



Early Childhood Campus Improvement Plan: 2014-2015
School Based Improvement Committee

Isaacs ECS

Principal: Kris Benson

Mission Statement: The mission of Isaacs ECS is to partner with families to provide a safe, child-centered environment that creates exciting beginnings and nurtures children to be life-long learners.

Campus Verification Page

Planning Timelines

- Needs analysis, goal setting and strategic planning: (June, July & August 2014)
- Preliminary SBIC Plan Complete: (by August 18, 2014)
- Campus teacher data analysis day: (August 18-21, 2014)
- SBIC Plan due in September 2014

Meeting Dates 2013-2014

- Meeting 1: SBIC approves the improvement plan (by September 22, 2014): 9/22/2014
- Meeting 2: Progress monitoring and review of strategic plan (by February 2, 2015): 1/27/2015
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 12, 2015): 6/2/2015

Title I Components (The following required components have been addressed in this SBIC plan.)

Title I Targeted Assistance Components 1 - 8

Title I Schoolwide Components 1 – 10

1. Comprehensive Needs Assessment
2. Effective methods and instructional strategies based on scientifically-based research
3. Teaching by highly qualified staff
4. High quality and ongoing professional development for teachers, principals and paraprofessionals
5. Increasing parental involvement
6. Transition to different grade levels and schools
7. Involvement of teachers in testing decisions beyond state
8. Monitoring student progress and providing additional assistance
9. Coordination and integration of federal, state and local services and programs
10. Strategies to attract highly qualified and high-quality teachers to high-need schools

Non-Title I

Title I Targeted Assistance

TA Campus transitioning to Title I Schoolwide

Title I Schoolwide

SBIC Committee

Committee Member's Name	Role	Year 1st Participated on SBIC
Amanda Brown	Faculty Member	2012-13
Maria Hermosillo	Faculty Member	2012-13
Marisol Pauling	Faculty Member	2012-13
Joyce Yang	Faculty Member	2012-13
Areail Thomas	Faculty Member	2012-13
Teresa Chavez	Faculty Member	2013-14
Kris Benson	Principal	2013-14
Lisa Farrell	District Professional	2002-03
Nancy Grant	Campus Professional, Non-teaching	2002-03
Veronica Carreño	Support Staff Member	2013-14
Eden Burgess	Parent-Selected by PTA	2014-15
Perla Castañeda	Parent-Selected by Principal	2014-15
Shasta Stimpson	Parent	2014-15
Hana Leung	Parent	2014-15
Dorian Quiroz	Parent	2014-15
Mirna Najero	Parent	2014-15
Vacant	Community Member	2014-15
Barb Nauta	Community Member	2013-14
Debbie Dennis	Business Representative	2013-14
Gary White	Business Representative	2013-14

District and Campus Goals

1. The student will achieve 80% mastery of pre-k early literacy skills stated from the pre-k guidelines as measured by PK assessment.
2. The student will achieve 80% mastery of pre-k math skills from the pre-k guidelines as measured by PK assessment.
3. Increase the opportunity for science skills instruction by 10% as measured by number of classrooms implementing science investigation stations in curriculum.

Campus-Wide Goals	Applicable Student Groups
Social-Emotional: The student will achieve 75% mastery of pre-k social emotional skills stated from the pre-k guidelines as measured by PK assessment.	All
Attendance: Improve to or maintain student attendance rate at 90% attendance.	All
Violence Prevention and Bullying: The violent incidents will meet the target measure. <u>Measure:</u> 0	All
Highly Qualified: The highly qualified rate will meet the 100% target measure.	All
Parent Involvement: The campus will provide for a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.	All
Transition of Pre-KN Students: The transition from early childhood to elementary school is supported by the campus and district.	All

Campus-Wide Critical Actions

Campus-Wide Critical Actions	Applicable Student Groups
Areas for improvement identified by Campus Needs Assessment: NCEA CoreWork Diagnostics and PK assessments.	
1. Model and promote substantive collaboration to foster a learning community.	All
2. Analyze and equip teachers to analyze student performance data to inform decision-making.	All
3. Use high-yield instructional strategies as tools to support rigorous learning.	ESL

Early Literacy, Mathematics and Science

Critical Action: Model and promote substantive collaboration to foster a learning community.

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Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
1. Promote collaboration through structured peer classroom visits.	Administrator, Classroom Teachers, Plano Walk Throughs -August 2014- June 2014	Teachers given the opportunity to visit another teacher's classroom and other Plano ECS. New staff visits experienced Isaacs and district teachers' classrooms.
2. Build teachers' capacity for collaboration.	Administrator, All staff, Team building activities -August 2014- June 2015	Ensure time is allocated for teachers to meet collaboratively. Build teamwork by providing activities for the teams to engage in throughout the year. Monitor team meetings. SBIC suggests ---weekly collaboration with staff that teaches the same content (3 year olds, PPCD, ESL, Spanish Bilingual.etc...)

Critical Action: Analyze and equip teachers to analyze student performance data to inform decision-making.

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Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
1. Study/analyze the extent to which performance data is currently used to inform instructional decisions in the school.	Administrator, Four year old teachers, Teacher Leader, CPAA tool – August 2014- June 2015	Become experts at understanding CPAA (new performance measure) data and use it to inform differentiated instruction.
2. Provide guidance for data analysis and use.	Administrator, Teacher leader, Four year old teachers – August 2014- June 2015	Give team leaders the necessary skills to model how teachers can use student performance data to make specific instructional adjustments in their classrooms. Have master teachers lead meetings on how to use data to direct instruction.
3. Review student performance with teachers.	Administrator, Teacher Leader, Four year old teachers – August 2014- June 2015	Build and extend teachers' willingness and capacity to openly and collectively examine their student performance data with one another. Discuss school-level data or performance by student groups as a first step in developing a strong culture of data analysis.

Critical Action: Use high-yield instructional strategies as tools to support rigorous learning.

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Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
1. Ask questions that require higher-order thinking.	Administrator, Teacher Leader, ESL teachers – August 2014- June 2015	Increase awareness regarding questioning techniques by having Teacher Leader to observe a lesson or two and record the questions that they ask during those lessons.
2. Regularly reinforce learning objectives.	Administrator, Teacher Leader, ESL teachers – August 2014- June 2015	Confirm the extent to which students are provided the necessary rehearsal time to retain original learning in classrooms. Specifically ask each teacher what methods they use to reinforce prior learning.

Social-Emotional

Goal: The student will achieve 75% mastery of pre-k social emotional skills stated from the pre-k guidelines as measured by PK assessment.

Strategies for Accomplishing Goal:

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
1. Provide parenting classes in English and Spanish.	Counselor, Parent Liaison August 2014- June 2015	English and Spanish Love and Logic workshops offered in the spring. Family Education Center provides Parenting Classes. Counselor provided 5 “Coffee with the Counselor” meetings to provide parents with general information such as: parenting skills, nutrition, job seeking, technology, etc. Healthy cooking classes provided for parents
2. Provide Ready Rosie for parents	Teachers, CTA, Parent Liaison, Counselor October 2014- June 2015	Train staff and sign up parents for Ready Rosie. Curriculum connections with parents. Counselor provided 5 “Coffee with the Counselor” meetings to provide parents with general information such as: parenting skills, nutrition, job seeking, technology, etc. Show Ready Rosie videos in classroom once a day. Listed in newsletters sent to parents. Multiple opportunities given for parents to sign up.
3. School Counselor will provide guidance lessons to promote pro-social development and character education.	Counselor, Teachers August 2014- June 2015	Counselor will have social skills groups in fall and spring. Teachers will use Second Step lessons. Counselor provided lessons for all the students in the building every other week. Counselor worked with students individually when there was a critical concern.

Attendance

Goal: Improve to or maintain student attendance rate at 90% Attendance.

Strategies for Accomplishing Goal:

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
1. Monitor attendance of students and follow up on prominent and chronic absences.	Attendance Committee August 2014- June 2015	Counselor runs report and meets with the Attendance Committee every 6 weeks. Look into motivational programs for attendance. Improved to 93.92% attendance.
2. Follow district/campus truancy plans.	Administrator, Secretary, Teachers August 2014- June 2015	Truant students have received letters and calls from teachers and school. Isaacs Attendance Report form is used for procedures. Follow-up emails and documents sent to teachers to use if necessary.

Violence Prevention and Bullying

Goals:

VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (HB 283)

Strategies for Accomplishing Goals:

Applicable Students	Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
Staff	PREVENTION:				
	Identify high risk areas. (Required)	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	August 2014- June 2015	Lockdown Drills, Guidance provided with counselor to identified students/parents
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/ schedule	August 2014- June 2015	Lockdown Drills,
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	August 2014- June 2015	Teachers use campus "Class Rules" to teach expectations. District expectations are posted; Student Code of Conduct.
Staff	EDUCATION:				
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	August 2014- June 2015	District training, Children's Advocacy Center Training Open dialogue regarding current district events and clarification on school procedures for handling student conduct
	Review referral process. (Required)	Principal or designee	Campus referral plan	August 2014- June 2015	Counselor via teacher report FBP (for Special Education students)
Staff	INTERVENTION:				
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	August 2014- June 2015	CORE team is on call for any needed assistance Small group with counselor Staff behavioral training
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	August 2014- June 2015	CORE team is on call for any needed assistance. Love and Logic classes for staff and parents.

Applicable Students	Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	August 2014- June 2015	SB 1196 training at beginning of the year, Behavior training for all staff,
All Students	PREVENTION:				
	State clear student expectations/campus rules/citizenship. (Required)	Principal or designee	Code of Conduct/ Student-Parent Handbook	August 2014- June 2015	Campus and District posters Second Step and Flexible Me curriculum
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	August 2014- June 2015	Team Leader and Counselor as needed to assist teacher Social Skills newsletter sent to parents monthly by the teacher
All Students	EDUCATION:				
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	August 2014- June 2015	CMIT and SPED referral
All Students	INTERVENTION:	(Please complete cells below)			
	Apply classroom interventions: (Required)	All teachers	Teachers Second Step Flexible Me	August 2014- June 2015	Informal data on behavior, Behavior Intervention Plans, Second Step and Flexible Me, Communication logs with parents
	Employ discipline interventions: (Required)	Designated staff	CORE training Administrator, Staff Love and Logic Second Step	August 2014- June 2015	CORE team Love and Logic Second Step Behavior Intervention Plans developed per IEP as appropriate
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	CMIT Team Love and Logic Training	August 2014- June 2015	CMIT process Social Skills groups Discussed streamlining the CMIT process to be more efficient in providing needed services to students
	Conference with parents/students. (Required)	Teachers or other staff	Teachers Sub codes for conferences	August 2014- June 2015	Conference twice a year with all parents (more as needed) ARD meetings for SPED students Discussed streamlining the CMIT process to be more efficient in providing needed services to students

Highly Qualified Teacher

Goal:

The proficiency rate for HIGHLY QUALIFIED teachers will meet the 100% target measure.

Strategies for Accomplishing Goals:

Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
Plano ISD reviews and modifies the recruitment schedule biannually.	HR	HR Employee Recruitment & Retention HR Budget	Aug 2014 - June 2015	Met 100% Highly Qualified
Recruiting trips are used to identify highly qualified candidates interested in teaching in Plano ISD.	HR/Campus Administrators	HR Employee Recruitment & Retention HR Budget	Aug 2014 - June 2015	Met 100% Highly Qualified
To attract and retain highly qualified applicants for bilingual students, Plano ISD offers a salary stipend.	HR	Operating Fund	Aug 2014 - June 2015	Met 100% Highly Qualified
To attract highly qualified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses.	HR/Campus Administrators	HR Employee Recruitment & Retention HR Budget	Aug 2014 - June 2015	Met 100% Highly Qualified
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas.	Curriculum Department/Campus Administrators	Campus/Curriculum Budget	Aug 2014 - June 2015	Met 100% Highly Qualified
The Plano ISD Certification Office follows district hiring procedures to ensure that teachers are not hired if they do not meet “highly qualified” standards.	HR Certification Office	HR Budget	Aug 2014 - June 2015	Met 100% Highly Qualified

Parent Involvement

Critical Action:

The campus will develop strategies in the areas of parental notification, parental consultation and parental training.

Strategies for Accomplishing Critical Action:

Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
NOTIFICATION: Schools shall send information to parents in a language and format they can understand: including parents’ right to know teacher qualifications, parents’ right to know non-highly qualified teacher, annual report cards, reports regarding student achievement, parental involvement policy and school-parent compact.	Administrator, Counselor, Teacher Leader, Staff, PTA Board, Parent Liaison, Secretaries	Staff, Newsletters, Parent Orientation, PTA Meetings, Meet the Teacher, enews, Ready Rosie, Phone Master, Parent Portal, Remind 101	August 2014- June 2015	The following notifications were sent out on these dates: PTA provided a green folder for each student to take home weekly. Weekly reminders were sent in Green folders. All the letters, flyers, newsletters and notifications sent home were translated to Spanish.
Consultation: Schools shall include parents in the development of the parental involvement policy and school-parent compact, seek input from parents to evaluate the parental involvement program, and have face-to-face parent teacher conferences at least as the elementary grade level.	Administrator, Counselor, Staff, Parent Liaison	Administrator, Staff, SBIC, PTA Board Meetings, Parent Conferences, Key Communicators, Facebook, PTA website, Twitter, Mobile Computer Lab	August 2014- June 2015	Provide results and documentation of parent and staff input to parental involvement program (i.e. surveys, evaluations, etc.) Informal feedback and surveys throughout the year.
Building Capacity: Schools shall assist parents in understanding the state’s academic content and achievement standards and requirements of the Title I program. School shall provide materials and training in areas such as literacy or technology	Administrator, Counselor, Parent Liaison, Parent Trainers	Love and Logice Classes for Parents, Latino Family Literacy, PTA Board meetings	August 2014- June 2015	Document parental involvement activities, dates, and participation: Counselor led the Latino Literacy Project where parents met weekly for 10 weeks during the Fall and 11 times during the Spring to learn about Reading strategies and how to develop reading skills at home. A technology presentation was scheduled during the Spring semester where staff from the Plano Public Libraries brought tablets and taught parents about different Apps they can use with their children to support their academics.

Transition (Title I – Targeted Assistance and Schoolwide Campuses Only)

Goal:

The Transition from early childhood to elementary school is supported by the district and campus.

Strategies for Accomplishing Goal:

Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
Instruction is guided by a coherent curriculum that includes meaningful content (such as science) and has a strong and systematic focus on cognitive skills, including the language, early reading, writing skills and math skills children need to develop before they enter kindergarten.	Pre-K Coordinator and Pre-K staff	Teachers, Frog Street Curriculum, Growing with Math Curriculum	August 2014- June 2015	Staff visits to other EC classrooms, lesson plans, data collection, assessment results, staff visits to Kindergarten
By teaching the required Pre-K curriculum that is aligned with elementary curriculum, academic success is facilitated.	Pre-K staff	Staff, Frog Street Curriculum	August 2014- June 2015	Staff visits to Kindergarten, assessment results, differentiated instruction
School readiness skills are taught and reinforced in Pre-K.	Pre-K staff	Staff, Frog Street Curriculum, Small Group Binder	August 2014- June 2015	Staff visits to Kindergarten, assessment results, differentiated instruction
The classroom environment is one where children feel well cared for and safe. It also stimulates children’s cognitive growth and provides multiple and varied opportunities for language and literacy experiences.	Pre-K staff	Visuals, Staff, Frog Street Curriculum, Second Step, Flexible You	August 2014- June 2015	Special Education and Pre K Assessment, AEPS
Teachers frequently check children’s progress. Ongoing assessment allows teachers to tailor their instruction to the needs of individual children as well as to identify children who may need special help.	Pre-K staff	Data Tracker, Staff, Data Collection, CPAA, RTI	August 2014- June 2015	Data collection, AEPS, scaffolding
Pre-K staff work collaboratively with Kindergarten staff throughout the kindergarten year.	Pre-K & Kindergarten staff	Collaboration between Pre K and Kind. Staff,	August 2014- June 2015	Staff visits to Kindergarten, Observation by Kinder staff for SPED students
The preschool staff regularly communicates with parents and caregivers so that caregivers are active participants in their children’s education.	Pre-K staff	Green Folder, Parent Newsletter subscription, Staff, Meet the Teacher, Parent Orientation,	August 2014- June 2015	Conferences, assessment results sent home, conferences. ARDS, Latino Literacy Program
Parent orientations are held to explain the kindergarten program to parents.	Pre-K & Kindergarten staff	Staff, Spring conferences	August 2014- June	Parent Liaison sign-in sheet

Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
			2015	
Transition books are used with students and families to provide pictorial support during transition.	Pre-K & Kindergarten staff	Staff, Social Stories	August 2014- June 2015	Social stories and books used by teachers, counselor and librarian
Additional suggested activities below:				
Coordinate the professional development activities of preschool and kindergarten and teachers in order to align prekindergarten and kindergarten curricula and goals.	Pre-K & Kindergarten staff	Staff, Kindergarten ARD Planning	August 2014- June 2015	PDH, PLC's SPED teachers and SLPs collaborate and meet with kindergarten staff (ongoing throughout the year) regarding students who will be attending their campus in the following year.
Arrange for kindergarten and preschool teachers to visit each other's classrooms.	Pre-K & Kindergarten staff	Teacher Leader, Staff	August 2014- June 2015	Staff visits to Kindergarten and ECS Beginning of the year observations are currently being done. Future suggestion: B-M-E meetings could be scheduled so that the progression of learning is seen. If all teachers are not able to observe, then a teacher who is able can go and bring back information to share with the group. Observations for KINDERGARTEN to come and observe the ECS should also be scheduled.
Have preschool teachers provide the future kindergarten teacher with children's portfolios or a written record of their learning during preschool.	Pre-K & Kindergarten staff	Staff, Portfolios, Pre K Data Assessment	August 2014- June 2015	Historical Portfolio, data collection sent with SPED folders. SPED teachers and SLPs collaborate and meet with kindergarten staff (ongoing throughout the year) regarding students who will be

Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
				attending their campus in the following year. Preschool (sped) teachers also send behavioral and visual supports to the kindergarten campuses so that the student will have the supports that they are used to and that have been successful to help with the transition process.