Plano Independent School District

Sigler Elementary

2026-2027 Campus Improvement Plan

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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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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Based on our problem state, the overall growth in 4th and 5th grade MAP math and reading in most quintiles was less than the district. With this knowledge, we have identified that we need to address the following:

Inconsistent collection of data

Lack of differentiation and rigor in Tier I

Time was not dedicated to reteaching/intervention/enrichment

Lack of consistent expectations across the campus regarding behavioral and instructional

With these focuses, we are planning to increase our upper quintiles in 4th and 5th grade MAP in reading and math by 20% in quintiles 1, 2, and 3.

Demographics

Summary

Campus data indicate continued progress in reducing discipline disproportionality for African American students; however, disparities remain, particularly for African American students receiving Special Education services and Hispanic students with repeat discipline referrals. Behavior incidents tend to increase before school breaks, highlighting the need for proactive supports during transition periods. Attendance remains above 92% throughout the year but steadily declines from the first to the sixth six weeks period. Kindergarten, second grade, McKinney-Vento students, and some sibling groups experience lower attendance rates and will remain focus areas for targeted interventions. No hate-related incidents were reported.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Discipline referrals remain disproportionately high for African American students with over 40% of referrals given to 17% of the school population, particularly those receiving Special Education services with a risk factor of 3.96. Pillars 4 and 1.	Behavior prevention, intervention, and restorative practices have not been implemented consistently across classrooms, limiting the campus's ability to proactively address student needs and ensure equitable behavioral outcomes for all student groups.
2 ★	Attendance declines throughout the school year starting at 94.5% and dropping to 92.3% by the third six weeks, with Kindergarten (91.4%), second grade (92.5%) and McKinney-Vento students (86.5%) demonstrating consistently lower attendance rates than the Plano ISD goal of 96%. Pillars 4 and 5.	Although attendance monitoring systems are in place, proactive outreach, individualized attendance supports, and family engagement efforts have not consistently addressed the barriers contributing to chronic and declining attendance among identified student groups throughout the school year due to a lack of consistent follow-up and intentional timing.
3 ★	Discipline data indicate that Hispanic students accounted for 45.21% of all discipline referrals, while only 12.18% of Hispanic students received those referrals, demonstrating a pattern of repeated discipline referrals among a relatively small group of students. Pillars 4 and 1.	Behavior expectations, restorative practices, and tiered behavioral interventions have not been implemented with sufficient consistency or responsiveness across grade levels and classrooms to meet the diverse needs of all student groups, contributing to disproportionality in discipline outcomes.
4	Emergent Bilingual students are not demonstrating sufficient progress in English language acquisition, as evidenced by the campus earning 0 of 4 possible accountability points in the TELPAS domain. Pillar 1.	Intervention systems are established; however, implementation, progress monitoring, and instructional adjustments are not consistently aligned across grade levels to maximize the effectiveness of targeted interventions.

★ = Priority

Student Learning

Summary

Reading Summary

Reading data demonstrate strong student growth across grade levels, particularly in grades 3–5, where increasing numbers of students moved into the **Approaches** and **Meets** performance levels throughout the school year. Interim assessment data showed significant improvement from spring administration to MAP, reflecting the positive impact of Tier I instruction, intervention, and targeted small-group supports. However, overall achievement remains an area of focus, as relatively few students reached the **Masters** performance level, particularly in grades 4 and 5. Early literacy data (MCLASS) also indicate that a substantial percentage of Kindergarten through second-grade students remain below benchmark, emphasizing the need to strengthen foundational literacy instruction and early intervention. Moving forward, the campus will focus on maintaining strong growth while increasing overall achievement by accelerating more students to the Meets and Masters performance levels and closing early literacy gaps.

Mathematics Summary

Mathematics data demonstrate strong student growth across grade levels, with increasing numbers of students reaching the **Approaches** standard from interim assessments to the spring MAP administration. Growth data also indicate that most students met or exceeded expected annual growth, particularly in Kindergarten and English-speaking students in grades 3–5. While these results reflect the effectiveness of Tier I instruction, intervention, and enrichment, overall achievement remains an area for continued improvement. Although more students are meeting grade-level expectations, fewer students are performing at the **Meets** and **Masters** levels, particularly in grades 3–5, indicating a need to strengthen instructional rigor and provide targeted acceleration for all learners. Moving forward, the campus will focus on maintaining strong student growth while increasing the percentage of students achieving Meets and Masters performance levels through high-quality Tier I instruction, data-driven intervention, and intentional enrichment opportunities.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Campus growth data indicate inconsistent academic growth across grade levels and content areas, as 47% of K-5 Reading quintiles and 20% of K-5 Mathematics quintiles did not achieve one year of expected academic growth as is the goal for 100% of our students. Pillar 1.	Although students are demonstrating consistent academic growth, instructional practices have primarily focused on ensuring grade-level proficiency rather than consistently providing the rigorous Tier I instruction, differentiated learning experiences, and intentional extension opportunities needed to accelerate students to higher levels of achievement.
2 ★	Early literacy assessment data indicate that 66% of Kindergarten through Grade 2 students are performing below benchmark in reading, limiting students' readiness for future grade-level literacy success. Pillar 1.	Inconsistent implementation of evidence-based foundational literacy practices, coupled with varying levels of targeted intervention and progress monitoring in the primary grades, has limited the rate at which students develop essential early reading skills.
3 ★	College and career readiness indicators show a decline in fifth-grade Reading readiness, with the percentage of students on track to meet CCMR expectations decreasing by 2% across all indicators, including declines of 5% among Economically Disadvantaged students and 3% among Special Education students. Pillars 4 and 1.	Instructional supports and interventions have not been consistently differentiated or implemented to ensure that historically underserved student groups receive equitable access to rigorous Tier I instruction, timely interventions, and accelerated learning opportunities.
4	Discipline referrals remain disproportionately high for African American students with over 40% of referrals given to 17% of the school population, particularly those receiving Special Education services with a risk factor of 3.96. Pillars 4 and 1.	Behavior prevention, intervention, and restorative practices have not been implemented consistently across classrooms, limiting the campus's ability to proactively address student needs and ensure equitable behavioral outcomes for all student groups.
5 ★	Attendance declines throughout the school year starting at 94.5% and dropping to 92.3% by the third six weeks, with Kindergarten (91.4%), second grade (92.5%) and McKinney-Vento students (86.5%) demonstrating consistently lower attendance rates than the Plano ISD goal of 96%. Pillars 4 and 5.	Although attendance monitoring systems are in place, proactive outreach, individualized attendance supports, and family engagement efforts have not consistently addressed the barriers contributing to chronic and declining attendance among identified student groups throughout the school year due to a lack of consistent follow-up and intentional timing.

6 ★	Discipline data indicate that Hispanic students accounted for 45.21% of all discipline referrals, while only 12.18% of Hispanic students received those referrals, demonstrating a pattern of repeated discipline referrals among a relatively small group of students. Pillars 4 and 1.	Behavior expectations, restorative practices, and tiered behavioral interventions have not been implemented with sufficient consistency or responsiveness across grade levels and classrooms to meet the diverse needs of all student groups, contributing to disproportionality in discipline outcomes.
7	Emergent Bilingual students are not demonstrating sufficient progress in English language acquisition, as evidenced by the campus earning 0 of 4 possible accountability points in the TELPAS domain. Pillar 1.	Intervention systems are established; however, implementation, progress monitoring, and instructional adjustments are not consistently aligned across grade levels to maximize the effectiveness of targeted interventions.
8	Student achievement data indicate variability in instructional rigor and Tier I instruction, as 41% of students were at Does Not Meet grade level expectations in Math, and 36% in reading Pillar 1.	Although collaborative planning and strong instructional coaching structures are in place, consistent implementation of high-quality instructional practices and rigorous Tier I instruction varies across classrooms.
9	Accelerated learning data indicate opportunities to strengthen academic acceleration with 38 out of 56 students achieving a growth point, 68%.	Instructional planning, differentiated Tier I instruction, and targeted acceleration strategies have not been implemented consistently to ensure students exceed expected academic growth and demonstrate accelerated learning.

★ = Priority

School Processes & Programs

Summary

The campus has established strong instructional systems that support continuous improvement through collaborative PLCs, instructional coaching, MTSS, and data-driven decision-making. Teachers regularly use student performance data to plan instruction, identify interventions, and monitor student progress, while the Campus Leadership Team provides ongoing support through coaching, walkthroughs, and implementation monitoring. Comprehensive systems are in place to support students academically, behaviorally, and socially through tiered interventions, PBIS, restorative practices, and targeted professional learning for staff.

Campus data also identified opportunities to strengthen program effectiveness. Priorities include increasing the effectiveness of early literacy and science interventions, improving consistency in behavior management to reduce discipline disproportionality, and strengthening instructional rigor and implementation fidelity to accelerate achievement for all students, with particular attention to Economically Disadvantaged, Emergent Bilingual, HB1416, and Special Education student groups.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Emergent Bilingual students are not demonstrating sufficient progress in English language acquisition, as evidenced by the campus earning 0 of 4 possible accountability points in the TELPAS domain. Pillar 1.	Intervention systems are established; however, implementation, progress monitoring, and instructional adjustments are not consistently aligned across grade levels to maximize the effectiveness of targeted interventions.
2	Student achievement data indicate variability in instructional rigor and Tier I instruction, as 41% of students were at Does Not Meet grade level expectations in Math, and 36% in reading Pillar 1.	Although collaborative planning and strong instructional coaching structures are in place, consistent implementation of high-quality instructional practices and rigorous Tier I instruction varies across classrooms.
3	Accelerated learning data indicate opportunities to strengthen academic acceleration with 38 out of 56 students achieving a growth point, 68%.	Instructional planning, differentiated Tier I instruction, and targeted acceleration strategies have not been implemented consistently to ensure students exceed expected academic growth and demonstrate accelerated learning.
4	Discipline referrals remain disproportionately high for African American students with over 40% of referrals given to 17% of the school population, particularly those receiving Special Education services with a risk factor of 3.96. Pillars 4 and 1.	Behavior prevention, intervention, and restorative practices have not been implemented consistently across classrooms, limiting the campus's ability to proactively address student needs and ensure equitable behavioral outcomes for all student groups.
5 ★	Attendance declines throughout the school year starting at 94.5% and dropping to 92.3% by the third six weeks, with Kindergarten (91.4%), second grade (92.5%) and McKinney-Vento students (86.5%) demonstrating consistently lower attendance rates than the Plano ISD goal of 96%. Pillars 4 and 5.	Although attendance monitoring systems are in place, proactive outreach, individualized attendance supports, and family engagement efforts have not consistently addressed the barriers contributing to chronic and declining attendance among identified student groups throughout the school year due to a lack of consistent follow-up and intentional timing.

6 ★	Discipline data indicate that Hispanic students accounted for 45.21% of all discipline referrals, while only 12.18% of Hispanic students received those referrals, demonstrating a pattern of repeated discipline referrals among a relatively small group of students. Pillars 4 and 1.	Behavior expectations, restorative practices, and tiered behavioral interventions have not been implemented with sufficient consistency or responsiveness across grade levels and classrooms to meet the diverse needs of all student groups, contributing to disproportionality in discipline outcomes.
7 ★	Campus growth data indicate inconsistent academic growth across grade levels and content areas, as 47% of K-5 Reading quintiles and 20% of K-5 Mathematics quintiles did not achieve one year of expected academic growth as is the goal for 100% of our students. Pillar 1.	Although students are demonstrating consistent academic growth, instructional practices have primarily focused on ensuring grade-level proficiency rather than consistently providing the rigorous Tier I instruction, differentiated learning experiences, and intentional extension opportunities needed to accelerate students to higher levels of achievement.
8 ★	Early literacy assessment data indicate that 66% of Kindergarten through Grade 2 students are performing below benchmark in reading, limiting students' readiness for future grade-level literacy success. Pillar 1.	Inconsistent implementation of evidence-based foundational literacy practices, coupled with varying levels of targeted intervention and progress monitoring in the primary grades, has limited the rate at which students develop essential early reading skills.
9 ★	College and career readiness indicators show a decline in fifth-grade Reading readiness, with the percentage of students on track to meet CCMR expectations decreasing by 2% across all indicators, including declines of 5% among Economically Disadvantaged students and 3% among Special Education students. Pillars 4 and 1.	Instructional supports and interventions have not been consistently differentiated or implemented to ensure that historically underserved student groups receive equitable access to rigorous Tier I instruction, timely interventions, and accelerated learning opportunities.
10	Student perception data indicate limited opportunities for student voice and leadership, as only 29.17% of students agreed that school leaders ask for their opinions about how the school should operate, while 25.00% disagreed and 37.50% indicated they did not know or the item was not applicable. Pillars 2 and 1.	Students have limited structured opportunities to provide feedback, exercise leadership, and actively participate in decisions that influence their learning experiences and school community.

11	Stakeholder survey data indicate varying levels of awareness of campus reporting systems and safety procedures, as only 44.00% of students agreed they know how to use the internet to report bullying or other incidents, while 28.00% disagreed and 16.00% were neutral. Pillars 4 and 5.	Communication regarding campus resources, reporting procedures, and safety protocols has not been consistently communicated through multiple channels, resulting in varying levels of stakeholder awareness and understanding.

★ = Priority

Perceptions

Summary

Based on the stakeholder surveys, there is a strong, consistent perception across students, parents, and staff that Sigler Elementary provides a positive, safe, and supportive learning environment. Stakeholders overwhelmingly believe the campus is safe and orderly, that clear expectations are in place, and that staff are committed to supporting students. Staff also report strong collaboration and confidence in school safety procedures, while students indicate they know school expectations and generally feel safe at school.

The survey data also identified opportunities for continuous improvement. Stakeholders expressed a need to strengthen communication and engagement, particularly by increasing student voice in decision-making, expanding family partnerships, and continuing to build awareness of reporting systems and school safety resources. While overall perceptions are highly positive, these areas will remain priorities as the campus works to strengthen collaboration, transparency, and shared ownership of school improvement.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Student perception data indicate limited opportunities for student voice and leadership, as only 29.17% of students agreed that school leaders ask for their opinions about how the school should operate, while 25.00% disagreed and 37.50% indicated they did not know or the item was not applicable. Pillars 2 and 1.	Students have limited structured opportunities to provide feedback, exercise leadership, and actively participate in decisions that influence their learning experiences and school community.
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Priority Problem Statements

	Problem Statement	Root Cause
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4 ★	Early literacy assessment data indicate that 66% of Kindergarten through Grade 2 students are performing below benchmark in reading, limiting students' readiness for future grade-level literacy success. Pillar 1.	Inconsistent implementation of evidence-based foundational literacy practices, coupled with varying levels of targeted intervention and progress monitoring in the primary grades, has limited the rate at which students develop essential early reading skills.
5 ★	College and career readiness indicators show a decline in fifth-grade Reading readiness, with the percentage of students on track to meet CCMR expectations decreasing by 2% across all indicators, including declines of 5% among Economically Disadvantaged students and 3% among Special Education students. Pillars 4 and 1.	Instructional supports and interventions have not been consistently differentiated or implemented to ensure that historically underserved student groups receive equitable access to rigorous Tier I instruction, timely interventions, and accelerated learning opportunities.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Federal Report Card and accountability data**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Class size averages by grade and subject**

Employee Data

- [x] **Teacher/Student Ratio**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**

Priorities

Priority 1

1.1: 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.

Goal 1

Increase student achievement in Reading by strengthening Tier I instruction, accelerating early literacy development, and increasing the percentage of students performing at the Meets and Masters levels to 50% or higher, while closing achievement gaps among identified student groups. (Pillar 1.1)

Strategy 1

Strengthen Tier I literacy instruction through consistent implementation of district curriculum and Project Based Learning to ensure rigorous, TEKS-aligned instruction in every classroom.

Problem Statements: Student Learning 1 - School Processes & Programs 7

Formative Reviews

November	February	June

Strategy 2

Implement Research-Based Instructional Strategies (RBIS) with fidelity to increase student achievement and instructional rigor.

Problem Statements: Student Learning 1, 2 - School Processes & Programs 7, 8

Formative Reviews

November	February	June

Strategy 3

Teachers monitor the academic progress of all identified HB1416 students using High Priority Knowledge and Skills (HPKS) to support growth from the Did Not Meet performance level to the Approaches performance level.

Problem Statements: Student Learning 1, 2 - School Processes & Programs 7, 8

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Campus growth data indicate inconsistent academic growth across grade levels and content areas, as 47% of K-5 Reading quintiles and 20% of K-5 Mathematics quintiles did not achieve one year of expected academic growth as is the goal for 100% of our students. Pillar 1.	Although students are demonstrating consistent academic growth, instructional practices have primarily focused on ensuring grade-level proficiency rather than consistently providing the rigorous Tier I instruction, differentiated learning experiences, and intentional extension opportunities needed to accelerate students to higher levels of achievement.
2	Early literacy assessment data indicate that 66% of Kindergarten through Grade 2 students are performing below benchmark in reading, limiting students' readiness for future grade-level literacy success. Pillar 1.	Inconsistent implementation of evidence-based foundational literacy practices, coupled with varying levels of targeted intervention and progress monitoring in the primary grades, has limited the rate at which students develop essential early reading skills.

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
7	Campus growth data indicate inconsistent academic growth across grade levels and content areas, as 47% of K-5 Reading quintiles and 20% of K-5 Mathematics quintiles did not achieve one year of expected academic growth as is the goal for 100% of our students. Pillar 1.	Although students are demonstrating consistent academic growth, instructional practices have primarily focused on ensuring grade-level proficiency rather than consistently providing the rigorous Tier I instruction, differentiated learning experiences, and intentional extension opportunities needed to accelerate students to higher levels of achievement.

8	Early literacy assessment data indicate that 66% of Kindergarten through Grade 2 students are performing below benchmark in reading, limiting students' readiness for future grade-level literacy success. Pillar 1.	Inconsistent implementation of evidence-based foundational literacy practices, coupled with varying levels of targeted intervention and progress monitoring in the primary grades, has limited the rate at which students develop essential early reading skills.

Goal 2

Increase student achievement in Mathematics by strengthening rigorous Tier I instruction, improving intervention effectiveness, and increasing the percentage of students performing at the Meets and Masters levels to 50% or higher, while closing achievement gaps among student groups. (Pillar 1.1)

Strategy 1

Strengthen Tier I mathematics instruction through consistent implementation of district curriculum and Project Based Learning that promotes conceptual understanding, problem solving, and mathematical discourse.

Problem Statements: Student Learning 1 - School Processes & Programs 7

Formative Reviews

November	February	June

Strategy 2

Implement Research-Based Instructional Strategies (RBIS) with fidelity to increase student achievement and instructional rigor.

Problem Statements: Student Learning 1, 2 - School Processes & Programs 7, 8

Formative Reviews

November	February	June

Strategy 3

Teachers monitor the academic progress of all identified HB1416 students using High Priority

Knowledge and Skills (HPKS) to support growth from the Did Not Meet performance level to the Approaches performance level.

Problem Statements: Student Learning 1 - School Processes & Programs 7

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Campus growth data indicate inconsistent academic growth across grade levels and content areas, as 47% of K-5 Reading quintiles and 20% of K-5 Mathematics quintiles did not achieve one year of expected academic growth as is the goal for 100% of our students. Pillar 1.	Although students are demonstrating consistent academic growth, instructional practices have primarily focused on ensuring grade-level proficiency rather than consistently providing the rigorous Tier I instruction, differentiated learning experiences, and intentional extension opportunities needed to accelerate students to higher levels of achievement.
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Goal 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
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Priority 2

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

Goal 1

Develop student leadership, ownership of learning, and advanced academic readiness by increasing opportunities for student voice, goal setting, leadership experiences, and participation in advanced learning opportunities to reach the achievement levels of 50% or higher at meets and masters for Math and Reading. (Pillar 2.3)

Strategy 1

Provide students with regular opportunities to establish academic goals, monitor progress, reflect on learning, and participate in leadership experiences.

Problem Statements: Student Learning 3 - School Processes & Programs 9

Formative Reviews

November	February	June

Strategy 2

Use academic data, teacher recommendations, and enrichment opportunities to identify and encourage participation in advanced learning pathways.

Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 7, 8, 9

Formative Reviews

November	February	June

Strategy 3

Embed collaboration, critical thinking, communication, and leadership opportunities within daily instruction.

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

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Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
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Priority 3

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

Goal 1

Promote a safe, equitable, and supportive learning environment by strengthening positive behavior supports, reducing discipline disproportionality, and increasing consistent implementation of campus behavior expectations. (Pillar 4.2)

Strategy 1

Implement campus-wide behavior expectations through PBIS, restorative practices, and tiered behavioral supports to promote positive student behavior and reduce discipline disproportionality for African American students by 10%, while decreasing the repeat offenders for Hispanic students from 12% to 8%.

Problem Statements: Demographics 3 - Student Learning 6 - School Processes & Programs 6

Formative Reviews

November	February	June

Strategy 2

Implement and model the Plano ISD Code of Civility by explicitly teaching, reinforcing, and recognizing respectful communication, responsible decision-making, empathy, and positive relationships among students, staff, and families to strengthen campus culture and student belonging.

Problem Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 5 - Perceptions 4

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Attendance declines throughout the school year starting at 94.5% and dropping to 92.3% by the third six weeks, with Kindergarten (91.4%), second grade (92.5%) and McKinney-Vento students (86.5%) demonstrating consistently lower attendance rates than the Plano ISD goal of 96%. Pillars 4 and 5.	Although attendance monitoring systems are in place, proactive outreach, individualized attendance supports, and family engagement efforts have not consistently addressed the barriers contributing to chronic and declining attendance among identified student groups throughout the school year due to a lack of consistent follow-up and intentional timing.
3	Discipline data indicate that Hispanic students accounted for 45.21% of all discipline referrals, while only 12.18% of Hispanic students received those referrals, demonstrating a pattern of repeated discipline referrals among a relatively small group of students. Pillars 4 and 1.	Behavior expectations, restorative practices, and tiered behavioral interventions have not been implemented with sufficient consistency or responsiveness across grade levels and classrooms to meet the diverse needs of all student groups, contributing to disproportionality in discipline outcomes.

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Attendance declines throughout the school year starting at 94.5% and dropping to 92.3% by the third six weeks, with Kindergarten (91.4%), second grade (92.5%) and McKinney-Vento students (86.5%) demonstrating consistently lower attendance rates than the Plano ISD goal of 96%. Pillars 4 and 5.	Although attendance monitoring systems are in place, proactive outreach, individualized attendance supports, and family engagement efforts have not consistently addressed the barriers contributing to chronic and declining attendance among identified student groups throughout the school year due to a lack of consistent follow-up and intentional timing.
6	Discipline data indicate that Hispanic students accounted for 45.21% of all discipline referrals, while only 12.18% of Hispanic students received those referrals, demonstrating a pattern of repeated discipline referrals among a relatively small group of students. Pillars 4 and 1.	Behavior expectations, restorative practices, and tiered behavioral interventions have not been implemented with sufficient consistency or responsiveness across grade levels and classrooms to meet the diverse needs of all student groups, contributing to disproportionality in discipline outcomes.

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
5	Attendance declines throughout the school year starting at 94.5% and dropping to 92.3% by the third six weeks, with Kindergarten (91.4%), second grade (92.5%) and McKinney-Vento students (86.5%) demonstrating consistently lower attendance rates than the Plano ISD goal of 96%. Pillars 4 and 5.	Although attendance monitoring systems are in place, proactive outreach, individualized attendance supports, and family engagement efforts have not consistently addressed the barriers contributing to chronic and declining attendance among identified student groups throughout the school year due to a lack of consistent follow-up and intentional timing.
6	Discipline data indicate that Hispanic students accounted for 45.21% of all discipline referrals, while only 12.18% of Hispanic students received those referrals, demonstrating a pattern of repeated discipline referrals among a relatively small group of students. Pillars 4 and 1.	Behavior expectations, restorative practices, and tiered behavioral interventions have not been implemented with sufficient consistency or responsiveness across grade levels and classrooms to meet the diverse needs of all student groups, contributing to disproportionality in discipline outcomes.

Goal 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Attendance declines throughout the school year starting at 94.5% and dropping to 92.3% by the third six weeks, with Kindergarten (91.4%), second grade (92.5%) and McKinney-Vento students (86.5%) demonstrating consistently lower attendance rates than the Plano ISD goal of 96%. Pillars 4 and 5.	Although attendance monitoring systems are in place, proactive outreach, individualized attendance supports, and family engagement efforts have not consistently addressed the barriers contributing to chronic and declining attendance among identified student groups throughout the school year due to a lack of consistent follow-up and intentional timing.

Priority 4

4.3: Create a culture of belonging for all members of the Plano ISD community.

Goal 1

Increase student attendance by implementing proactive attendance monitoring, strengthening family partnerships, and providing targeted supports for students with attendance concerns.

Strategy 1

Monitor attendance data regularly to identify students demonstrating attendance concerns and implement timely, individualized interventions through collaborative problem-solving with families and campus support teams to achieve an average of 96% daily attendance.

Problem Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 5 - Perceptions 4

Formative Reviews

November	February	June

Strategy 2

Promote the Plano ISD Code of Civility by fostering welcoming, respectful, and collaborative relationships with students and families through positive communication, family engagement, and a supportive school climate so that students are known, grown, and excited to come to school.

Problem Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 5 - Perceptions 4

Formative Reviews

November	February	June

Strategy 3

Implement campus-wide attendance recognition and engagement initiatives that celebrate

positive attendance, strengthen students' sense of belonging, and reinforce the importance of daily attendance.

Problem Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 5 - Perceptions 4

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Attendance declines throughout the school year starting at 94.5% and dropping to 92.3% by the third six weeks, with Kindergarten (91.4%), second grade (92.5%) and McKinney-Vento students (86.5%) demonstrating consistently lower attendance rates than the Plano ISD goal of 96%. Pillars 4 and 5.	Although attendance monitoring systems are in place, proactive outreach, individualized attendance supports, and family engagement efforts have not consistently addressed the barriers contributing to chronic and declining attendance among identified student groups throughout the school year due to a lack of consistent follow-up and intentional timing.

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Attendance declines throughout the school year starting at 94.5% and dropping to 92.3% by the third six weeks, with Kindergarten (91.4%), second grade (92.5%) and McKinney-Vento students (86.5%) demonstrating consistently lower attendance rates than the Plano ISD goal of 96%. Pillars 4 and 5.	Although attendance monitoring systems are in place, proactive outreach, individualized attendance supports, and family engagement efforts have not consistently addressed the barriers contributing to chronic and declining attendance among identified student groups throughout the school year due to a lack of consistent follow-up and intentional timing.

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
5	Attendance declines throughout the school year starting at 94.5% and dropping to 92.3% by the third six weeks, with Kindergarten (91.4%), second grade (92.5%) and McKinney-Vento students (86.5%) demonstrating consistently lower attendance rates than the Plano ISD goal of 96%. Pillars 4 and 5.	Although attendance monitoring systems are in place, proactive outreach, individualized attendance supports, and family engagement efforts have not consistently addressed the barriers contributing to chronic and declining attendance among identified student groups throughout the school year due to a lack of consistent follow-up and intentional timing.

Goal 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
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State Compensatory Education

State Compensatory

Budget for Sigler Elementary

Total SCE Funds: $2,500.00

Total FTEs Funded by SCE: 8

Brief Description of SCE Services and/or Programs

Tutoring and materials to help students succeed on the STAAR and other EOY assessments.

Personnel for Sigler Elementary

Name	Position	FTE
Ivette Trevizo	Instructional Support	1
Kathyleen Amaya	AH2 ESL Teacher	1
Kulsum Mzee	ESL Coach & Interventionist	1
Maria Patino	Bilingual Coach & Interventionis	1
Nancy Salgado Pineda	AH2 Pre-K Assistant Classroom	1
Stephanie Miner	Pre-K ESL Teacher	1
Steven Dewberry	AH2 Pre-K Assistant Classroom	1
Yessica Pimentel	Pre-K Bilingual Teacher	1

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Erika Fickel	Title I Instructional Coach - Reading		
Jennifer Brumfield	Title I Instructional Coach - Math		
Lorie Lyon	Title I Student Support Liaison		

Funding Summary

Funding Summary

199 State Comp Ed

Priority	Goal	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,530.00
				+/- Difference	**$2,530.00**

199 Bilingual/ESL/ELL

Priority	Goal	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,488.00
				+/- Difference	**$1,488.00**

199 State Comp Ed, PreKindergarten

Priority	Goal	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$500.00
				+/- Difference	**$500.00**

199 State Bilingual/ESL/ELL PreKindergarten

Priority	Goal	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$250.00
				+/- Difference	**$250.00**

211 Title I, Part A

Priority	Goal	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$30,385.00
				+/- Difference	**$30,385.00**

282 ESSER III

Priority	Goal	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

255 - Title II, Part A

Priority	Goal	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

289 - Title IV, Part A-SSAEP

Priority	Goal	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00