Plano Independent School District

Sigler Elementary

2019-2020

Board Approval Date: October 1, 2019

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Comprehensive Needs Assessment

Revised/Approved: August 23, 2019

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

- Recgonize 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 Academic Achievement

Student Academic Achievement Strengths

Strengths identified through MAP

- In Kinder Reading MAP Projected Growth Rate (PGR) is near or above 120% in all quintiles.
- In Kinder Math MAP PGR is over 120% in all quintiles except Q3 which was at 102%
- In 1st Grade Math MAP PGR is over 120% in Q1 - Q3.
- In 2nd grade Math, campus performance is comparable to the district.
- In 3rd Grade Math, growth is at or above average in Q2,Q3, and Q4
- In 3rd Grade Reading, growth is at or above average in Q2,Q4, and Q5
- In 4th Grade Reading, growth is above average in Q3 and Q5
- In 5th Grade Reading, growth is above average in Q1 & Q2

Strengths identified through STAAR

- **3rd Reading** showed an increase in of students at the **Masters** Level by 4 percentage points.

- **3rd Math** showed an increase in percent of students at the **Masters** Level by 10 percentage points.

- **3rd bilingual** student group performed near or above the district in **Reading & Math**.
- **4th grade ESL** students performed at the district level at **Meets & Masters in Writing**
- **5th grade LEP** students were near or above the district in several subjects at different levels of STAAR performance.

- **5th Reading** increased by 8 percentage points at the **Masters** Level

- **5th Math** increased by 8 percentage points at the **Masters Level**

- **5th Science** increased by 7 percentage points at the **Masters Level**.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: (ESL) Overall, our LEP students (K-5) remained stagnant or decreased in TELPAS listening and speaking. **Root Cause**: Not planning instruction with the ELPS in mind.

Problem Statement 2: (Kinder)- On Reading MAP Q2 only 20% of students exceeded expectations while 60% were within half standard deviation **Root Cause**: Lack of Tier 1 differentiation instruction which would limit educational access to all students.

Problem Statement 3: (1st Grade)- On MAP Students in Q2 and Q3 made less growth than those in Q4 in Reading. **Root Cause**: If Balanced Literacy is provided teachers would have opportunity to meet the needs of their students , close instructional gaps and provide time to practice skills independently.

Problem Statement 4: (2nd Grade)- On MAP the higher the quintile the lower percentage that met the projected growth in math. **Root Cause**: Data analysis was focused on growing lower quintile students and did not focus on anything above grade level content mastery for higher level quintile students (did not discuss higher quintile students' areas of needed growth).

Problem Statement 5: (3rd Grade) STAAR reading scores are at 28% NOT Meeting, which is a 13% gap from the district performance. **Root Cause**: STAAR reading scores are at 28% NOT Meeting, which is a 13% gap from the district performance.

Problem Statement 6: (4th Grade)- Students are not meeting growth goals in math from the end of third grade to the end of fourth grade. **Root Cause**: We do not have a consistent protocol for using formative assessments to collect data, and drive instruction.

Problem Statement 7: (5th Grade) STAAR growth: Large percentage of limited growth in approaching, meets and masters **Root Cause**: Lack of Cross-Curricular intentional planning for depth and complexity for all students.

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
cokes 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 2Survey

Staff use common langauge 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: (ESL) Overall, our LEP students (K-5) remained stagnant or decreased in TELPAS listening and speaking.

Root Cause 1: Not planning instruction with the ELPS in mind.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: (Kinder)- On Reading MAP Q2 only 20% of students exceeded expectations while 60% were within half standard deviation

Root Cause 2: Lack of Tier 1 differentiation instruction which would limit educational access to all students.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: (1st Grade)- On MAP Students in Q2 and Q3 made less growth than those in Q4 in Reading.

Root Cause 3: If Balanced Literacy is provided teachers would have opportunity to meet the needs of their students , close instructional gaps and provide time to practice skills independently.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: (2nd Grade)- On MAP the higher the quintile the lower percentage that met the projected growth in math.

Root Cause 4: Data analysis was focused on growing lower quintile students and did not focus on anything above grade level content mastery for higher level quintile students (did not discuss higher quintile students' areas of needed growth).

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: (3rd Grade) STAAR reading scores are at 28% NOT Meeting, which is a 13% gap from the district performance.

Root Cause 5: STAAR reading scores are at 28% NOT Meeting, which is a 13% gap from the district performance.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: (4th Grade)- Students are not meeting growth goals in math from the end of third grade to the end of fourth grade.

Root Cause 6: We do not have a consistent protocol for using formative assessments to collect data, and drive instruction.

Problem Statement 6 Areas: Student Academic Achievement

Problem Statement 7: (5th Grade) STAAR growth: Large percentage of limited growth in approaching, meets and masters

Root Cause 7: Lack of Cross-Curricular intentional planning for depth and complexity for all students.

Problem Statement 7 Areas: Student Academic Achievement

Problem Statement 8: A school wide model of instruction has not been articulated for the campus.

Root Cause 8:

Problem Statement 8 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
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- 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
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) 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 Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: September 04, 2019

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 1: Sigler will increase student learning in Mathematics as evidenced by a 10% increase of All students performing at the Meets and Masters level on STAAR in addition to a 6% increase meeting or exceeding their progress measure. Sigler will increase student learning in Reading as evidenced by a 6% increase of All students performing at the Approaches, Meets AND Masters level on STAAR.

Evaluation Data Source(s) 1: Evaluation Data Source(s) :
STAAR Results
MAP Projected Growth Rate
Unit Assessment
Common Formative Assessments
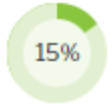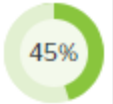AMC (K-1)
Numeracy (2-5)
LLI
Reading Record
TELPAS
Literacy Footprints Leveled Readers

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Targeted Support Strategy 1) Professional learning provided to support PLC @ Work & the Collaborative Team Framework on August 6, 2019.	2.4, 2.5, 2.6	Leadership Team	Sign In Sheet	50%	60%	70%
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7						
Targeted Support Strategy 2) Grade level collaborative teams will meet to utilize tools and processes to focus on student learning to meet the needs of all students with targeted instruction provided in small groups to address learning gaps.	2.4, 2.5, 2.6	Administrators Instructional Coach Planning Facilitators	The Collaborative Team Framework along with an agenda aligned with the CTF will ensure the 4 PLC questions drive the planning process. Minutes of CTT embedded within agenda will be reviewed as needed.	30%	45%	65%
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7						
Targeted Support Strategy 3) Each grade level will be provided 1/2 day extended planning times throughout the school year for grade level team to complete - - Essential Standards Unit Plan - Learning Target Progression -Common Formative Assessments (development & timeline)	2.4, 2.5, 2.6	Administrators Instructional Coach	Completed Extended Planning Protocol	30%	45%	65%
Problem Statements: Student Academic Achievement 2, 3, 4, 5, 6, 7 **Funding Sources**: 211 Title I, Part A - 8800.00						
Targeted Support Strategy 4) Based upon ongoing assessment data, collaborative teams and support staff will monitor and adjust instruction to ensure expected growth for all students, including identified sub groups.	2.4, 2.5, 2.6	Administrators Instructional Coach Planning Facilitators ESL Specialists	Math/Reading Essential standard unit plan with hyperlink to formative assessments. Progress monitoring by teacher for Reading/Math Essential Standards. Progress monitoring by teacher and student group based off of unit assessments.	20%	35%	50%
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7						
Targeted Support Strategy 5) SPED teachers who provide grade level pull out or inclusion support will meet bi-monthly with a district SPED specialist with the purpose of providing support to teachers as they design appropriate levels of support and progress monitoring for students.	2.4, 2.5, 2.6	Administrators SPED Team Leader District SPED Specialist	Agenda with minutes of progress between meetings	20%	35%	50%
Problem Statements: Student Academic Achievement 1, 2, 3, 5, 6, 7						
Targeted Support Strategy 6) Vertical teams will meet on a monthly basis with the purpose of aligning instructional strategies across the grade levels in the area of Reading, Writing, Math, Science, and English Language Development.	2.4, 2.5, 2.6	Vertical Team Facilitators Administrators	Vertical Teams Agenda Meeting Minutes Boom Slides from each meeting to show progress from meeting to meeting. Data Talks around vertically aligned essential TEKS	15%	35%	35%
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Targeted Support Strategy 7) Using Tier 2 & Tier 3 criterion provided by district & RTI @ Works, identify students in need of intervention. Develop intervention plans for identified students during BOY, MOY, and EOY meetings made up administrators, grade level teacher, and Tier 3 intervention specialist. Utilize a variety of resources for intervention which will include: AMC Numeracy LLI Education Galaxy Herman Touch Phonics HMH Esperanza Jan Richardson Footprints I-Station Spanish Mentor Minds Think It Up 3rd - 5th Grade Teach Transform	2.4, 2.5, 2.6	Administrators Counselor Team Leaders Instruction Specialists	Progress monitoring will be updated in Edugence on a monthly basis for all Tier 2 and a bimonthly basis for Tier 3 & SPED students with academic or behavioral goals. Decisions based on student progress from the Grade level Tier 2 and Tier 3 google tracker will discern whether student no longer needs intervention, will continue with the same/new goal, or needs a more foundational intervention goal.	15%	30%	45%
			Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7 **Funding Sources**: 199 State Comp Ed - 3000.00, 211 Title I, Part A - 5178.90			
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 8) Staff will be provided professional learning opportunities to develop their content and instructional pedagogy. - A representative from PreK-2, administrators, and Instructional Coach will attend Lead4Ward Training on Math Process Standards on (March 31, 2020) - 6 teachers will attend CAMT(Conference for Advancement of Mathematics Teaching) (July 8- 10, 2020) - Principal will attend NAESP July 12-14 , 2020	2.4, 2.5, 2.6	Administrators	Teacher professional development will result in an increase in the percentage of students who are meeting or exceeding expected growth on MAP and STAAR. Notes & Plans of Action for 2020-2021 School Year based on Conference Learning	0%	20%	20%
			Problem Statements: Student Academic Achievement 1, 4, 6, 7 **Funding Sources**: 211 Title I, Part A - 4909.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	**Feb**	**June**
Targeted Support Strategy 9) Members of Leadership Team will attend PLC @ Work Conference June 4-6, 2020.	2.4, 2.5, 2.6	Administrators	Participants will build leadership capacity and investment in the PLC @ Work Systems so that they are able to serve as grade level facilitators in collaborative team planning.	0%	30%	50%
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7						
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Performance Objective 1 Problem Statements:

Student Academic Achievement
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Problem Statement 7: (5th Grade) STAAR growth: Large percentage of limited growth in approaching, meets and masters **Root Cause 7**: Lack of Cross-Curricular intentional planning for depth and complexity for all students.

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 2: An instructional model will be used to ensure that at least 80% of teachers are implementing strategies identified within the instructional snapshot(s).

> **Evaluation Data Source(s) 2:** Instructional Model
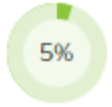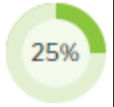> Walk Through Template
> Walk Through Feedback
>
> **Summative Evaluation 2:** Some progress made toward meeting Performance Objective
>
> **Targeted or ESF High Priority**
>
> **Next Year's Recommendation 2:** Sigler will continue with the current instructional model focused in the area of Balanced Literacy and the described components of a Math instructional block. This Performance Objective will continue to align with the district's instructional model and HRS Level 2- Effective teaching in every classroom.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	**Feb**	**June**
1) Develop campus wide "Instructional Snapshots" based on the areas identified within the grade level Root Cause Analysis. -Differentiation -Formative Assessment -Language Development -Math -Reading	2.4, 2.5, 2.6	Administrator Vertical Team Facilitators	Instructional Snapshots created through August PL and Vertical Team Meetings will be used to develop Content Based Walk Through Forms.	10%	30%	45%
		Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7 - School Processes & Programs 1				
Additional Targeted Support Strategy 2) Lagging evidence from Classroom Walk Throughs will be provided to Leadership Team & appropriate Vertical Teams.	2.4, 2.5	Administrators Vertical Team Facilitators	Lagging evidence will be analyzed and used to identify areas in need of additional professional learning.	20%	35%	40%
		Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7 - School Processes & Programs 1				
Targeted Support Strategy 3) Professional Learning on Tier 1/Tier 2 Math Instruction for Prek-5th grade will be provided by DIstrict Math Coordinator to establish effective teaching in every classroom.	2.4, 2.5	Administrators	Expectations of Math Instruction and classroom design will be established and aligned across the campus	35%	45%	50%
		Problem Statements: Student Academic Achievement 1, 4, 6 - School Processes & Programs 1				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Targeted Support Strategy 4) Conduct book study on The Impact Cycle by Jim Knight.	2.4, 2.5, 2.6	Administrator Instructional Coach	Teacher leaders will identify one teacher to "coach" utilizing their professional learning from the book.	5%	25%	50%
	Problem Statements: School Processes & Programs 1					

100% = Accomplished   0% = No Progress   ✕ = Discontinue

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: (ESL) Overall, our LEP students (K-5) remained stagnant or decreased in TELPAS listening and speaking. **Root Cause 1**: Not planning instruction with the ELPS in mind.
Problem Statement 2: (Kinder)- On Reading MAP Q2 only 20% of students exceeded expectations while 60% were within half standard deviation **Root Cause 2**: Lack of Tier 1 differentiation instruction which would limit educational access to all students.
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Problem Statement 7: (5th Grade) STAAR growth: Large percentage of limited growth in approaching, meets and masters **Root Cause 7**: Lack of Cross-Curricular intentional planning for depth and complexity for all students.

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

Goal 2: 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.

Goal 3: Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.

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 Source(s) 1: Attendance, Participation, Parent Survey and Feedback

Summative Evaluation 1: No progress made toward meeting Performance Objective

Next Year's Recommendation 1: Due to Covid 19 and the school closure, no progress was made toward this Performance Objective during the spring semester. Sigler will continue to work towards this performance objective next school year using these strategies and adding new strategies to provide parent training and resources in order to ensure active and consistent parent involvement in their child's education.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Comprehensive Support Strategy **Targeted Support Strategy** **Additional Targeted Support Strategy** **ESF Levers** Lever 3: Positive School Culture	2.4, 2.5, 2.6	Administration	Sign-in sheet Parent Survey	0%	40%	40%
1) Sigler will have a Family Science Night called Super Hero Academy on April 20th. The base price for a Family Science Night is $500 for up to 200 people. Every 50 people over the initial 200 people will be $50 per every 50 additional people. There will also be a $35 traveling fee added since your school is within Collin county	**Problem Statements**: Student Academic Achievement 1, 6, 7 **Funding Sources**: 211 Title I, Part A - 885.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Comprehensive Support Strategy **Targeted Support Strategy** **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math **ESF Levers** Lever 3: Positive School Culture 2) Incoming Kindergarten parents will receive a Kinder Summer Success Kit when they attend the campus Kinder Round Up in the spring semester.	2.4, 2.5, 2.6	Administration, Kindergarten Teachers	Parent Sign-in	0%	20%	20%
	Problem Statements: Student Academic Achievement 2 **Funding Sources**: 211 Title I, Part A - 839.70					
Comprehensive Support Strategy **Targeted Support Strategy** **Additional Targeted Support Strategy** **RDA** **ESF Levers** Lever 3: Positive School Culture 3) Sigler Family Fitness Night to encourage our students and parents to live healthy and have an active lifestyle. Sigler has invited the Colgate Van to offer dental screening for students, Medicaid representatives to help families know how best to access health care, hands-on CPR training for kids and adults, and nutrition demonstrations from the North Texas Food Bank.	2.4, 2.5, 2.6	Administration Nurse	help our families identify community resources that can support the quest for healthy living	0%	25%	25%
	Funding Sources: 211 Title I, Part A - 300.00					
	100% = Accomplished 0% = No Progress ✗ = Discontinue					

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: (ESL) Overall, our LEP students (K-5) remained stagnant or decreased in TELPAS listening and speaking. **Root Cause 1**: Not planning instruction with the ELPS in mind.
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Student Academic Achievement

Problem Statement 7: (5th Grade) STAAR growth: Large percentage of limited growth in approaching, meets and masters **Root Cause 7**: Lack of Cross-Curricular intentional planning for depth and complexity for all students.

Goal 5: Strategic Resource Management: As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

Campus Level Improvement Committee

Committee Role	Name	Position
Administrator	Anthony Dunnington	Assistant Principal
Administrator	Carrie Tracy	Principal
Classroom Teacher	Melinda Hoover	Instructional Coach
Classroom Teacher	Kelly Bender	2nd Grade Teacher
Non-classroom Professional	Stacey Fawley	Title I
Non-classroom Professional	Kim Edwards	Counselor
Classroom Teacher	Dan Hafner	PE Teacher
District-level Professional	Marcus Miller	Coordinator for Employee Learning
Classroom Teacher	Ivette Trevizo	Bilingual Instructional Support
Sigler Elementary Campus Social Worker	Linzy Evans	Social Worker
Parent	Craig DeBell	Parent
Parent	Dellmy Cabrera	Parent
Parent	Aaron Knoles	Parent

Addendums

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.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. **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 • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students	TEC 11.252(a)(3)(E)	Principal	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
2. 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 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 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.	TEC 11.253(d) Board Policy FFA(Local)	Principal	The school will follow Board Policies: FFA and EHAA.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
• 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.			
3. **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	
4. **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		Principal	