Plano Independent School District

Saigling Elementary

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: October 20, 2020

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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

384 students with an attendance rate of 96.7%for 18/19 school year. Our enrollment by race/ethnicity is 65% White, 12.1% Hispanic, 10.6% Asian, 7.6% African American and 4.6% Two or More Races. Enrollment by student group is 16.3% Economically Disadvantaged 2018/19 and 17% 2019/20, 11.9% English Learners and 13.9% Special Education. Our mobility rate is 7.4%. Class size average is 19:1 and 40% of staff have a Master's Degree or higher. ELL 0population is increasing over 3 year time period by a small percentage each year.

Demographics Strengths

Student population reflects a low mobility and a high attendance rate. We have a high percentage of teachers with Master's or higher degree. We have a high GT population. HRS 1 Survey indicates high engagement of staff, students and community. PTA is very active and supportive of Campus needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The percentage of students who meet the STAAR Component Score standard is below the state target for some students, specifically African American. and special education populations. **Root Cause:** Lack of in-depth analysis of MAP and Reading Inventory data to target skill deficits, identify interventions and extension of learning for all students is not a consistent practice .

Student Learning

Student Learning Summary

Saigling 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.

Student Learning Strengths

We received an A rating; 92 out of 100 for 18/19 school year. 44% Master Grade Level compared to District 39%. Meets Grade Level is 68% compared to District at 65%. Approaches Grade Level is 88% as compared to District of 86%. Closing the Gap 18/19 was an A score with 98%. Distinction earned for STAAR 5th GR Science for 53% of students at Masters level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): MAP Growth data shows that we are not meeting suggested growth rates for all students. **Root Cause:** Interventions need to be targeted and specific for individual student needs.

School Processes & Programs

School Processes & Programs Summary

Teachers plan collaboratively during an extended school day every week. Special Education, Pace, Instructional Specialist, Counselor and Administration Team support these plan times. We have developed a PLC reflection sheet based on 4 reflective questions for PLCs for teachers to use during collaborative planning to focus on what students need to know and how we will differentiate and track growth and mastery of TEKS. As a leadership team we have developed a common instructional model for learning expectations and teacher content delivery to be implemented this school year, 19/2020. Administration created a walk through form that will focus on the 5 areas (differentiated instruction, small group instruction, formative assessments, student articulation of learning goals, and SEL time every day)to track implementation, provide feedback to teachers and identify needed professional development. Teachers on our campus responded to a site survey that they prefer professional development training on our campus led by peers. We are switching our collaborative plan day from Wednesday to Monday this year to better support instruction through out the week. We will meet together in the library so teams can collaborative with other teams and have all resources available. As a general statement, CNA committee observed some teams planning more collaboratively than others- goal is for grade levels to create a unit plan together. and create common formative to guide all instruction. Teams will focus on examine student work to identify strengths and decipher errors. Teams will agree on what mastery should look like for each essential standard.

Mentor will work with new teachers to provide needed resources and support. Administration team will provide accountability to campus and district instructional model and teams will develop a SMART goal aligned with one criteria of the model. T-TESS will document individual progress towards a goal. Hiring practices will focus on selecting staff who fit with our instructional model.

School Processes & Programs Strengths

HRS 1 survey results show processes are in place that support a safe and collaborative environment. PTA is extremely supportive and has 100% teacher participation. Collaborative planning is embedded into every week with specific days and processes to follow. Campus iinstructional model is aligned to District Instructional model, grade level team and teacher T-TESS TPG/SLO goals and campus walkthroughs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Data tracking needs to be more consistently across grade levels to guide student learning. **Root Cause:** More defined system of accountability and data tracking would assist student growth and PLC process.

Perceptions

Perceptions Summary

The school operates as a family. Staff, students and parents work together so that everyone is engaged and feels safe in our school community.

Staff members are involved in PTA: Staff belong to our PTA and volunteer at many events such as fall carnival, Kindergarten Sneak Peek, Field Day, Multicultural Night, Dances, Graduation and Assemblies. Community members volunteer as guest readers, library aides, lunchroom volunteers, Watch Dogs, and office help. Communication is through a weekly Saigling Family S'more sent to all staff and parents by Principal Dunkle. Assistant Principal Schlosser sends out a weekly staff communication through S'more and teachers send home a weekly grade level S'more to their parents. Most grade levels operate a Facebook page along with Google classroom to engage students from school-home.

Perceptions Strengths

HRS Level 1 Survey shows that staff and parents indicate that communication is effective. Active PTA. Students, staff and parents feel safe on our campus. SEL practices are recognized by students, staff and parents as important.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: At glance, students seem to be doing well and generally perform well on the STAAR test. **Root Cause:** Data is not examined deep enough to identify some underlying student concerns.

Priority Problem Statements

Problem Statement 1: MAP Growth data shows that we are not meeting suggested growth rates for all students.

Root Cause 1: Interventions need to be targeted and specific for individual student needs.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The percentage of students who meet the STAAR Component Score standard is below the state target for some students, specifically African American. and special education populations.

Root Cause 2: Lack of in-depth analysis of MAP and Reading Inventory data to target skill deficits, identify interventions and extension of learning for all students is not a consistent practice .

Problem Statement 2 Areas: Demographics

Problem Statement 3: Data tracking needs to be more consistently across grade levels to guide student learning.

Root Cause 3: More defined system of accountability and data tracking would assist student growth and PLC process.

Problem Statement 3 Areas: School Processes & Programs

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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records 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

- 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
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data
- TTESS data
- T-PESS 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
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: September 22, 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 Saigling 3rd grade students that score meets grade level or above on STAAR Reading will increase from 66% in 2019 to 68% by June 2021. The Special Education student group performance will increase from 38% in 2019 to 41% in 2021. The Economically Disadvantaged student group performance will increase from 38% in 2019 to 43% in 2021.

HB3 Goal

Evaluation Data Sources: 2020-21 Reading STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Intentional focus on Guided Reading practices and planning to ensure differentiated instruction and targeted interventions and to analyze student performance and effectiveness of teaching strategies. **Strategy's Expected Result/Impact:** Students will show a minimum of 6 months of reading growth on Reading Inventory between Aug and Jan. data points. **Staff Responsible for Monitoring:** Campus Leadership Instructional Coach **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: RTI interventions will be tracked and monitored through Edugence and a Campus Data Protocol so teachers can reflect on student performance and effectiveness of teaching strategies. **Strategy's Expected Result/Impact:** Students will be provided interventions that target skill deficits in reading so that 68% or more students will be on track to Meets grade level on STAAR Reading. **Staff Responsible for Monitoring:** Instructional Coach, Counselor **Problem Statements:** Student Learning 1 - School Processes & Programs 1			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Teachers will consistently use formative assessments for 3rd Grade reading TEKS to identify student mastery and growth. Based on data collection, instruction will be differentiated and teaching strategies will be evaluated for effectiveness. **Strategy's Expected Result/Impact:** Students will receive targeted instruction to increase mastery and growth of 3rd grade reading TEKS. **Staff Responsible for Monitoring:** LIFT Team, Campus Leadership **Problem Statements:** Student Learning 1 - School Processes & Programs 1	70%	45%	45%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Intentional focus on primary literacy skills such as phonemic awareness to close gaps and meet grade level expectations. **Strategy's Expected Result/Impact:** Students will receive appropriate learning in foundational reading skills to increase mastery and growth of 3rd grade reading TEKS. **Staff Responsible for Monitoring:** Instructional Coach, Campus Leadership **Problem Statements:** Student Learning 1	45%	50%	55%

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Goals for Special Education students will be specific and measurable. Instruction will target reading foundational skills based on grade level TEKS that are specific to their IEP. **Strategy's Expected Result/Impact:** Students will receive differentiated instruction and IEP goals will be mastered and adjusted as necessary. **Staff Responsible for Monitoring:** Special Education Team Leader Campus Leadership **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1	60%	50%	55%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The percentage of students who meet the STAAR Component Score standard is below the state target for some students, specifically African American. and special education populations. **Root Cause**: Lack of in-depth analysis of MAP and Reading Inventory data to target skill deficits, identify interventions and extension of learning for all students is not a consistent practice .

Student Learning

Problem Statement 1: MAP Growth data shows that we are not meeting suggested growth rates for all students. **Root Cause**: Interventions need to be targeted and specific for individual student needs.

School Processes & Programs

Problem Statement 1: Data tracking needs to be more consistently across grade levels to guide student learning. **Root Cause**: More defined system of accountability and data tracking would assist student growth and PLC process.

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 Saigling students that score Meets grade level or above on STAAR Reading 3-5 will increase from 69% in 2019 to 71% by June 2021. The Special Education student group performance will increase from 42% in 2019 to 45% in 2021. The Economically Disadvantaged student group performance will increase from 46% in 2019 to 51% in 2021.

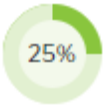
Evaluation Data Sources: 2020-21 Reading STAAR

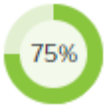
Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Intentional focus on Guided Reading practices and planning to ensure differentiated instruction and targeted interventions and to analyze student performance and effectiveness of teaching strategies. **Strategy's Expected Result/Impact:** Students will show a minimum of 6 months of reading growth on Reading Inventory between Aug and Jan. data points. **Staff Responsible for Monitoring:** Instructional Coach, Campus Leadership **Problem Statements:** Student Learning 1 - School Processes & Programs 1	80%	75%	80%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: RTI interventions will be tracked and monitored through Edugence and a Campus Data Protocol so teachers can reflect on student performance and effectiveness of teaching strategies. **Strategy's Expected Result/Impact:** Students will be provided interventions that target skill deficits in reading so that 71% or more students will be on track to Meets grade level on STAAR Reading. **Staff Responsible for Monitoring:** Instructional Coach, Campus Leadership **Problem Statements:** Student Learning 1 - School Processes & Programs 1	75%	35%	50%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: All teachers will consistently use formative assessments for specific grade level reading TEKS to identify student mastery and growth. Based on data collection, instruction will be differentiated and teaching strategies will be evaluated for effectiveness. **Strategy's Expected Result/Impact:** All students K-5 will receive targeted instruction to increase mastery and growth of grade level reading TEKS. **Staff Responsible for Monitoring:** Instructional Coach, Campus Leadership **Problem Statements:** Student Learning 1 - School Processes & Programs 1	25%	70%	70%

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: Intentional focus on primary literacy skills such as phonemic awareness to close gaps and meet grade level expectations. **Strategy's Expected Result/Impact:** Students will receive appropriate learning in foundational reading skills to increase mastery and growth of 3rd grade reading TEKS. **Staff Responsible for Monitoring:** Instructional Coach, Campus Leadership **Problem Statements:** Student Learning 1	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: Goals for Special Education students will be specific and measurable. Instruction will target reading foundational skills based on grade level TEKS that are specific to their IEP. **Strategy's Expected Result/Impact:** Students will receive differentiated instruction and IEP goals will be mastered and adjusted as necessary. **Staff Responsible for Monitoring:** Special Education Team Leader, Campus Leadership **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1	Nov	Feb	June
			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The percentage of students who meet the STAAR Component Score standard is below the state target for some students, specifically African American. and special education populations. **Root Cause**: Lack of in-depth analysis of MAP and Reading Inventory data to target skill deficits, identify interventions and extension of learning for all students is not a consistent practice .
Student Learning
Problem Statement 1: MAP Growth data shows that we are not meeting suggested growth rates for all students. **Root Cause**: Interventions need to be targeted and specific for individual student needs.
School Processes & Programs
Problem Statement 1: Data tracking needs to be more consistently across grade levels to guide student learning. **Root Cause**: More defined system of accountability and data tracking would assist student growth and PLC process.

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 Saigling students that score Meets grade level or above on STAAR Writing 4 will increase from 55% in 2019 to 57% by June 2021. The Economically Disadvantaged student group performance will increase from 27% in 2019 to 32% in 2021. The Special Education student group performance will increase from 46% in 2019 to 48% in 2021.

Evaluation Data Sources: 2020-21 Writing STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Writing goals will be evident in all grade level lesson plans and analyzed for student performance and effectiveness of teaching strategy. **Strategy's Expected Result/Impact:** 4th Grade STAAR Writing will reflect Meets grade level by percentage growth of 2-5% based on sub population groups of students. **Staff Responsible for Monitoring:** LIFT Team, Campus Leadership **Problem Statements:** School Processes & Programs 1	55%	60%	75%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Teachers will provide targeted interventions based on Grade 4 Writing TEKS and analyze effectiveness of teaching strategies and student performance. **Strategy's Expected Result/Impact:** Students will receive needed supports to increase percentage to meets grade level in writing by 2%-5% relative to our sub population groups. **Staff Responsible for Monitoring:** LIFT Team, Campus Leadership **Problem Statements:** Student Learning 1 - School Processes & Programs 1	50%	40%	75%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: All teachers will consistently use formative assessments for specific grade level writing TEKS to identify student mastery and growth. Based on data collection, instruction will be differentiated and teaching strategies will be evaluated for effectiveness. **Strategy's Expected Result/Impact:** Students will receive targeted instruction and teachers will closely monitor student performance and effectiveness of teaching strategies. **Staff Responsible for Monitoring:** LIFT Team, Campus Leadership **Problem Statements:** Student Learning 1 - School Processes & Programs 1	45%	50%	50%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Goals for Special Education students will be specific and measurable. Writing instruction will target skills based on grade level TEKS that are specific to their IEP. **Strategy's Expected Result/Impact:** Students will receive differentiated instruction so they can master IEP goals. **Staff Responsible for Monitoring:** Special Education Team Leader, Campus Leadership **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1	15%	35%	35%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The percentage of students who meet the STAAR Component Score standard is below the state target for some students, specifically African American. and special education populations. **Root Cause**: Lack of in-depth analysis of MAP and Reading Inventory data to target skill deficits, identify interventions and extension of learning for all students is not a consistent practice .
Student Learning
Problem Statement 1: MAP Growth data shows that we are not meeting suggested growth rates for all students. **Root Cause**: Interventions need to be targeted and specific for individual student needs.
School Processes & Programs
Problem Statement 1: Data tracking needs to be more consistently across grade levels to guide student learning. **Root Cause**: More defined system of accountability and data tracking would assist student growth and PLC process.

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 Saigling 3rd grade students that score meets grade level or above on STAAR Math will increase from 68% in 2019 to 69% by June 2021. The Special Education student group performance will increase from 31% in 2019 to 34% in 2021. The Economically Disadvantaged student group performance will increase from 31% in 2019 to 34% in 2021.

HB3 Goal

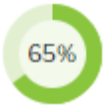
Evaluation Data Sources: 2020-21 Math STAAR

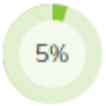
Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Intentional focus on math teaching practices and planning to ensure differentiated instruction and targeted interventions and to analyze student performance and effectiveness of teaching strategies. **Strategy's Expected Result/Impact:** Map data will show all that 69% or more of 3rd Grade students are predicted to Meets grade level or about on STAAR Math. **Staff Responsible for Monitoring:** Instructional Specialist Campus Leadership **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1	25%	50%	45%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: RTI interventions will be tracked and monitored through Edugence and a Campus Data Protocol so teachers can reflect on student performance and effectiveness of teaching strategies. **Strategy's Expected Result/Impact:** Students will be provided interventions that target skill deficits in math so STAAR Meets grade level Math shows an increase of 1-3% depending on student sub populations. **Staff Responsible for Monitoring:** Instructional Coach, Campus Leadership **Problem Statements:** Student Learning 1 - School Processes & Programs 1	55%	80%	90%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Teachers will consistently use formative assessments for 3rd Grade Math TEKS to identify student mastery and growth. Based on data collection, instruction will be differentiated and teaching strategies will be evaluated for effectiveness. **Strategy's Expected Result/Impact:** All students will receive appropriate targeted instruction to increase mastery and growth of grade level Math TEKS. **Staff Responsible for Monitoring:** Instructional Coach, Campus Leadership	30%	40%	45%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Number talks will be carefully planned and used daily to increase problem solving skills and math vocabulary. **Strategy's Expected Result/Impact:** Students will be able to apply math concepts to new learning and increase problem solving capabilities as evidenced by increase in MAP assessments over time. **Staff Responsible for Monitoring:** LIFT Team, Campus Leadership **Problem Statements:** Student Learning 1 - School Processes & Programs 1			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Goals for Special Education students will be specific and measurable. Instruction will target math foundational skills and be scaffolded to meet needs of each student according to their IEP. **Strategy's Expected Result/Impact:** MAP assessments for Special Education students will show progress towards closing the gaps and meeting grade level expectations. **Staff Responsible for Monitoring:** Special Education Teacher, Campus Leadership **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The percentage of students who meet the STAAR Component Score standard is below the state target for some students, specifically African American. and special education populations. **Root Cause**: Lack of in-depth analysis of MAP and Reading Inventory data to target skill deficits, identify interventions and extension of learning for all students is not a consistent practice .
Student Learning
Problem Statement 1: MAP Growth data shows that we are not meeting suggested growth rates for all students. **Root Cause**: Interventions need to be targeted and specific for individual student needs.
School Processes & Programs
Problem Statement 1: Data tracking needs to be more consistently across grade levels to guide student learning. **Root Cause**: More defined system of accountability and data tracking would assist student growth and PLC process.

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 Saigling students that score Meets grade level or above on STAAR Math 3-5 will increase from 67% in 2019 to 68% by June 2021. The Special Education student group performance will increase from 32% in 2019 to 35% in 2021. The Economically Disadvantaged student group performance will increase from 32% in 2019 to 35% in 2021.

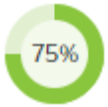
Evaluation Data Sources: 2020-21 Math STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Intentional focus on math teaching practices and planning to ensure differentiated instruction and targeted interventions and to analyze student performance and effectiveness of teaching strategies. **Strategy's Expected Result/Impact:** Map data will show all that 68% or more of 3rd Grade students are predicted to Meets grade level or about on STAAR Math. **Staff Responsible for Monitoring:** LIFT Team, Campus Leadership **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1	40%	75%	80%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: RTI interventions will be tracked and monitored through Edugence and a Campus Data Protocol so teachers can reflect on student performance and effectiveness of teaching strategies. **Strategy's Expected Result/Impact:** Students will be provided interventions that target skill deficits in math so STAAR Meets grade level Math shows an increase of 1-3% depending on student sub populations. **Staff Responsible for Monitoring:** Campus Leadership, LIFT Team **Problem Statements:** Student Learning 1 - School Processes & Programs 1	75%	75%	75%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Teachers will consistently use formative assessments for all grade Math TEKS to identify student mastery and growth. Based on data collection, instruction will be differentiated and teaching strategies will be evaluated for effectiveness. **Strategy's Expected Result/Impact:** All students will receive appropriate targeted instruction to increase mastery and growth of grade level Math TEKS. **Staff Responsible for Monitoring:** Campus Leadership, LIFT Team **Problem Statements:** Student Learning 1 - School Processes & Programs 1	70%	55%	55%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Number talks will be carefully planned and used daily to increase problem solving skills and math vocabulary. **Strategy's Expected Result/Impact:** Students will be able to apply math concepts to new learning and increase problem solving capabilities as evidenced by increase in MAP assessments over time. **Staff Responsible for Monitoring:** Instructional Coach, LIFT Team **Problem Statements:** Student Learning 1 - School Processes & Programs 1			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Goals for Special Education students will be specific and measurable. Instruction will target math foundational skills and be scaffolded to meet STAAR math performance for meets grade level to 35%. **Strategy's Expected Result/Impact:** Students will master IEP Math goals. **Staff Responsible for Monitoring:** Special Education Team Leader, Campus Leadership **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The percentage of students who meet the STAAR Component Score standard is below the state target for some students, specifically African American. and special education populations. **Root Cause**: Lack of in-depth analysis of MAP and Reading Inventory data to target skill deficits, identify interventions and extension of learning for all students is not a consistent practice .
Student Learning
Problem Statement 1: MAP Growth data shows that we are not meeting suggested growth rates for all students. **Root Cause**: Interventions need to be targeted and specific for individual student needs.
School Processes & Programs
Problem Statement 1: Data tracking needs to be more consistently across grade levels to guide student learning. **Root Cause**: More defined system of accountability and data tracking would assist student growth and PLC process.

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 Saigling students that score Meets grade level or above on STAAR Science 5 will increase from 82% in 2019 to 84% by June 2021. The Special Education student group performance will increase from 40% in 2019 to 42% in 2021. The Economically Disadvantaged student group performance will increase from 64% in 2019 to 68% in 2021.

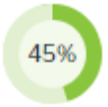
Evaluation Data Sources: 2020-21 Science STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Intentional focus on Science instructional practices and planning to ensure differentiated instruction and targeted interventions and to analyze student performance and effectiveness of teaching strategies. **Strategy's Expected Result/Impact:** MAP assessment science data will predict 84% will perform at Meets grade level. **Staff Responsible for Monitoring:** Instructional Coach, Campus Leadership **Problem Statements:** Student Learning 1 - School Processes & Programs 1	50%	70%	85%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Science RTI will target specific growth for all students in 5th grade. RTI interventions will be tracked and monitored through a Campus Data Protocol so teachers can reflect on student performance and effectiveness of teaching strategies. **Strategy's Expected Result/Impact:** Students will master RTI goals and show growth in Science skills as identified by 5th Gr TEKS. **Staff Responsible for Monitoring:** Campus Leadership, Instructional Coach **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1	0%	60%	75%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Teachers will consistently use formative assessments for all grade science TEKS to identify student mastery and growth. Based on data collection, instruction will be differentiated and teaching strategies will be evaluated for effectiveness. **Strategy's Expected Result/Impact:** All students will receive appropriate targeted instruction to increase mastery and growth of grade level Science TEKS. **Staff Responsible for Monitoring:** LIFT Team, Campus Leadership **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1	30%	65%	75%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Goals for Special Education students will be specific and measurable. Instruction will target science foundational skills and be scaffolded to meet needs of each student according to their IEP. **Strategy's Expected Result/Impact:** Students will master IEP Science goals. **Staff Responsible for Monitoring:** Special Education Team Leader, Campus Leadership **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The percentage of students who meet the STAAR Component Score standard is below the state target for some students, specifically African American. and special education populations. **Root Cause**: Lack of in-depth analysis of MAP and Reading Inventory data to target skill deficits, identify interventions and extension of learning for all students is not a consistent practice .
Student Learning
Problem Statement 1: MAP Growth data shows that we are not meeting suggested growth rates for all students. **Root Cause**: Interventions need to be targeted and specific for individual student needs.
School Processes & Programs
Problem Statement 1: Data tracking needs to be more consistently across grade levels to guide student learning. **Root Cause**: More defined system of accountability and data tracking would assist student growth and PLC process.

Goal 4: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

Performance Objective 1: SEL instruction will be integrated into daily lessons for all students K-5 in all learning environments.

Evaluation Data Sources: MTSS

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Teachers will become proficient in using the MTSS system to facilitate positive behavior supports for all students. **Strategy's Expected Result/Impact:** Parents and teachers will frequently communicate and benefit from working together to increase SEL capacity for all students. **Staff Responsible for Monitoring:** Counselor, Campus Leadership **Problem Statements:** School Processes & Programs 1	15%	75%	80%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Positive behavior will be celebrated for all students through morning BRAGS read on annoucements, parent communication and school character celebrations. **Strategy's Expected Result/Impact:** Students will feel empowered and supported from our Saigling Community. **Staff Responsible for Monitoring:** Counselor, Campus Leadership **Problem Statements:** School Processes & Programs 1	85%	85%	85%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Continue to provide SEL character focus to teachers, students and parents through weekly S'more, Community Circle, consistent classroom procedures and SEL expectations. **Strategy's Expected Result/Impact:** Disruptive behaviors will decrease and teachers, students and parents will have the needed tools to increase SEL capacity for our school community. **Staff Responsible for Monitoring:** Counselor, Campus Leadership **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1	90%	90%	85%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The percentage of students who meet the STAAR Component Score standard is below the state target for some students, specifically African American. and special education populations. **Root Cause**: Lack of in-depth analysis of MAP and Reading Inventory data to target skill deficits, identify interventions and extension of learning for all students is not a consistent practice .

Student Learning

Problem Statement 1: MAP Growth data shows that we are not meeting suggested growth rates for all students. **Root Cause**: Interventions need to be targeted and specific for individual student needs.

School Processes & Programs

Problem Statement 1: Data tracking needs to be more consistently across grade levels to guide student learning. **Root Cause**: More defined system of accountability and data tracking would assist student growth and PLC process.

Goal 4: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

Performance Objective 2: HRS Level 2: Effective Teaching in Every Classroom

Evaluation Data Sources: Teacher Evaluation System, Campus Walk Through Form

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Campus LIFT team will use a document during PLC Extended Planning to guide teaching practices to include: learning goals based on grade level TEKS, mini lessons, and opportunities to check for understanding and change instruction. **Strategy's Expected Result/Impact:** Students will show measured growth in MAP and formative assessments of grade level TEKS. **Staff Responsible for Monitoring:** Campus Leadership, LIFT Team **Problem Statements:** Student Learning 1 - School Processes & Programs 1	45%	45%	35%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Provide teachers with support and feedback through continual campus walk through observations. **Strategy's Expected Result/Impact:** Teachers will have needed feedback to increase learning capacity, adjust practices and collaborate with administration and peers. **Staff Responsible for Monitoring:** Campus Leadership **Problem Statements:** School Processes & Programs 1	20%	20%	20%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals. Teachers will either attend Texas Reading Academy or Campus Book Study. **Strategy's Expected Result/Impact:** Teachers will have needed feedback to increase learning capacity, adjust practices and collaborate with administration and peers. **Staff Responsible for Monitoring:** Campus Leadership **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 1 - School Processes & Programs 1	80%	85%	90%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: MAP Growth data shows that we are not meeting suggested growth rates for all students. **Root Cause**: Interventions need to be targeted and specific for individual student needs.

School Processes & Programs

Problem Statement 1: Data tracking needs to be more consistently across grade levels to guide student learning. **Root Cause**: More defined system of accountability and data tracking would assist student growth and PLC process.

2020-21 SBIC

Committee Role	Name	Position
Administrator	Christopher Dunkle	
Administrator	Susan Schlosser	
Instructional Specialist	Jennifer Howe	Instructional specialist
Counselor	Regina Anderson	Counselor
Classroom Teacher	Elizabeth Griffin	ESL Teacher
Librarian	Stephanie Roberts	Libraian
Classroom Teacher	Kristin Ransom	PACE teacher
Community Representative	Lauren Silverstein	PTA President
Community Representative	Monica Miller	PTA Vice President
Classroom Teacher	Karin Brown	1st Gr Team Leader
Classroom Teacher	Kelsey Gardiner	2nd Gr Teacher
Classroom Teacher	Kate Kuwitzsky	5th Gr Team Leader
Parent	Heather Hopper	3rd Gr School@home Parent
Parent	Stacy Meade	3rd Gr Parent
Classroom Teacher	Emily Lee	4th Grade Team Leader
Classroom Teacher	Becky Oliveri	Kindergarten Teacher
Community Representative	Barbara Reynolds	Volunteer
Classroom Teacher	Laura Louv	3rdGr Teacher

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Saigling

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	50	57	74		70		33	42	46	83	74	74	45	69
2020	52	59	74		70		34	43	48	84	76	74	46	70
2021	54	62	75		71		36	45	51	86	78	75	48	71
2022	57	65	76		72		37	47	55	88	80	76	50	73
2023	61	70	77		73		40	49	60	91	84	77	53	75
2024	66	75	78		74		43	52	66	94	88	78	57	77

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	33	57	70		78		50	32	43	75	80	71	50	67
2020	35	59	70		78		51	33	45	76	81	71	51	68
2021	37	61	71		79		52	35	47	77	82	72	52	68
2022	40	64	71		79		53	37	50	79	84	72	54	69
2023	44	68	72		80		54	39	54	81	86	73	56	71
2024	49	73	73		81		56	42	59	84	89	74	59	72

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

Saigling

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		11	54					13	13		10	62	15	77
2019		73	67		63			38	38		80	71	47	66
2020		75	67		63			39	40		82	71	48	67
2021		78	68		64			41	43		84	72	50	68
2022		81	69		65			43	47		86	73	52	70
2023		86	70		66			45	52		90	74	55	72
2024		91	71		67			48	58		94	75	59	74

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

Saigling

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		11	54					13	13		10	62	15	77
2019		55	74		50			31	38		80	69	60	68
2020		57	74		50			32	40		81	69	61	69
2021		59	75		51			34	42		82	70	62	69
2022		62	75		51			36	45		84	70	64	70
2023		66	76		52			38	49		86	71	66	72
2024		71	77		53			41	54		89	72	69	73

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

Saigling - 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 55% in 2019 to 57% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
56% 2019 Baseline: 55%	57%	59%	61%	63%

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	0	50	58	*	*	*	*	46	27	*	67	60	36	55
2020	1	52	58	*	*	*	*	47	29	*	68	60	37	56
2021	4	54	59	*	*	*	*	48	32	*	70	61	39	57
2022	7	58	59	*	*	*	*	50	36	*	73	61	41	59
2023	11	62	60	*	*	*	*	53	41	*	76	62	44	61
2024	16	68	62	*	*	*	*	56	47	*	81	64	47	63
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

Saigling - 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 82% in 2019 to 84% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
83% 2019 Baseline: 82%	84%	85%	86%	87%

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	*	71	86	*	91	*	*	40	64	100	81	81	83	82
2020	*	72	86	*	91	*	*	41	65	101	82	81	84	83
2021	*	75	86	*	91	*	*	42	68	102	83	81	85	84
2022	*	77	87	*	92	*	*	44	71	104	84	82	87	85
2023	*	81	87	*	92	*	*	47	75	106	86	82	89	86
2024	*	86	88	*	93	*	*	50	80	109	89	83	92	87
2019-2021	*	4	0	*	0	*	*	2	4	2	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

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	**Bullying** **Staff Prevention** ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations **Staff Education** ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process **Staff Intervention** ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies **Student Prevention** ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas **Student Education** ● Explain referral process/contacts ● Anonymous Tip Line **Student Intervention** ● 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.

	● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students		
Principal	**Coordinated Health Program** **Coordinated School Health** ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. ● 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. **Fitness** ● 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. **Physical Activity Requirements** ● 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.

	using pedometers and heart rate monitors. ● K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. ● 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. **Attendance** ● K-8 Monitor attendance of students and follow up on prominent and chronic absences.		
Principal	**Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** ● 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	**Parent Involvement** ● 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		

	community informed. Funding source: State and Local ● 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		