Plano Independent School District

Sigler Elementary

2023-2024 Improvement Plan

Board Approval Date: October 3, 2023

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.

Value Statement

As a learning community Sigler Elementary values:

Relationships • Growth • Perseverance • Teamwork • Emotional Well-Being

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Priority Problem Statements

Problem Statement 1: The percentage of 3rd grade students performing at the "Meets" level or above on STAAR Reading during the 2022-2023 school year was 42%.
Root Cause 1: Overall lack of consistent high quality tier-I instruction, and intervention
Problem Statement 1 Areas: Student Learning

Problem Statement 2: The percentage of 4th grade students performing at the "Meets" level or above on STAAR Reading during the 2022-2023 school year was 41%.
Root Cause 2: Overall lack of consistent high quality tier-I instruction, and intervention
Problem Statement 2 Areas: Student Learning

Problem Statement 3: The percentage of 5th grade students performing at the "Meets" level or above on STAAR Reading during the 2022-2023 school year was 37%.
Root Cause 3: Overall lack of consistent high quality tier-I instruction, and intervention
Problem Statement 3 Areas: Student Learning

Problem Statement 4: The percentage of 3rd grade students performing at the "Meets" level or above on STAAR Math during the 2022-2023 school year was 39%.
Root Cause 4: Overall lack of consistent high quality tier-I instruction, and intervention
Problem Statement 4 Areas: Student Learning

Problem Statement 5: The percentage of 4th grade students performing at the "Meets" level or above on STAAR Math during the 2022-2023 school year was 44%.
Root Cause 5: Overall lack of consistent high quality tier-I instruction, and intervention
Problem Statement 5 Areas: Student Learning

Problem Statement 6: The percentage of 5th grade students performing at the "Meets" level or above on STAAR Math during the 2022-2023 school year was 34%.
Root Cause 6: Overall lack of consistent high quality tier-I instruction, and intervention
Problem Statement 6 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) 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
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data

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
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 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 ELAR from 2022 baseline to 2024.

1.8 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 baseline to 2024.

1.9 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 2022 baseline to 2024.

Performance Objective 1: K-5 READING LANGUAGE ARTS

The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 42% in 2023 to 50% by June 2024. The Special Education student group performance will increase from 0% meets in 2023 to 10% meets by June 2024. The Economically Disadvantaged student group performance will increase from 41% meets in 2023 to 50% meets by 2024.

The percent of 3rd grade students that score Meets grade level or above on STAAR Reading Spanish will increase from 6% in 2023 to 30% by June 2024. The Special Education student group performance will increase from 0% meets in 2023 to 10% meets by June 2024. The Economically Disadvantaged student group performance will increase from 7% meets in 2023 to 30% meets by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Reading will increase from 41% in 2023 to 50% by June 2024. The Special

Education student group performance will increase from 14% meets in 2023 to 20% by June 2024. The Economically Disadvantaged student group performance will increase from 32% meets in 2023 to 40% meets by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Reading Spanish will increase from 9% in 2023 to 30% by June 2024. The Economically Disadvantaged student group performance will increase from 11% meets in 2023 to 30% meets by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Reading will increase from 37% in 2023 to 50% by June 2024. The Special Education student group performance will increase from 0% in 2023 to 10% by June 2024. The Economically Disadvantaged student group performance will increase from 34% meets in 2023 to 40% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Reading Spanish will increase from 20% in 2023 to 50% by June 2024. The Special Education student group performance will increase from 0% in 2023 to 10% by June 2024. The Economically Disadvantaged student group performance will increase from 20% meets in 2023 to 50% by 2024.

High Priority

HB3 Goal

Evaluation Data Sources: 2024 STAAR Reading Language Arts

Strategy 1 Details		Reviews		
Strategy 1: Ensure that all planning processes are aligned to the collaborative framework model, include a plan for campus high priority TEKS, and result in high quality tier-I instruction and student intervention and enrichment for all scholars.		**Formative**		**Summative**
		Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Design student experiences that increase student agency and engagement in and out of the classroom. **Staff Responsible for Monitoring:** Administration, Instructional Specialists, Team Leaders **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy**				

Strategy 2 Details	Reviews		
Strategy 2: Data meetings will take place following MAP, unit assessments, or other campus assessments to identify growth toward academic goals. Meetings will be facilitated by an instructional specialist and administrator, and will include clear next steps and plans for progress monitoring.	**Formative**		**Summative**
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase K-5 student achievement in reading/language arts **Staff Responsible for Monitoring:** Administrators, Instructional Specialists, Team Leaders **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy**			

Strategy 3 Details	Reviews		
Strategy 3: Implementation of a TEKS-aligned supplementary reading program for use in grades K-5 that will provide additional opportunities for students to meet and master grade level reading TEKS during the 2023-2024 school year.	**Formative**		**Summative**
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase K-5 student achievement in reading/language arts **Staff Responsible for Monitoring:** Reading/Language Arts Teachers, Instructional Specialists, Campus Administrators **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy** **Funding Sources:** Education Galaxy - 211 Title I, Part A - $4,996.75			

Strategy 4 Details	Reviews		
Strategy 4: Use of additional temporary staff (certified educators) for small group intensive instruction, tutoring, and enrichment based on student need.	**Formative**		**Summative**
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Improve, align and remove barriers for academic programs to ensure they are accessible to and			

differentiated for all students to achieve high levels of learning.
Staff Responsible for Monitoring: Instructional Specialists, Administrators

Title I:
2.4, 2.6
Funding Sources: Adult-Temp Staff Members - 211 Title I, Part A - $4,500

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 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 ELAR from 2022 baseline to 2024.

1.8 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 baseline to 2024.

1.9 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 2022 baseline to 2024.

Performance Objective 2: K-5 MATHEMATICS

The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 39% in 2023 to 50% by June 2024. The Special Education student group performance will increase from 11% in 2023 to 30% by June 2024. The Economically Disadvantaged student group performance will increase from 33% in 2023 to 40% by 2024.

The percent of 3rd grade students that score Meets grade level or above on STAAR Math Spanish will increase from 16% in 2023 to 40% by June 2024. The Special Education student group performance will increase from 0% in 2023 to 10% by June 2024. The Economically Disadvantaged student group performance will increase from 13% in 2022 to 30% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Math will increase from 44% in 2023 to 50% by June 2024. The Special Education student group performance will increase from 14% meets in 2023 to 20% by June 2024. The Economically Disadvantaged student group performance will increase from 41% in 2023 to 50% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Math Spanish will increase from 17% in 2023 to 40% by June 2024. The Special Education student group performance will increase from 0% in 2023 to 10% by June 2024. The Economically Disadvantaged student group

performance will increase from 20% in 2023 to 30% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Math will increase from 34% in 2023 to 50% by June 2024. The Special Education student group performance will increase from 0% meets in 2023 to 10% by June 2024. The Economically Disadvantaged student group performance will increase from 29% in 2023 to 40% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Math Spanish will increase from 0% in 2022 to 30% by June 2024. The Special Education student group performance will increase from 0% in 2023 to 10% by June 2024. The Economically Disadvantaged student group performance will increase from 0% in 2023 to 20% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Math

Strategy 1 Details			Reviews		
Strategy 1: Ensure that all planning processes are aligned to the collaborative framework model, include a plan for campus high priority TEKS, and result in high quality tier-I instruction and student intervention and enrichment for all scholars.			**Formative**		**Summative**
			Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Design student experiences that increase student agency and engagement in and out of the classroom. **Staff Responsible for Monitoring:** Administrators, Instructional Specialists **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					

Strategy 2 Details	Reviews		
Strategy 2: Data meetings will take place following MAP, unit assessments, or other campus assessments to identify growth toward academic goals. Meetings will be facilitated by an instructional specialist and administrator, and will include clear next steps and plans for progress monitoring.	Formative		Summative
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase K-5 student achievement in mathematics **Staff Responsible for Monitoring:** Administrators, Instructional Specialists **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**			

Strategy 3 Details	Reviews		
Strategy 3: Implementation of a TEKS-aligned supplementary mathematics program for use in grades K-5 that will provide additional opportunities for students to meet and master grade level math TEKS during the 2023-2024 school year.	Formative		Summative
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in grades K-5 student achievement in mathematics **Staff Responsible for Monitoring:** Mathematics teachers, instructional specialists, campus administrators **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** Education Galaxy - 211 Title I, Part A - $4,996.75			

Strategy 4 Details	Reviews		
Strategy 4: Use of additional temporary staff (certified educators) for small group intensive instruction, tutoring, and enrichment based on student need.	**Formative**		**Summative**
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.
    Staff Responsible for Monitoring: Instructional Specialists, Administrators
 	
    Title I:
2.4, 2.6
 - TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - Targeted Support Strategy
Funding Sources: Adult-Temp Staff - 211 Title I, Part A - $4,500			

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

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

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1.9 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 2022 baseline to 2024.

Performance Objective 3: K-5 SCIENCE

The percent of 5th grade students that score Meets grade level or above on STAAR Science will increase from 20% in 2023 to 50% by June 2024. The Special Education student group performance will increase from 9% in 2023 to 20% by June 2024. The Economically Disadvantaged student group performance will increase from 13% in 2023 to 30% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Science Spanish will increase from 0% in 2023 to 30% by June 2024. The Special Education student group performance will increase from 0% in 2023 to 10% by June 2024. The Economically Disadvantaged student group performance will increase from 0% in 2023 to 20% by 2024.

Evaluation Data Sources: 2024 STAAR Science

Strategy 1 Details		**Reviews**		
Strategy 1: Ensure that all planning processes are aligned to the collaborative framework model, include a plan for campus high priority TEKS, and result in high quality tier-I instruction and student intervention and enrichment for all scholars.		**Formative**		**Summative**
		Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Design student experiences that increase student agency and engagement in and out of the classroom. **Staff Responsible for Monitoring:** Administrators, Instructional Specialists **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 2 Details		**Reviews**		
Strategy 2: Data meetings will take place following MAP, unit assessments, or other campus assessments to identify growth toward academic goals. Meetings will be facilitated by an instructional specialist and administrator, and will include clear next steps and plans for progress monitoring.		**Formative**		**Summative**
		Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase K-5 achievement in science **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details		**Reviews**		
Strategy 3: Implementation of a TEKS-aligned supplementary science program for use in grades K-5 that will provide additional opportunities for students to meet and master grade level math TEKS during the 2023-2024 school year.		**Formative**		**Summative**
		Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in grades K-5 student achievement in science **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: Pillar 2 - Life Ready - All Plano ISD students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways.

Strategic Plan - 2.1 Design, build and implement programs that provide expanded pathways for students to high-wage, high-demand careers that span a variety of interests.

Strategic Plan - 2.2 Provide improved marketing, communications and advising for students and families related to pathways for the future.

Strategic Plan - 2.3 Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade system).

DIP - 2.4 Plano ISD will reach and maintain the long term four-year graduation rate for All Students and all student groups at 98.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a four-year graduation rate of 92.7% or higher for all students.

DIP - 2.5 Plano ISD will reach and maintain the long term CCMR rate for All Students at 93.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a CCMR rate of 88% or higher for the all student group.

Performance Objective 1: Sigler will provide a variety of extracurricular program options that allow students to discover interests and have new experiences in the areas of creativity, technology, and academics.

    Evaluation Data Sources: Extracurricular program options, Title-I Compact

Strategy 1 Details	Reviews		
Strategy 1: During the 2023-2024 school year, Sigler will offer enrichment and/or extracurricular programs in the areas of: Robotics, Dance/Ballet, Running Club, and Advanced Academics.	**Formative**		**Summative**
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Sigler students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways. **Staff Responsible for Monitoring:** Administration, Instructional Specialists, Club/Program Advisors **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 2 Details	Reviews		
Strategy 2: During the 2023-2024 school year, Sigler will plan and implement college and career activities that promote CCMR readiness.	**Formative**		**Summative**
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Sigler students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways. **Staff Responsible for Monitoring:** Counselors, Administration, Instructional Specialists **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			
0% No Progress 100% Accomplished Continue/Modify ✕ Discontinue			

Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - The care, development and support of our Plano ISD staff are the foundation of our ability to recruit, hire and retain the necessary talent to provide a caring, nurturing yet rigorous environment for all students.

Strategic Plan - 3.1 Implement a talent recruitment, development and retention plan to ensure a highly qualified staff member in every position.

Strategic Plan - 3.2 Design and deliver a multi-pronged, aligned Professional Learning plan for onboarding and continuous growth to increase student engagement, achievement and growth.

Strategic Plan - 3.3 Design and implement systems and opportunities to strengthen the Plano ISD Leadership Pipeline for all levels of the organization.

Performance Objective 1: During the 2023-2024 school year, all Sigler staff will receive differentiated instructional support and professional development based on identified areas of need to promote professional learning, campus culture, and the implementation of research-based instructional practices.

Strategy 1 Details		Reviews		
Strategy 1: Design and implement a system of tiered teacher support that ensures all teaching staff members are paired with an instructional specialist for professional development and coaching opportunities.		Formative		Summative
		Nov	Feb	June
Strategy's Expected Result/Impact: Design and deliver a multi-pronged, aligned Professional Learning plan for onboarding and continuous growth to increase student engagement, achievement and growth. **Staff Responsible for Monitoring:** Administration, Instructional Specialists **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing				
Strategy 2 Details		Reviews		
Strategy 2: Facilitate a campus-wide book study using "Culturize," by Jimmy Casas to strategically address and improve campus culture, staff communication, and overall morale.		Formative		Summative
		Nov	Feb	June
Strategy's Expected Result/Impact: The care, development, support, and continued growth of the entire Sigler staff **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** "Culturize" books - 211 Title I, Part A - $1,250.40				

Strategy 3 Details	Reviews		
Strategy 3: Design and implement a year-long professional development plan that ensures instructional and leadership staff are learning research-based instructional and leadership strategies	**Formative**		**Summative**
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Design and deliver a multi-pronged, aligned Professional Learning plan for onboarding and continuous growth to increase student engagement, achievement and growth; Strategic Plan 3.3 - Design and implement systems and opportunities to strengthen the Plano ISD Leadership Pipeline for all levels of the organization **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** TEPSA Grow Conference - 211 Title I, Part A - $10,000			

0% **No Progress**   100% **Accomplished**   → **Continue/Modify**   ✕ **Discontinue**

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 1: The all student and individual student group attendance rates at Sigler Elementary will be maintained at 96% or higher.

    Evaluation Data Sources: Attendance data, PEIMS reports

Strategy 1 Details		Reviews		
Strategy 1: Attendance will be monitored by the Sigler attendance committee, and all PISD truancy guidelines and Plano Attendance Review Board protocol will be followed to ensure scholars maintain attendance at 96% or higher.		**Formative**		**Summative**
		Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Administration, Sigler Attendance Committee, Plano Attendance Review Board				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

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Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 2: The district and campuses will incorporate behavior management strategies to reduce the number of discipline placements and maintain a disproportionality risk ratio of 2.0 or lower in each student group.

    Evaluation Data Sources: Review360, Behavior/discipline placement data

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

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Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 3: Sigler Elementary will reduce bullying incidents from 3 incidents in the 2022-2023 school year to 2 incidents or less in the 2023-2024 school year.

> **High Priority**
>
> **Evaluation Data Sources:** Bullying incidents

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 4: All incidents requiring a threat assessment will be completed per District policy.

> **Evaluation Data Sources:** Threat assessment reports in Review360

Goal 5: Pillar 5 - Partnerships & Strategic Resource Management - Plano ISD will maximize resources and community partnerships to achieve district goals that meet the needs of students and staff.

Strategic Plan - 5.1 Increase community partnerships to elevate student learning outcomes and experiences.

Strategic Plan - 5.2 Implement budget processes through the Strategic Allocation Model to ensure resource alignment to student needs and desired outcomes.

Strategic Plan - 5.3 Develop and implement plans to efficiently use district facilities that will provide expanded opportunities for students.

DIP - 5.4 Federal and State Mandates

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	$6,282.00
				+/- Difference	$6,282.00

199 Bilingual/ESL/ELL

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,206.00
				+/- Difference	$1,206.00

211 Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Education Galaxy		$4,996.75
1	1	4	Adult-Temp Staff Members		$4,500.00
1	2	3	Education Galaxy		$4,996.75
1	2	4	Adult-Temp Staff		$4,500.00
3	1	2	"Culturize" books		$1,250.40
3	1	3	TEPSA Grow Conference		$10,000.00
				Sub-Total	$30,243.90
				Budgeted Fund Source Amount	$305,760.00
				+/- Difference	$275,516.10

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

282 ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Grand Total Budgeted	$316,988.00
				Grand Total Spent	$30,243.90
				+/- Difference	$286,744.10

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.
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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.

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
2022 # of Students	17	25	16	0	1	0	13	44	3	22	43	18	61
2022	59	48	94		100		23	55	67	45	60	67	62
2023	61	50	95		100		26	57	68	47	61	68	63
2024	63	52	95		100		29	59	68	49	61	70	63
2025	65	54	96		100		33	61	69	52	62	72	64
2026	69	58	98		100		39	65	71	56	64	75	66
2027	73	62	99		100		46	69	72	61	65	78	67

HB3 Campus Goals - All Grades STAAR at Meets Standard   Sigler

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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
2022 # of Students	17	19	5	0	1	0	11	38	2	18	25	20	45
2022	53	37	80		100		27	47	100	33	52	55	53
2023	55	39	81		100		30	49	100	35	53	56	54
2024	57	41	81		100		33	51	100	37	53	58	54
2025	59	43	82		100		37	53	100	40	54	60	55
2026	63	47	84		100		43	57	100	44	56	63	57
2027	67	51	85		100		50	61	100	49	57	66	58

HB3 Campus Goals - All Grades STAAR at Meets Standard

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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
2022 # of Students	17	30	12	0	1	0	17	34	1	26	42	19	61
2022	41	60	50		100		29	56	0	65	50	58	52
2023	43	62	51		100		32	58	1	67	51	59	53
2024	45	64	51		100		35	60	1	69	51	61	53
2025	47	66	52		100		39	62	2	72	52	63	54
2026	51	70	54		100		45	66	4	76	54	66	56
2027	55	74	55		100		52	70	5	81	55	69	57

HB3 Campus Goals - All Grades STAAR at Meets Standard

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Reading
<div align="right">All Grades</div>

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

HB3 Campus Goals - All Grades STAAR at Meets Standard

Sigler

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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
2022 # of Students	17	25	16	0	1	0	13	44	3	22	43	18	61
2022	29	32	75		100		15	39	67	32	40	50	43
2023	32	34	76		100		18	41	68	34	41	52	44
2024	35	37	78		100		21	44	70	36	43	54	46
2025	38	41	80		100		25	48	72	39	45	57	48
2026	44	45	82		100		30	52	74	43	47	61	50
2027	50	51	85		100		37	58	77	48	50	66	53

HB3 Campus Goals - All Grades STAAR at Meets Standard

Sigler

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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
2022 # of Students	17	19	5	0	1	0	11	38	2	18	25	20	45
2022	41	21	60		100		9	32	100	28	36	30	33
2023	44	23	61		100		12	34	100	30	37	32	34
2024	47	26	63		100		15	37	100	32	39	34	36
2025	50	30	65		100		19	41	100	35	41	37	38
2026	56	34	67		100		24	45	100	39	43	41	40
2027	62	40	70		100		31	51	100	44	46	46	43

HB3 Campus Goals - All Grades STAAR at Meets Standard

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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
2022 # of Students	17	30	12	0	1	0	17	34	1	26	42	19	61
2022	24	30	42		100		18	38	0	38	36	21	31
2023	27	32	43		100		21	40	1	40	37	23	32
2024	30	35	45		100		24	43	3	42	39	25	34
2025	33	39	47		100		28	47	5	45	41	28	36
2026	39	43	49		100		33	51	7	49	43	32	38
2027	45	49	52		100		40	57	10	54	46	37	41

HB3 Campus Goals - All Grades STAAR at Meets Standard   **Sigler**

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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
2022 # of Students	51	74	33	0	3	0	41	116	6	66	110	57	167
2022	31	28	61		100		15	36	67	33	37	33	36
2023	34	30	62		100		18	38	68	35	38	35	37
2024	37	33	64		100		21	41	70	37	40	37	39
2025	40	37	66		100		25	45	72	40	42	40	41
2026	46	41	68		100		30	49	74	44	44	44	43
2027	52	47	71		100		37	55	77	49	47	49	46

HB3 Campus Goals - All Grades STAAR at Meets Standard

Sigler

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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
2022 # of Students	17	30	12	0	1	0	17	34	1	26	42	19	61
2022	12	23	25		100		18	26	0	31	26	11	21
2023	15	25	26		100		21	28	1	33	27	13	22
2024	18	28	28		100		24	31	3	35	29	15	24
2025	21	32	30		100		28	35	5	38	31	18	26
2026	27	37	32		100		33	40	8	42	33	22	28
2027	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	**Bullying** **Staff Prevention** ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations **Staff Education** ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process **Staff Intervention** ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies **Student Prevention** ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas **Student Education** ● Explain referral process/contacts ● Anonymous Tip Line **Student Intervention** ● Apply classroom interventions	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students		
Principal, District Coordinator K-12 Health and Physical Education, District Health Services	**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. [Campus Wellness Plan](#) ● K-8 Include at least one Parent on Campus Wellness Team. ● K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. ● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. ● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. **Fitness** ● 3-8 Pre and Post Assess all eligible students using fitness test components. ● 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. **Physical Activity Requirements** ● K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	● 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. ● K-5 Ensure students are receiving daily unstructured play during recess. ● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. **Attendance** ● K-8 Monitor attendance of students and follow up on prominent and chronic absences.		
Principal, Human Resources	**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, Executive Director for Student and Family Services	**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		