the collaborative team framework, teams will utilize common formative assessments to make instructional adjustments based on results.</p> <p>Strategy's Expected Result/Impact: Data Form Progress</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - 211 Title I, Part A - \$1,065.48</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Grade level collaborative teams will meet to utilize tools and processes to focus on student learning to meet the needs of all students with targeted instruction provided in small groups to address learning gaps.</p> <p>Strategy's Expected Result/Impact: The Collaborative Team Framework along with an agenda aligned with the CTF will ensure the 4 PLC questions drive the planning process. Minutes of CTT embedded within agenda will be reviewed as needed.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, and CTT Facilitators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Based upon ongoing assessment data, collaborative teams and support staff will monitor and adjust instruction of essential standards and "I can" statements to ensure expected growth for all students, including identified sub groups using common formative assessments, units assessments, and MAP data .</p> <p>Strategy's Expected Result/Impact: Reading Essential standard unit plan with hyperlink to formative assessments. Progress monitoring by teacher for Reading Essential Standards.</p> <p>Progress monitoring by teacher and student group based off of unit assessments.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Team Leaders, Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: SPED teachers who provide grade level pull out or inclusion support will meet bi-monthly with a district SPED specialist with the purpose of providing support to teachers as they design appropriate levels of support and progress monitoring for students in 3rd-5th grade Reading.</p> <p>Strategy's Expected Result/Impact: High level of planning and collaboration for students supported through resource for in class and pull out support.</p> <p>Staff Responsible for Monitoring: Administrators, SPED Team Leader, District SPED Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Using Tier 2 & Tier 3 criterion provided by district & RTI @ Works, identify students in need of intervention.</p> <p>Develop intervention plans for identified students during BOY, MOY, and EOY meetings made up administrators, grade level teacher, and Tier 3 intervention specialist.</p> <p>Utilize a variety of resources for intervention which will include: LLI Herman Touch Phonics HMH Esperanza Jan Richardson Footprints I-Station Teach Transform Reading Strategies(Espanol)</p> <p>Strategy's Expected Result/Impact: Progress monitoring will be updated in Edugence on a monthly basis for all Tier 2 and a bimonthly basis for Tier 3 and SPED students with academic or behavioral goals.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Team Leaders, Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide additional reading literature to improve and monitor the reading levels of our 3rd-5th grade monolingual and bilingual students.</p> <p>Strategy's Expected Result/Impact: Improve the reading levels and comprehension through assessment of all students with a focus on our 3rd-5th grade students.</p> <p>Staff Responsible for Monitoring: Grade level teachers, Instructional Support, Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - 211 Title I, Part A - \$1,065.48</p>	Formative		
	Nov	Feb	June
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Implementation of the Heggerty Phonics Curriculum Program for K-2nd Monolingual and Bilingual students</p> <p>Strategy's Expected Result/Impact: Enhance the phonemic awareness of our Kinder-2nd students and as a result grow their reading levels.</p> <p>Staff Responsible for Monitoring: Kinder-2nd grade teachers, Instructional Support Staff, ESL and Bilingual Specialists, SPED Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - 211 Title I, Part A - \$1,418.17</p>	Formative		
	Nov	Feb	June
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Utilize adult temporary assistant who is a certified teacher to provide intervention across the grade levels as needs arise.</p> <p>Strategy's Expected Result/Impact: Close gaps of instruction for targeted students in Reading, Math, &/or Writing</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p> <p>Funding Sources: - 211 Title I, Part A - \$4,000</p>	Formative		
	Nov	Feb	June
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Purchase of non-fiction literary works involving African-Americans and their contributions to society throughout history.</p> <p>Strategy's Expected Result/Impact: Increased exposure for students PreK-5th grade to nonfiction and biographical literary text.</p> <p>Staff Responsible for Monitoring: K-5th grade Teachers; Instructional Support Staff; Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 4</p> <p>Funding Sources: - 211 Title I, Part A - \$206.34</p>	Formative		
	Nov	Feb	June
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Sigler Elementary teachers are planning culturally diverse literacy instruction and activities for students Grades Pre K-5th grade through the month February-April for African-American History Month and Multicultural Night</p> <p>Strategy's Expected Result/Impact: It will enable our students to gain a better understanding of both their own culture and the cultures of others through literary works and activities. As a result; our students will develop greater cognitive skills as they learn to engage with and critically evaluate the texts that they read.</p> <p>Staff Responsible for Monitoring: Administrators and Instructional support staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 4</p> <p>Funding Sources: - 211 Title I, Part A - \$3,920</p>	Formative		
	Nov	Feb	June
			

Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Summer book study for the campus instructional coaches titled the Instructional Playbook by Jim Knight.</p> <p>Strategy's Expected Result/Impact: Better equip instructional specialist how to support and coach grade level teams and individual teachers.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, School administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - 211 Title I, Part A - \$1,312.50</p>	Formative		
	Nov	Feb	June
	 0%	 0%	 20%
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:








Student Learning
<p>Problem Statement 1: (3rd Grade) STAAR reading scores are at 28% NOT Meeting, which is a 13% gap from the district performance.</p> <p>Problem Statement 2: Reading: There is a gap between the All student group Meets performance level on STAAR Reading (44%) and the Special Education (14%) and Economically Disadvantaged (39%) student groups.</p> <p>Problem Statement 3: Math: There is a gap between the All student group Meets performance level on STAAR Math (36%) and the Special Education (14%) and Economically Disadvantaged (32%) student groups.</p> <p>Problem Statement 4: Writing: There is a gap between the All student group Meets performance level on STAAR Writing (18%) and the Special Education (6%) and Economically Disadvantaged (15%) student groups.</p>

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 3: The percent of Sigler students that score Meets grade level or above on STAAR Writing 4 will increase from 18% in 2019 to 20% by June 2021. The Economically Disadvantaged student group performance will increase from 15% in 2019 to 20% in 2021. The English Learner student group performance will increase from 19% in 2019 to 22% in 2021.

Evaluation Data Sources: 2021 STAAR Writing

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Following the collaborative team framework, 4th grade team will utilize common formative assessments to make instructional adjustments based on results.</p> <p>Strategy's Expected Result/Impact: Student progress with expository composition, editing and revision based off of writing samples, formative, and unit assessments.</p> <p>Staff Responsible for Monitoring: Instructional Coach, Instructional Specialists, 4th grade team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			










Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

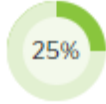









Performance Objective 1: HB3 - The percent of Sigler 3rd grade students that score meets grade level or above on STAAR Math will increase from 47% in 2019 to 48% by June 2021. The Economically Disadvantaged student group performance will increase from 40% in 2019 to 44% in 2021. The Hispanic student group performance will increase from 37% in 2019 to 41% in 2021.

HB3 Goal

Evaluation Data Sources: 2021 STAAR Math - 3rd grade

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Following the collaborative team framework, teams will utilize common formative assessments to make instructional adjustments based on results.</p> <p>Strategy's Expected Result/Impact: Data Form Progress</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Grade level collaborative teams will meet to utilize tools and processes to focus on student learning to meet the needs of all students with targeted instruction provided in small groups to address learning gaps.</p> <p>Strategy's Expected Result/Impact: The Collaborative Team Framework along with an agenda aligned with the CTF will ensure the 4 PLC questions drive the planning process. Minutes of CTT embedded within agenda will be reviewed as needed.</p> <p>Staff Responsible for Monitoring: Administrator, CTT Facilitator, Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Based upon ongoing assessment data, collaborative teams and support staff will monitor and adjust instruction of essential standards and "I can" statements to ensure expected growth for all students, including identified sub groups using common formative assessments, units assessments, and MAP data .</p> <p>Strategy's Expected Result/Impact: Math Essential standard unit plan with hyperlink to formative assessments. Progress monitoring by teacher for Math Essential Standards.</p> <p>Progress monitoring by teacher and student group based off of unit assessments.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, CTT Facilitator, and ESL Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June
			







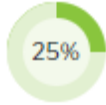


Strategy 4 Details	Formative Reviews		
<p>Strategy 4: SPED teachers who provide grade level pull out or inclusion support will meet bi-monthly with a district SPED specialist with the purpose of providing support to teachers as they design appropriate levels of support and progress monitoring for students in 3rd grade Math.</p> <p>Strategy's Expected Result/Impact: High level of planning and collaboration for students supported through resource for in class and pull out support.</p> <p>Staff Responsible for Monitoring: Administrators, SPED Team Leader, District SPED Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Using Tier 2 & Tier 3 criterion provided by district & RTI @ Works, identify students in need of intervention.</p> <p>Develop intervention plans for identified students during BOY, MOY, and EOY meetings made up administrators, grade level teacher, and Tier 3 intervention specialist.</p> <p>Utilize a variety of resources for intervention which will include: Numeracy AMC Mentoring Minds Teach Transform Education Galaxy Common Formative Assessments</p> <p>Strategy's Expected Result/Impact: Progress will be updated in Edugence on the monthly basis for all Tier 2 and a bimonthly basis for Tier 3 and SPED students with academic or behavioral goals. Decisions based on student progress from the Grade level Tier 2 and Tier 3 google tracker will discern whether student no longer needs intervention, will continue with the same/new goal, or needs a more foundational intervention goal.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Team Leaders, Instructional Specialists</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			










Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.








Performance Objective 2: The percent of Sigler students that score Meets grade level or above on STAAR Math 3-5 will increase from 36% in 2019 to 37% by June 2021. The Economically Disadvantaged student group performance will increase from 32 % in 2019 to 36% in 2021. The Hispanic student group performance will increase from 27% in 2019 to 31% in 2021.

Evaluation Data Sources: 2021 STAAR Math

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Following the collaborative team framework, teams will utilize common formative assessments to make instructional adjustments based on results.</p> <p>Strategy's Expected Result/Impact: Data Form Progress</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Grade level collaborative teams will meet to utilize tools and processes to focus on student learning to meet the needs of all students with targeted instruction provided in small groups to address learning gaps.</p> <p>Strategy's Expected Result/Impact: The Collaborative Team Framework along with an agenda aligned with the CTF will ensure the 4 PLC questions drive the planning process. Minutes of CTT embedded within agenda will be reviewed as needed.</p> <p>Staff Responsible for Monitoring: Administrator, CTT Facilitator, Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math Essential standard unit plan with hyperlink to formative assessments. Progress monitoring by teacher for Math Essential Standards.</p> <p>Progress monitoring by teacher and student group based off of unit assessments.</p> <p>Strategy's Expected Result/Impact: Based upon ongoing assessment data, collaborative teams and support staff will monitor and adjust instruction of essential standards and "I can" statements to ensure expected growth for all students, including identified sub groups using common formative assessments, units assessments, and MAP data . Math Essential standard unit plan with hyperlink to formative assessments. Progress monitoring by teacher for Math Essential Standards.</p> <p>Progress monitoring by teacher and student group based off of unit assessments.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, CTT Facilitator, and ESL Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: SPED teachers who provide grade level pull out or inclusion support will meet bi-monthly with a district SPED specialist with the purpose of providing support to teachers as they design appropriate levels of support and progress monitoring for students in 3rd-5th grade Math.</p> <p>Strategy's Expected Result/Impact: High level of planning and collaboration for students supported through resource for in class and pull out support.</p> <p>Staff Responsible for Monitoring: Administrators, SPED Team Leader, District SPED Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Using Tier 2 & Tier 3 criterion provided by district & RTI @ Works, identify students in need of intervention.</p> <p>Develop intervention plans for identified students during BOY, MOY, and EOY meetings made up administrators, grade level teacher, and Tier 3 intervention specialist.</p> <p>Utilize a variety of resources for intervention which will include: Numeracy AMC Mentoring Minds Teach Transform Education Galaxy Common Formative Assessments</p> <p>Strategy's Expected Result/Impact: Progress will be updated in Edugence on the monthly basis for all Tier 2 and a bimonthly basis for Tier 3 and SPED students with academic or behavioral goals. Decisions based on student progress from the Grade level Tier 2 and Tier 3 google tracker will discern whether student no longer needs intervention, will continue with the same/new goal, or needs a more foundational intervention goal.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Team Leaders, Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 3rd -5th grade virtual students will use the program Kami which will allow teachers and students to document and annotate their work for math assignments and math assessments. Also with Kami, teachers will be able to embed instructional videos or oral readings for students.</p> <p>Strategy's Expected Result/Impact: Kami will give students an opportunity to show their thinking on math problems and it will teachers to better address student misconceptions by allowing to see and analyze student work.</p> <p>Staff Responsible for Monitoring: 3rd-5th Teachers, Instructional Support, Special Education Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 Title I, Part A - \$246.25</p>	Formative		
	Nov	Feb	June
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Students in K-5th grade will use the headset plus mic for virtual learning in google classroom and seesaw to enhance their virtual learning experience.</p> <p>Strategy's Expected Result/Impact: The combination headset and microphone device will help students during the virtual instruction process to listen intently to the lesson and to communicate their learning.</p> <p>Staff Responsible for Monitoring: Grade level teachers campus support, and administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: - 211 Title I, Part A - \$3,482.50</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:





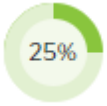

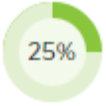


Student Learning
<p>Problem Statement 3: Math: There is a gap between the All student group Meets performance level on STAAR Math (36%) and the Special Education (14%) and Economically Disadvantaged (32%) student groups.</p>








Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.

Performance Objective 1: The percent of Sigler students that score Meets grade level or above on STAAR Science 5 will increase from 41% in 2019 to 43% by June 2021. The Economically Disadvantaged student group performance will increase from 36% in 2019 to 40% in 2021. The English Learner student group performance will increase from 41% in 2019 to 43% in 2021.

Evaluation Data Sources: 2021 STAAR Science

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Following the collaborative team framework, teams will utilize common formative assessments to make instructional adjustments based on results.</p> <p>Strategy's Expected Result/Impact: Data Form Progress</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Grade level collaborative teams will meet to utilize tools and processes to focus on student learning to meet the needs of all students with targeted instruction provided in small groups to address learning gaps.</p> <p>Strategy's Expected Result/Impact: The Collaborative Team Framework along with an agenda aligned with the CTF will ensure the 4 PLC questions drive the planning process. Minutes of CTT embedded within agenda will be reviewed as needed.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, and CTT Facilitators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide embedded support, tools, resources and professional learning for K-5th grade collaborative teams on effective instructional strategies and routines that can be used to increase academic language in science.</p> <p>Strategy's Expected Result/Impact: Students will be more proficient in the recognition, analysis, and application of academic science vocabulary in grades K-5th grade</p> <p>Staff Responsible for Monitoring: Administrators, Classroom Teachers, Instructional Support</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 3rd-5th grade teachers will participate in a book study - Teaching Science to English Learners during the summer to learn specific strategies that foster academic language development and comprehension of science concepts with specific scaffolds highlighted for each language proficiency level.</p> <p>Strategy's Expected Result/Impact: For EL learners to develop proficiency in listening, speaking, reading, and writing in their science classrooms</p> <p>Staff Responsible for Monitoring: 3rd-5th grade teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 5</p> <p>Funding Sources: - 211 Title I, Part A - \$1,125</p>	Formative		
	Nov	Feb	June
	 0%	 0%	 10%
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 5: Science: There is a gap between the All student group Meets performance level on STAAR Science (41%) and the Special Education (17%) and Economically Disadvantaged (36%) student groups.</p>

Goal 4: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Performance Objective 1: Sigler will provide parent training and resources in order to empower families to become proactive in their child's education on a continuous basis.

Evaluation Data Sources: Attendance, Participation, Parent Survey and Feedback

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Host a virtual class on Anger Management titled, "Keeping Your Cool in the Heat of the Moment: Managing Anger" Title I Schoolwide Elements: 3.1, 3.2	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: A Purchase of "Just Right" books for Sigler families in order to build their home libraries for their students. Strategy's Expected Result/Impact: Sigler Parents will have resources to read with their students at home which will help support K-5th students reading fluency and comprehension. Staff Responsible for Monitoring: Administrators, instructional specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2 Funding Sources: - 211 Title I, Part A - \$780	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Staff will attend PBIS training and will train Sigler staff, students, and parents in strategies learned. Strategy's Expected Result/Impact: All Sigler stakeholders will know and implement PBIS strategies and common language. Staff Responsible for Monitoring: All staff, Sigler parents Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - 211 Title I, Part A - \$200	Formative		
	Nov	Feb	June
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Reading: There is a gap between the All student group Meets performance level on STAAR Reading (44%) and the Special Education (14%) and Economically Disadvantaged (39%) student groups.

Campus Improvement Team

Committee Role	Name	Position
Administrator	Carrie Tracy	Principal
Administrator	Anthony Dunnington	Assistant Principal
Classroom Teacher	Tim Roberts	PE Teacher
Paraprofessional	Lauren Ochoa	Teacher Assistant
Classroom Teacher	Leticia Lazo	1st grade teacher
Classroom Teacher	Parker Kelly	2nd grade teacher
Paraprofessional	Loretta Revely	SPED Teacher Assistant
District-level Professional	Michelle Ribeiro	Office Manager of PISD Professional Learning Department
Classroom Teacher	Libby Crowley	3rd grade teacher
Non-classroom Professional	Jennifer Brumfield	Title I Teacher
Paraprofessional	Patsy Prochnow	Parent Liaison
Sigler Elementary Campus Social Worker	Linzy Evans	Social Worker
Non-classroom Professional	Kim Edwards	School Counselor
Community Representative	Christy Robbins	Community Representative
Parent	Don Sias	Parent
Parent	Aaron Knoles	Parent
Business Representative	Becki Veal	Becki Veal Director of Human Resources Estech
Parent	Kelley Dabbs-Johnson	Parent
Business Representative	Isiah Joshua	Pastor of Shiloh Missionary Baptist Church
Classroom Teacher	Megan Jackson	SPED Teacher
Classroom Teacher	Raquel Dixon	4th grade Teacher
Parent	Craig Debell	Parent
Community Representative	Terry Wade	Community Representative
Parent	Leola Simental	Parent
Parent	Jade Broxton	Parent

Addendums

Sigler - STAAR Grade 4 Writing

The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 will increase from 18% in 2019 to 20% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
19% 2019 Baseline: 18%	20%	22%	24%	26%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	14	19	13	*	*	*	*	6	15	*	19	26	4	18
2020	15	21	13	*	*	*	*	7	17	*	20	26	5	19
2021	18	23	14	*	*	*	*	8	20	*	22	27	7	20
2022	21	27	14	*	*	*	*	10	24	*	25	27	9	22
2023	25	31	15	*	*	*	*	13	29	*	28	28	12	24
2024	30	37	17	*	*	*	*	16	35	*	33	30	15	26
2019-2021	4	4	1	*	*	*	*	2	5	*	3	1	3	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Sigler - STAAR Grade 5 Science

The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 41% in 2019 to 43% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
42% 2019 Baseline: 41%	43%	44%	45%	46%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	18	31	71	*	*	*	*	17	36	*	41	43	35	41
2020	19	32	71	*	*	*	*	18	37	*	42	43	36	42
2021	22	35	71	*	*	*	*	19	40	*	43	43	37	43
2022	25	37	72	*	*	*	*	21	43	*	44	44	39	44
2023	29	41	72	*	*	*	*	24	47	*	46	44	41	45
2024	34	46	73	*	*	*	*	27	52	*	49	45	44	46
2019-2021	4	4	0	*	*	*	*	2	4	*	2	0	2	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Sigler

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students	9	27	14				5	13	42		27	41	14	55
2019	33	33	64				60	15	36		41	39	57	44
2020	35	35	64				61	16	38		43	39	58	45
2021	37	38	65				63	18	41		45	40	60	46
2022	40	41	66				64	20	45		47	41	62	48
2023	44	46	67				67	22	50		51	42	65	50
2024	49	51	68				70	25	56		55	43	69	52

District Goals for Grade 3 STAAR

District 2019 Baseline	44	40	70	43	77	-	57	37	37	53	48	63	53	60
District 2024 Goal	60	58	74	60	81	68	67	47	57	65	62	67	65	68
District Increase 2019 to 2021	4	4	1	4	1	2	3	3	5	3	4	1	3	2
District Increase 2019 to 2024	16	18	4	17	4	8	10	10	20	12	14	4	12	8

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Sigler

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students	9	27	14				5	13	42		27	41	14	55
2019	44	37	71				40	23	40		48	49	43	47
2020	46	39	71				41	24	42		49	49	44	48
2021	48	41	72				42	26	44		50	50	45	48
2022	51	44	72				43	28	47		52	50	47	49
2023	55	48	73				44	30	51		54	51	49	51
2024	60	53	74				46	33	56		57	52	52	52

District Goals for Grade 3 STAAR

District 2019 Baseline	43	44	72	71	85	-	63	40	43	57	58	67	57	65
District 2024 Goal	59	60	75	74	88	70	69	50	59	66	67	70	66	70
District Increase 2019 to 2021	4	4	1	1	1	2	2	3	4	2	2	1	2	2
District Increase 2019 to 2024	16	16	3	3	3	5	6	10	16	9	9	3	9	5

HB3 Campus Goals - All Grades STAAR at Meets Standard

Sigler

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	32	41	56				60	14	39	20	42	47	35	44
2020	34	43	56				61	15	41	21	44	47	36	45
2021	36	46	57				63	17	44	23	46	48	38	46
2022	39	49	58				64	19	48	25	48	49	40	48
2023	43	54	59				67	21	53	28	52	50	43	50
2024	48	59	60				70	24	59	32	56	51	47	52

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	29	27	64				30	14	32	40	33	39	27	36
2020	31	29	64				31	15	34	41	34	39	28	37
2021	33	31	65				32	17	36	42	35	40	29	37
2022	36	34	65				33	19	39	44	37	40	31	38
2023	40	38	66				34	21	43	46	39	41	33	40
2024	45	43	67				36	24	48	49	42	42	36	41

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p>Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> ● Explain referral process/contacts ● Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> ● Apply classroom interventions 	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. ● K-8 Include at least one Parent on Campus Wellness Team. ● K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. ● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. ● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> ● 3-8 Pre and Post Assess all eligible students using fitness test components. ● 4th and 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. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> ● K-8 Campuses Only: 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. ● K-8 Measure MVPA and physical activity time 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> ● 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. ● K-5 Ensure students are receiving daily unstructured play during recess. ● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> ● K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● 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. ● Funding source: State and Local 	ESSA	
Principal	<p>Parent Involvement</p> <ul style="list-style-type: none"> ● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local ● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local ● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local ● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local ● Utilize social media to keep parents and 		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none">● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		
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