

Plano Independent School District

Sigler Elementary

2021-2022



Board Approval Date: November 3, 2021

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

Revised/Approved: August 31, 2021

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 parient liasion.

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): In Reading, Sigler had only 11 out of 27 areas that showed average or above average performance on assessments. Specifically improvement is needed in Kinder, 4th, and 5th.

Problem Statement 2 (Prioritized): In Math, Sigler had 10 out of 16 areas that showed average or above average performance on assessments. Specifically, improvement is needed in Kinder and 5th.

Problem Statement 3 (Prioritized): In Science, Sigler shows a need for improvement in all grades.

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

coke 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: In Reading, Sigler had only 11 out of 27 areas that showed average or above average performance on assessments. Specifically improvement is needed in Kinder, 4th, and 5th.

Root Cause 1:

Problem Statement 1 Areas: Student Learning

Problem Statement 2: In Math, Sigler had 10 out of 16 areas that showed average or above average performance on assessments. Specifically, improvement is needed in Kinder and 5th.

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Problem Statement 3: In Science, Sigler shows a need for improvement in all grades.

Root Cause 3:

Problem Statement 3 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
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

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

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- 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
- Texas approved PreK - 2nd grade assessment data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- 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




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 .











Performance Objective 1: HB3 - The percent of Sigler 3rd grade students that score at the "meets" grade level or above on STAAR Reading will increase from 44% in 2019 to 48% by June 2022. The Economically Disadvantaged student group performance will increase from 36% in 2019 to 45% in 2022. The Hispanic student group performance will increase from 33% in 2019 to 41% in 2022.

HB3 Goal

Evaluation Data Sources: 2022 STAAR Reading - 3rd grade

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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: Campus protocols aligned with the Collaborative Team Framework will be utilized to develop Unit Calendars with "I can" statements aligned with essential standards, common formative assessments, and daily lessons reflecting differentiation within Tier 1.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, and CTT Facilitators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Based upon ongoing assessment data, collaborative teams will monitor, adjust instruction, and provide specialized tutoring of essential standards 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: Evidence of completed data analysis protocols for district and state assessments Students identified for Tier 2/3 intervention Lesson Plans created for Tier 2/3 intervention Progress monitoring Tier 2/3 students based off of unit assessments recorded in Edugence</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, MTSS Facilitators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Extra Duty Pay - 211 Title I, Part A - \$3,000, Adult Temp - 211 Title I, Part A - \$8,835</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Monthly staff meetings will be utilized to introduce new instructional strategies that will support differentiation within Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Change in teacher practice as measured by designed walk throughs in alignment with strategies taught Decrease in percentage of students requiring Tier 2 and Tier 3 intervention</p> <p>Staff Responsible for Monitoring: Principals Instructional Coaches MTSS Facilitators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Nov	Feb	June
			
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Performance Objective 1 Problem Statements:

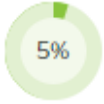


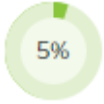


Student Learning
<p>Problem Statement 1: In Reading, Sigler had only 11 out of 27 areas that showed average or above average performance on assessments. Specifically improvement is needed in Kinder, 4th, and 5th.</p>
<p>Problem Statement 2: In Math, Sigler had 10 out of 16 areas that showed average or above average performance on assessments. Specifically, improvement is needed in Kinder and 5th.</p>


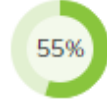





Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading .

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 48% by June 2022. The Economically Disadvantaged student group performance will increase from 39% in 2019 to 48% in 2022. The Hispanic student group performance will increase from 41% in 2019 to 49% in 2022.

Evaluation Data Sources: 2022 STAAR Reading

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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: Campus protocols aligned with the Collaborative Team Framework will be utilized to develop Unit Calendars with "I can" statements aligned with essential standards, common formative assessments, and daily lessons reflecting differentiation within Tier 1.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, and CTT Facilitators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Mentoring Minds - 211 Title I, Part A - \$554.40, Abecedarian ABC, LLC Reading Manipulatives - 211 Title I, Part A - \$2,601.80</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Based upon ongoing assessment data, collaborative teams will adjust instruction and provide specialized tutoring of essential standards 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: Evidence of completed data analysis protocols for district and state assessments Students identified for Tier 2/3 intervention Lesson Plans created for Tier 2/3 intervention Progress monitoring Tier 2/3 students based off of unit assessments recorded in Edugence</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, MTSS Facilitators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Extra Duty Pay - 211 Title I, Part A - \$3,000, Adult Temp - 211 Title I, Part A - \$8,835</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Monthly staff meetings will be utilized to introduce new instructional strategies that will support differentiation within Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Change in teacher practice as measured by designed walk throughs in alignment with strategies taught Decrease in percentage of students requiring Tier 2 and Tier 3 intervention</p> <p>Staff Responsible for Monitoring: Principals Instructional Coaches MTSS Facilitators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Nov	Feb	June
			
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Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: In Reading, Sigler had only 11 out of 27 areas that showed average or above average performance on assessments. Specifically improvement is needed in Kinder, 4th, and 5th.</p> <p>Problem Statement 2: In Math, Sigler had 10 out of 16 areas that showed average or above average performance on assessments. Specifically, improvement is needed in Kinder and 5th.</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 2022.








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 49% by June 2022. The Economically Disadvantaged student group performance will increase from 40% in 2019 to 47% in 2022. The Hispanic student group performance will increase from 37% in 2019 to 44% in 2022.

HB3 Goal

Evaluation Data Sources: 2022 STAAR Math - 3rd grade

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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: Campus protocols aligned with the Collaborative Team Framework will be utilized to develop Unit Calendars with "I can" statements aligned with essential standards, common formative assessments, and daily lessons reflecting differentiation within Tier 1.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches , and CTT Facilitators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Based upon ongoing assessment data, collaborative teams will adjust instruction and provide specialized tutoring of essential standards 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: Evidence of completed data analysis protocols for district and state assessments Students identified for Tier 2/3 intervention Lesson Plans created for Tier 2/3 intervention Progress monitoring Tier 2/3 students based off of unit assessments recorded in Edugence</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, MTSS Facilitators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Extra Duty Pay - 211 Title I, Part A - \$3,000, Adult Temp - 211 Title I, Part A - \$8,835</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Monthly staff meetings will be utilized to introduce new instructional strategies that will support differentiation within Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Change in teacher practice as measured by designed walk throughs in alignment with strategies taught Decrease in percentage of students requiring Tier 2 and Tier 3 intervention</p> <p>Staff Responsible for Monitoring: Principals Instructional Coaches MTSS Facilitators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:







Student Learning
<p>Problem Statement 1: In Reading, Sigler had only 11 out of 27 areas that showed average or above average performance on assessments. Specifically improvement is needed in Kinder, 4th, and 5th.</p> <p>Problem Statement 2: In Math, Sigler had 10 out of 16 areas that showed average or above average performance on assessments. Specifically, improvement is needed in Kinder and 5th.</p>

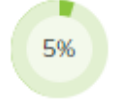






Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.

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 38% by June 2022. The Economically Disadvantaged student group performance will increase from 32 % in 2019 to 39% in 2022. The Hispanic student group performance will increase from 27% in 2019 to 34% in 2022.

Evaluation Data Sources: 2022 STAAR Math

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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: Campus protocols aligned with the Collaborative Team Framework will be utilized to develop Unit Calendars with "I can" statements aligned with essential standards, common formative assessments, and daily lessons reflecting differentiation within Tier 1.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, and CTT Facilitators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: PISD Crucial Conversations Training - 211 Title I, Part A - \$900, Lakeshore Math Manipulatives - 211 Title I, Part A - \$3,565.54</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Based upon ongoing assessment data, collaborative teams will monitor/adjust instruction and provide specialized tutoring of essential standards 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: Evidence of completed data analysis protocols for district and state assessments Students identified for Tier 2/3 intervention Lesson Plans created for Tier 2/3 intervention Progress monitoring Tier 2/3 students based off of unit assessments recorded in Edugence</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, MTSS Facilitators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Extra Duty Pay - 211 Title I, Part A - \$4,620, Adult Temp - 211 Title I, Part A - \$8,835</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Monthly staff meetings will be utilized to introduce new instructional strategies that will support differentiation within Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Change in teacher practice as measured by designed walk throughs in alignment with strategies taught Decrease in percentage of students requiring Tier 2 and Tier 3 intervention</p> <p>Staff Responsible for Monitoring: Principals Instructional Coaches MTSS Facilitators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Nov	Feb	June
			
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Performance Objective 2 Problem Statements:

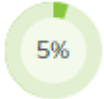





Student Learning
<p>Problem Statement 1: In Reading, Sigler had only 11 out of 27 areas that showed average or above average performance on assessments. Specifically improvement is needed in Kinder, 4th, and 5th.</p> <p>Problem Statement 2: In Math, Sigler had 10 out of 16 areas that showed average or above average performance on assessments. Specifically, improvement is needed in Kinder and 5th.</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 2022.

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 44% by June 2022. The Economically Disadvantaged student group performance will increase from 36% in 2019 to 43% in 2022. The English Learner student group performance will increase from 41% in 2019 to 44% in 2022.

Evaluation Data Sources: 2022 STAAR Science

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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: Campus protocols aligned with the Collaborative Team Framework will be utilized to develop Unit Calendars with "I can" statements aligned with essential standards, common formative assessments, and daily lessons reflecting differentiation within Tier 1.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, and CTT Facilitators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Based upon ongoing assessment data, collaborative teams will adjust instruction and provide intervention of essential standards 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: Evidence of completed data analysis protocols for district and state assessments</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, MTSS Facilitators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Monthly staff meetings will be utilized to introduce new instructional strategies that will support differentiation within Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Change in teacher practice as measured by designed walk throughs in alignment with strategies taught Decrease in percentage of students requiring Tier 2 and Tier 3 intervention</p> <p>Staff Responsible for Monitoring: Principals Instructional Coaches MTSS Facilitators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: District Science & Multilingual Department will provide professional learning on Teaching Science to English Learners during three 1.5 hour after school sessions 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 and monolingual 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>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: In Reading, Sigler had only 11 out of 27 areas that showed average or above average performance on assessments. Specifically improvement is needed in Kinder, 4th, and 5th.</p>
<p>Problem Statement 2: In Math, Sigler had 10 out of 16 areas that showed average or above average performance on assessments. Specifically, improvement is needed in Kinder and 5th.</p>
<p>Problem Statement 3: In Science, Sigler shows a need for improvement in all grades.</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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Counselors will provide monthly training virtually or in person on a variety of topics based on parent survey feedback.</p> <p>Strategy's Expected Result/Impact: Parent - School connection will be strengthened School s counselors will be seen as a resource for families when they need support Parents will learn strategies in alignment with SEL strategies that are used on campus</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2</p> <p>Funding Sources: My Books Summer Book Packs - 211 Title I, Part A - \$2,929.81</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will utilize SeeSaw to support parent communication & involvement in their child's learning.</p> <p>Strategy's Expected Result/Impact: Parents will have greater opportunity to engage in their child's learning and will have the ability to view student products in real time.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The Sigler community will participate in "One School One Book" event. Along with a STEM challenge, grade level competitions, and daily challenges, each child will be given a book to take home and read with their parent.</p> <p>Strategy's Expected Result/Impact: Increased love of reading School wide STEM night aligned with One School. One Book Families reading together</p> <p>Staff Responsible for Monitoring: Administrators One School. One Book. coordinators</p>	Formative		
	Nov	Feb	June
No Progress Accomplished Continue/Modify Discontinue			

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Jonathan Jamar	Assistant Principal
Administrator	Carrie Tracy	Principal
Classroom Teacher	Kelly Parker	Classroom Teacher
Business Representative	Becki Veal	Business Representative
Sigler Elementary Campus Social Worker	Linzy Evans	Social Worker
Community Representative	Charlie Johnson	Hunter Glen Baptist Church
Parent	Leola Simental	Parent
Paraprofessional	Rosemary Alvarado	Teachers Assistant
Non-classroom Professional	Lorie Lyon	Instructional Coach
Non-classroom Professional	kimberly Edwards	Counselor
Parent Liaison	Patsy Prochnow	Parent Liaison
Counselor	alesha love	Counselor

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,994.00
+/- Difference					\$5,994.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,056.00
+/- Difference					\$1,056.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Extra Duty Pay		\$3,000.00
1	1	2	Adult Temp		\$8,835.00
1	2	1	Abecedarian ABC, LLC Reading Manipulatives		\$2,601.80
1	2	1	Mentoring Minds		\$554.40
1	2	2	Extra Duty Pay		\$3,000.00
1	2	2	Adult Temp		\$8,835.00
2	1	2	Extra Duty Pay		\$3,000.00
2	1	2	Adult Temp		\$8,835.00
2	2	1	Lakeshore Math Manipulatives		\$3,565.54
2	2	1	PISD Crucial Conversations Training		\$900.00
2	2	2	Extra Duty Pay		\$4,620.00
2	2	2	Adult Temp		\$8,835.00
4	1	1	My Books Summer Book Packs		\$2,929.81
Sub-Total					\$59,511.55
Budgeted Fund Source Amount					\$224,479.00

211 Title I, Part A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					+/- Difference	\$164,967.45
282 ESSER III						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$6,150.00
					+/- Difference	\$6,150.00
					Grand Total Budgeted	\$237,679.00
					Grand Total Spent	\$59,511.55
					+/- Difference	\$178,167.45

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 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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