

# **Plano Independent School District**

## **Sigler Elementary**

**2022-2023**



**Board Approval Date:** September 20, 2022

# **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

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

# 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 from 2022 to 2023.

**Performance Objective 1:** HB3 - The percent of Sigler 3rd grade students that score meets grade level or above on STAAR ELAR will increase from 62% in 2022 to 63% by June 2023. The Special Education student group performance will increase from 23% in 2022 to 26% in 2023. The English Learner student group performance will increase from 45% in 2022 to 47% in 2023.

## HB3 Goal

**Evaluation Data Sources:** 2023 STAAR Reading - 3rd Grade

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach, and CTT Facilitators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach, MTSS Facilitators</p> <p><b>Funding Sources:</b> Extra Duty Pay - 211 Title I, Part A, Adult Temp - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**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 from 2022 to 2023.

**Performance Objective 2:** The percent of Sigler 4th grade students that score meets grade level or above on STAAR ELAR will increase from 53% in 2022 to 54% by June 2023. The Special Education student group performance will increase from 27% in 2022 to 30% in 2023. The English Learner student group performance will increase from 33% in 2022 to 35% in 2023.

**Evaluation Data Sources:** 2023 STAAR Reading - 4th Grade

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Purchase of supplementary reading instructional materials (Education Galaxy) to provide differentiated support to students in the classroom, during intervention, and at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement in reading as demonstrated by academic growth on assessments</p> <p><b>Staff Responsible for Monitoring:</b> Sigler ILT</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach, and CTT Facilitators</p> <p><b>Funding Sources:</b> Mentoring Minds - 211 Title I, Part A, Abecedarian ABC, LLC Reading Manipulatives - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach, MTSS Facilitators</p> <p><b>Funding Sources:</b> Extra Duty Pay - 211 Title I, Part A, Adult Temp - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Monthly staff meetings will be utilized to introduce new instructional strategies that will support differentiation within Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principals            Instructional Coaches            MTSS Facilitators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**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 from 2022 to 2023.

**Performance Objective 3:** The percent of Sigler 5th grade students that score meets grade level or above on STAAR ELAR will increase from 52% in 2022 to 53% by June 2023. The Special Education student group performance will increase from 29% in 2022 to 32% in 2023. The African American student group performance will increase from 41% in 2022 to 43% in 2023.

**Evaluation Data Sources:** 2023 STAAR Reading - 5th Grade

**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 2022 to 2023.

**Performance Objective 1:** HB3 - The percent of Sigler 3rd grade students that score meets grade level or above on STAAR Math will increase from 43% in 2022 to 44% by June 2023. The Special Education student group performance will increase from 15% in 2022 to 18% in 2023. The African American student group performance will increase from 29% in 2022 to 32% in 2023.

**HB3 Goal**

**Evaluation Data Sources:** 2023 STAAR Math - 3rd Grade

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches , and CTT Facilitators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach, MTSS Facilitators</p> <p><b>Funding Sources:</b> Extra Duty Pay - 211 Title I, Part A, Adult Temp - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Monthly staff meetings will be utilized to introduce new instructional strategies that will support differentiation within Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principals Instructional Coaches MTSS Facilitators</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**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 2022 to 2023.

**Performance Objective 2:** The percent of Sigler 4th grade students that score meets grade level or above on STAAR Math will increase from 33% in 2022 to 34% by June 2023. The Special Education student group performance will increase from 9% in 2022 to 12% in 2023. The Hispanic student group performance will increase from 21% in 2022 to 23% in 2023.

**Evaluation Data Sources:** 2023 STAAR Math - 4th Grade

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Purchase of supplementary mathematics instructional materials (Education Galaxy) to provide differentiated support to students in the classroom, during intervention, and at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in mathematics achievement as shown by growth in math assessments</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - - <b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach, and CTT Facilitators</p> <p><b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> PISD Crucial Conversations Training - 211 Title I, Part A, Lakeshore Math Manipulatives - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach, MTSS Facilitators</p> <p><b>Funding Sources:</b> Extra Duty Pay - 211 Title I, Part A, Adult Temp - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Monthly staff meetings will be utilized to introduce new instructional strategies that will support differentiation within Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principals            Instructional Coaches            MTSS Facilitators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2022 to 2023.

**Performance Objective 3:** The percent of Sigler 5th grade students that score meets grade level or above on STAAR Math will increase from 31% in 2022 to 32% by June 2023. The Special Education student group performance will increase from 18% in 2022 to 21% in 2023. The African American student group performance will increase from 24% in 2022 to 27% in 2023.

**Evaluation Data Sources:** 2023 STAAR Math - 5th Grade

**Goal 3:** 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 Science from 2022 to 2023.

**Performance Objective 1:** The percent of Sigler 5th grade students that score meets grade level or above on STAAR Science will increase from 21% in 2022 to 22% by June 2023. The Special Education student group performance will increase from 18% in 2022 to 21% in 2023. The African American student group performance will increase from 12% in 2022 to 15% in 2023.

**Evaluation Data Sources:** 2023 STAAR Science - 5th Grade

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach, and CTT Facilitators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Evidence of completed data analysis protocols for district and state assessments</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach, MTSS Facilitators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Monthly staff meetings will be utilized to introduce new instructional strategies that will support differentiation within Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principals Instructional Coaches MTSS Facilitators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> District Science &amp; 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><b>Strategy's Expected Result/Impact:</b> For EL learners and monolingual learners to develop proficiency in listening, speaking, reading, and writing in their science classrooms</p> <p><b>Staff Responsible for Monitoring:</b> 3rd-5th grade teachers</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Counselors will provide monthly training virtually or in person on a variety of topics based on parent survey feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Funding Sources:</b> My Books Summer Book Packs - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will utilize SeeSaw to support parent communication &amp; involvement in their child's learning.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased love of reading            School wide STEM night aligned with One School. One Book            Families reading together</p> <p><b>Staff Responsible for Monitoring:</b> Administrators            One School. One Book. coordinators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

# Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
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
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$6,282.00
<b>+/- Difference</b>					\$6,282.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,206.00
<b>+/- Difference</b>					\$1,206.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Extra Duty Pay		\$0.00
1	1	2	Adult Temp		\$0.00
1	2	2	Abecedarian ABC, LLC Reading Manipulatives		\$0.00
1	2	2	Mentoring Minds		\$0.00
1	2	3	Extra Duty Pay		\$0.00
1	2	3	Adult Temp		\$0.00
2	1	2	Extra Duty Pay		\$0.00
2	1	2	Adult Temp		\$0.00
2	2	2	Lakeshore Math Manipulatives		\$0.00
2	2	2	PISD Crucial Conversations Training		\$0.00
2	2	3	Extra Duty Pay		\$0.00
2	2	3	Adult Temp		\$0.00
4	1	1	My Books Summer Book Packs		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$305,760.00

211 Title I, Part A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					+/- Difference	\$305,760.00
282 ESSER III						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$3,740.00
					+/- Difference	\$3,740.00
					Grand Total Budgeted	\$316,988.00
					Grand Total Spent	\$0.00
					+/- Difference	\$316,988.00

# Addendums

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Sigler

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

## Reading

## Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	17	25	16	0	1	0	13	44	3	22	43	18	61
<b>2022</b>	59	48	94		100		23	55	67	45	60	67	62
<b>2023</b>	61	50	95		100		26	57	68	47	61	68	63
<b>2024</b>	63	52	95		100		29	59	68	49	61	70	63
<b>2025</b>	65	54	96		100		33	61	69	52	62	72	64
<b>2026</b>	69	58	98		100		39	65	71	56	64	75	66
<b>2027</b>	73	62	99		100		46	69	72	61	65	78	67

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Sigler

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading											Grade 4		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022</b> # of Students	17	19	5	0	1	0	11	38	2	18	25	20	45
<b>2022</b>	53	37	80		100		27	47	100	33	52	55	53
<b>2023</b>	55	39	81		100		30	49	100	35	53	56	54
<b>2024</b>	57	41	81		100		33	51	100	37	53	58	54
<b>2025</b>	59	43	82		100		37	53	100	40	54	60	55
<b>2026</b>	63	47	84		100		43	57	100	44	56	63	57
<b>2027</b>	67	51	85		100		50	61	100	49	57	66	58

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Sigler

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

## Reading

## Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	17	30	12	0	1	0	17	34	1	26	42	19	61
<b>2022</b>	41	60	50		100		29	56	0	65	50	58	52
<b>2023</b>	43	62	51		100		32	58	1	67	51	59	53
<b>2024</b>	45	64	51		100		35	60	1	69	51	61	53
<b>2025</b>	47	66	52		100		39	62	2	72	52	63	54
<b>2026</b>	51	70	54		100		45	66	4	76	54	66	56
<b>2027</b>	55	74	55		100		52	70	5	81	55	69	57

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Sigler

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	51	74	33	0	3	0	41	116	6	66	110	57	167
<b>2022</b>	51	50	76		100		27	53	67	50	55	60	56
<b>2023</b>	53	52	77		100		30	55	68	52	56	61	57
<b>2024</b>	55	54	77		100		33	57	68	54	56	63	57
<b>2025</b>	57	56	78		100		37	59	69	57	57	65	58
<b>2026</b>	61	60	80		100		43	63	71	61	59	68	60
<b>2027</b>	65	64	81		100		50	67	72	66	60	71	61

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Sigler

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

## Math

## Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	17	25	16	0	1	0	13	44	3	22	43	18	61
<b>2022</b>	29	32	75		100		15	39	67	32	40	50	43
<b>2023</b>	32	34	76		100		18	41	68	34	41	52	44
<b>2024</b>	35	37	78		100		21	44	70	36	43	54	46
<b>2025</b>	38	41	80		100		25	48	72	39	45	57	48
<b>2026</b>	44	45	82		100		30	52	74	43	47	61	50
<b>2027</b>	50	51	85		100		37	58	77	48	50	66	53

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Sigler

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											Grade 4		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	17	19	5	0	1	0	11	38	2	18	25	20	45
<b>2022</b>	41	21	60		100		9	32	100	28	36	30	33
<b>2023</b>	44	23	61		100		12	34	100	30	37	32	34
<b>2024</b>	47	26	63		100		15	37	100	32	39	34	36
<b>2025</b>	50	30	65		100		19	41	100	35	41	37	38
<b>2026</b>	56	34	67		100		24	45	100	39	43	41	40
<b>2027</b>	62	40	70		100		31	51	100	44	46	46	43

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Sigler

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

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Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

## Math

## Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	17	30	12	0	1	0	17	34	1	26	42	19	61
<b>2022</b>	24	30	42		100		18	38	0	38	36	21	31
<b>2023</b>	27	32	43		100		21	40	1	40	37	23	32
<b>2024</b>	30	35	45		100		24	43	3	42	39	25	34
<b>2025</b>	33	39	47		100		28	47	5	45	41	28	36
<b>2026</b>	39	43	49		100		33	51	7	49	43	32	38
<b>2027</b>	45	49	52		100		40	57	10	54	46	37	41

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Sigler

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

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Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	51	74	33	0	3	0	41	116	6	66	110	57	167
<b>2022</b>	31	28	61		100		15	36	67	33	37	33	36
<b>2023</b>	34	30	62		100		18	38	68	35	38	35	37
<b>2024</b>	37	33	64		100		21	41	70	37	40	37	39
<b>2025</b>	40	37	66		100		25	45	72	40	42	40	41
<b>2026</b>	46	41	68		100		30	49	74	44	44	44	43
<b>2027</b>	52	47	71		100		37	55	77	49	47	49	46

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Sigler

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

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## Science 5

## Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	17	30	12	0	1	0	17	34	1	26	42	19	61
<b>2022</b>	12	23	25		100		18	26	0	31	26	11	21
<b>2023</b>	15	25	26		100		21	28	1	33	27	13	22
<b>2024</b>	18	28	28		100		24	31	3	35	29	15	24
<b>2025</b>	21	32	30		100		28	35	5	38	31	18	26
<b>2026</b>	27	37	32		100		33	40	8	42	33	22	28
<b>2027</b>	33	43	35		100		40	46	12	47	36	26	31

## 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
Principal, Executive Director for Student & Family Services	<p><b>Bullying</b></p> <p><b>Staff Prevention</b></p> <ul style="list-style-type: none"> <li>● Identify high risk areas</li> <li>● Monitor high risk areas</li> <li>● Follow campus rules/expectations</li> </ul> <p><b>Staff Education</b></p> <ul style="list-style-type: none"> <li>● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>● Review referral process</li> </ul> <p><b>Staff Intervention</b></p> <ul style="list-style-type: none"> <li>● Establish recommended intervention strategies for classroom/campus</li> <li>● Implement campus referral plan</li> <li>● Utilize Discipline Management strategies</li> </ul> <p><b>Student Prevention</b></p> <ul style="list-style-type: none"> <li>● Clearly state student expectations/campus rules/citizenship</li> <li>● Monitor high risk areas</li> </ul> <p><b>Student Education</b></p> <ul style="list-style-type: none"> <li>● Explain referral process/contacts</li> <li>● Anonymous Tip Line</li> </ul> <p><b>Student Intervention</b></p> <ul style="list-style-type: none"> <li>● Apply classroom interventions</li> </ul>	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"> <li>● Employ discipline interventions</li> <li>● Use other intervention strategies as necessary/appropriate</li> <li>● Conference with parents/students</li> </ul>		
<p>Principal, District Coordinator K-12 Health and Physical Education, District Health Services</p>	<p><b>Coordinated Health Program</b> <b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. <a href="#">Campus Wellness Plan</a></li> <li>● K-8 Include at least one Parent on Campus Wellness Team.</li> <li>● 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.</li> <li>● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>● 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>● 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.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul>	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

	<ul style="list-style-type: none"> <li>● K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors.</li> <li>● 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.</li> <li>● K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>		
Principal, Human Resources	<p><b>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Funding source: State and Local</li> </ul>	ESSA	
Principal, Executive Director for Student and Family Services	<p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> </ul>		

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