Isaacs Early Childhood

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.

Make your Mark

Verification Page

Planning Timelines
- Analysis of Critical Actions, CPAA and PK Assessments: **June 2015**

- Needs analysis, goal setting and strategic planning: **June – September 2015**

- Campus teacher data analysis day: **August – September 2015**

- Preliminary SBIC Plan Complete: **September 21, 2015**

- SBIC Plan due for DBIC review: **October 30, 2015**

Meeting Dates
- Meeting 1: SBIC approves the improvement plan (by October 23, 2015): **Thursday, October 22, 2015**

- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2016): **Tuesday, January 27, 2015**

- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 10, 2016): **Wednesday, May 25, 2016**

PDAS SBIC Waiver Approval Form:
To provide an alternative appraisal process to the PDAS for experienced eligible teachers, the School Based Improvement Committee has to submit a waiver (first approved at the campus level) for consideration by the District Based Improvement Committee at its first regularly scheduled meeting. The PDAS SBIC WAIVER APPROVAL FORM may be accessed here: http://inside.pisd/hr/services/documents/PDASSBICWAIVERAPPROVALFORM.pdf

SBIC Committee

Committee Member's Name	Role	Year 1st Participated on SBIC
Marisol Pauling	Faculty Member	2012-2013
Amanda Brown	Faculty Member	2012-2013
Teresa Chavez	Faculty Member	2013-2014
Lita Le	Faculty Member	2015-2016
Sharon Latimer	Faculty Member	2015-2016
Gretchen Wollmuth	Faculty Member	2015-2016
Kris Benson	Principal	2013-2014
Suzana Spina	District Professional	2014-2015
Nancy Grant	Campus Professional, Non-teaching	2002-2003
Pam Byers	Support Staff Member	2015-2016
Dorothy Guillen	Parent-Selected by PTA	2015-2016
Ruba Kuzbari	Parent-Selected by Principal	2015-2016
Susana Alvarez	Parent	2015-2016
Karla Arrendondo	Parent	2015-2016
Douglas Ball	Parent	2015-2016
Carol Long	Parent	2015-2016
Barb Nauta	Community Member	2013-2014
Debbie Dennis	Community Member	2013-2014
Tom Grant	Business Representative	2015-2016
Gary White	Business Representative	2013-2014

Information regarding the SBIC Committee (BQB Local) may be accessed here: http://pol.tasb.org/Policy/Code/312?filter=BQB

District-Wide Goals

1. The campus average score for Literacy in both English and Spanish will increase by at least 40 points from the fall to spring administration of CPAA.

2. The campus average score for Mathematics in both English and Spanish will increase by at least 40 points from the fall to spring administration of CPAA.

3. Increase the percentage of students who are developed on the social emotional PK assessments by 40 percentage points or to a total overall average of 75% or higher.

District-Wide Goals
Attendance: Improve or maintain student attendance rate at 90% attendance.
Violence Prevention and Bullying
Parent Involvement: The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.
Transition of Pre-Kindergarten Students: The transition from early childhood to elementary school is supported by the campus and district.
Highly Qualified: The highly qualified rate of teaching staff (teachers and paraprofessionals) will meet the 100% target measure.

Improvement Plan Critical-Actions

The areas for campus-wide and/or classroom level Critical Actions were identified using the following sources:

- Plano Professional Practice Analysis (PPP Analysis);

- Children's Progress Academic Assessment; and

- PK Assessments.

Critical Actions
1. Isaacs staff will monitor instructional practice using student performance data and classroom observations.
2. Isaacs staff will model and promote substantive collaboration to foster a learning community.
3. Isaacs administration will analyze and equip teachers to analyze student performance data to inform decision-making.
4.
5.

Early Literacy

Critical Action: The campus average score for Literacy in both English and Spanish will increase by at least 40 points from the fall to spring administration of CPAA.

Project Lead:	Principal
Staff:	All Four Year Old Teachers
Materials and Resources:	CPAA Spreadsheets, Curriculum, Computers, RTI Materials, Walkthrough Program and Data, Ready Rosie, IEP Updates, Assessment Updates, Parent Conferences
2015-2016 Timeline:	August 2015 - June 2016

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Use five-minute walkthroughs, learning team walks, or other systematic approaches to develop a deep understanding of instructional practices in your school. Provide specific feedback to each teacher relative to observed instructional quality of lessons following any walkthrough.	Walkthrough Data, Feedback Forms, Conferences	40 Gold Nuggets as of 5/27/16 340 Walkthroughs as of 5/27/16
Analyze and equip teachers to analyze student performance data to inform decision-making. Make sure that the leadership team has the necessary skills to model how teachers can use student performance data to make specific instructional adjustments in their classrooms. It is critical that teachers know how to move from reflecting on data to using that reflection to improve student learning.	Planning Meetings, Walkthrough Data, CPAA Data, PLC	Webinar "Using Data to Drive Instruction" 11/30/15 Staff meeting 2/3/16 reviewing data driven instruction Meet with four year old teachers to review data February 2016 Review CPAA data on 5/27/16, PDH day

Critical Action: The staff will model and promote substantive collaboration to foster a learning community.

Project Lead:	**Principal**
Staff:	**All staff**
Materials and Resources:	**Planning Meetings, Curriculum, PDH, Schedules**
2015-2016 Timeline:	**August 2015 – June 2016**

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Ensure that school leaders develop the capacity to contribute actively and in meaningful ways to the discussions. Leaders should also address any impediments to open and honest discussion among team members in the meetings, challenge teams to experiment with new areas of collaboration (i.e., common assessments), and monitor to ensure the involvement of all team member	Classroom visits, Horizontal Planning, Team Leader Meetings	Classroom visits Team Leader Meetings 8/13/15, 10/15/15, 11/11/15, 12/3/15, 1/14/16, 3/3/16, 4/7/16 Leadership Meetings every Tuesday
Identify the specific behaviors that you expect to see in collaborative team meetings (e.g., full involvement of all team members, openness in discussing what is and is not working, questioning techniques), and share these expectations with all team members.	Leadership Meetings, Team Leader Meetings, Horizontal Meetings	PDH 8/17/15 Standup meeting 8/25/15, 8/25/15 Para Meetings

Mathematics

Critical Action: The campus average score for Mathematics in both English and Spanish will increase by at least 40 points from the fall to spring administration of CPAA.

Project Lead:	Principal
Staff:	Staff
Materials and Resources:	RTI Materials, Computers, Ready Rosie, Ipads, IEP Updates, Assessment Updates, Parent Conferences
2015-2016 Timeline:	August 2015 – June 2016

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Teachers will actively promote a common understanding of high-yield instructional strategies for student success.	Horizontal Meetings, PLC, CPAA Data,	Horizontal meetings each week. Teacher meetings to discuss data Feb. 2016 and May 2016
Teachers will share lessons and discus instructional practices that can be utilized to reach students at all levels.	Horizontal Meetings, PLC, PDH, CPAA Data	2/3/16 Staff meeting Horizontal meetings each week Leadership meetings each Tuesday

Critical Action: The teachers will analyze student performance data to result in differentiated instruction.

Project Lead:	Principal, Teacher Leader, Counselor
Staff:	All Staff
Materials and Resources:	RTI lessons, Curriculum, Computers, Data Spreadsheets, CPAA
2015-2016 Timeline:	August 2015 - 2016

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Study/analyze the extent to which performance data is currently used to inform leadership decisions in your school.	RTI Materials, Horizontal Planning, CMIT Meetings, CPAA Data	Webinar 11/30/15 "Data Driven Instruction" 2/3/16 Staff meeting PDH day 5/27/16
Become experts at understanding the performance measures that are available to you and in using those measures to inform your decisions.	CPAA data, Horizontal Planning, Curriculum	EC Curriculum Horizontal Planning CPAA data meetings with teachers Feb. 2016

Social-Emotional

Critical Action: Increase the percentage of students who are developed on the social emotional PK assessments by 40 percentage points or to a total overall average of 75% or higher.

Project Lead:	Principal
Staff:	All Four Year Old Teachers
Materials and Resources:	Curriculum, Second Step, Counseling Lessons
2015-2016 Timeline:	August 2015 - 2016

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
The staff will implement Frog Street social/emotional and character development across all the themes.	Curriculum, ACCESS website	Teacher assessed Social Emotional development of each child in Oct and Jan. Hatch Table in Cina and Bowers room
Teachers will implement Second Step Program to focus on pro-social behaviors and character development in student discussion and application in the classroom.	Horizontal Planning Meetings, Second Step Curriculum, Guidance Lessons	Teachers using Second Step Program

Critical Action: Professional Development Sessions teaching behavioral strategies to use with challenging student behaviors.

Project Lead:	Principal, Special Education Team Leader
Staff:	All staff
Materials and Resources:	District Trainers, handouts, room set-up
2015-2016 Timeline:	September 2015 – June 2016

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Provide five sessions of Behavioral Strategy training addressing motivation and strategies to use with out-of-control students.	First semester, District Training Personnel, Tool Box Handouts	9/16/15, 9/23/15, 9/30/15, 10/7/15, 10/14/15
Have follow-up meetings sharing strategies that have been tried and perfected with the assistants.	Behavioral Meetings	Met with Paras on 10/28/16

Attendance

Critical Action: Improve or maintain student attendance rate at 90% attendance.

Project Lead:	**Principal**
Staff:	**Teachers, Counselor, Secretaries, School Nurse**
Materials and Resources:	**Attendance records, Truancy Paperwork**
2015-2016 Timeline:	**August 2015 – June 2016**

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Monitor attendance of students and follow up on prominent and chronic absences.	Every 6 weeks	1st 6 weeks – 95.32% 2nd 6 weeks – 94.71% 3rd 6 weeks- 92.83% 4th 6 weeks – 93.79% 5th 6 weeks – 93.95% Annual average 94.08%

Violence Prevention and Bullying

Critical Action:
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 (Evidence of Implementation and Impact)
Staff	PREVENTION:				
	Identify high risk areas. **(Required)**	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	September 2015	Parent conferences, staff meeting
	Monitor high risk areas. **(Required)**	Principal Designee	Staff assignments/ schedule	2015 - 2016	All staff at arrival and dismissal
	Follow Campus Rules/Expectations. **(Required)**	Principal	Code of Conduct, District Handbook Campus Handbook	2015 - 2016	
Staff	EDUCATION:				
	Participate in annual staff training on bullying/sexual harassment. **(Required)**	Principal or designee	Handouts/PowerPoint	August 2015	Viewed video on bullying/sexual harassment
	Review referral process. **(Required)**	Principal or designee	Campus referral plan	2015 - 2016	Viewed video on bullying/sexual harassment
Staff	INTERVENTION:				
	Establish recommended intervention strategies for classroom/campus. **(Required)**	Principal or designee (campus discipline staff)	Discipline Management Plan	2015 - 2016	Behavior workshops
	Implement campus referral plan. **(Required)**	Principal or designee	Campus Referral Plan	2015 - 2016	In classrooms when needed, CMIT meetings
	Utilize Discipline Management strategies. **(Required)**	Principal or designee	Discipline Management Plan	2015 - 2016	BIP
All Students	PREVENTION:				
	State clear student expectations/campus rules/citizenship. **(Required)**	Principal or designee	Code of Conduct/ Student-Parent Handbook	2015 - 2016	Counselor/parent meetings
	Monitor high risk areas. **(Required)**	All staff	Schedule (if necessary)	2015 - 2016	All staff at arrival and dismissal
All	EDUCATION:				

Applicable Students	Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes (Evidence of Implementation and Impact)
Students					
	Explain referral process/contacts. **(Required)**	All teachers	Referral Plan	2015 - 2016	Participate in CMIT for students needing intervention; Counselor serves as contact person for parents as well as teacher
All Students	**INTERVENTION:**		(Please complete cells below)		
	Apply classroom interventions: **(Required)**	All teachers	Behavior Training	2015 - 2016	Behavior training offered: 9/16/15, 9/23/15, 9/30/15, 10/7/15, 10/14/15; Para/teacher/SLP observations of behavior strategies in various classrooms; Follow BIP information if applicable
	Employ discipline interventions: **(Required)**	Designated staff	Second Step, Love and Logic	2015 - 2016	Webinar offered regarding discipline in the classroom and ways to implement; Follow BIP information if applicable
	Use other intervention strategies as necessary/appropriate. **(Required)**	Administrative staff or counselors	Behavior PDH, CORE Team,	2015 - 2016	CMIT meetings when there are concerns about a student; Parent teacher conferences; Consultations with the counselor; Core team sent to training
	Conference with parents/students. **(Required)**	Teachers or other staff	Parent Teacher Conferences	2015 - 2016	Conferences offered to all parents once in the fall and once in the spring; PK Assessment results (w/ Social-Emotional results) sent home after each administration, 3 times per year

Parent Involvement

Critical Action:

The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Project Lead:	**Principal**
Staff:	**All Staff**
Materials and Resources:	**Ready Rosie, Parent Orientation Night, Meet the Teacher, Coffee with the Counselor, Twitter, Facebook, Newsletters, Parent Classes, Parent Liaison Meetings with Parents, eNews, Parent Library Meetings, REMIND**
2015-2016 Timeline:	**August 2015 – June 2016**

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Require all parents to register students via Parent Portal in order to have access to eNews, attendance, and electronic information.	2015 - 2016	Encouraged parents to sign up for school e-news at Parent Information Nights and registration packets.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access.	2015 - 2016	We had the District Mobile Technology Lab come out to Isaacs twice a year. Once in the fall and once in the spring. Parents identified needing assistance were invited.
PTA representative meets with the principal on a regular basis to gain insight to student/parent needs.	2015 - 2016	Monthly PTA Board Meetings
Communicate information through eNews and through hard copies when internet access is not available.	2015 - 2016	E-news sent out each month
Upgrade and maintain the campus website for easy access and increased communication with the community.	2015 - 2016	CTA makes changes throughout the year.
Partner with PTA and other organizations to offer parental programs on a variety of topics (academic, social, etc…).	2015 - 2016	Parenting classes offered throughout the school year.

Transition

Critical Action:

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

Project Lead:	**Principal, Special Education Team Leader**
Staff, Title I Staff:	**Pre-K and Kindergarten staff**
Materials and Resources:	**ARD Meetings, Transition Meetings, CMIT Folders, District ISS Staff**
2015-2016 Timeline:	**August 2015 – June 2016**

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Include details of how the action steps were aligned)
Pre-K staff work collaboratively with Kindergarten staff throughout the school year.	Isaacs and Kindergarten Staff, 2015 - 2016	PK staff: • Contact kindergarten staff at the beginning of the year • Fill out forms on each student's skill level • Arrange observations • Collaborate with Kinder staff on ARD paperwork for following year • Counselor has arranged Meet & Greet opportunities for the elementary school Counselor and/or Principal • For difficult students, Sped TL and teacher have arranged pre-ARD meetings with the kindergarten staff and parents to facilitate the ARD and the transition process
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.	Isaacs Staff, 2015 - 2016	CPAA (3 X's per year), AEPS (prior to Annual ARD meetings), update goal progress, CRM's and Screeners for Speech students, 3 year re-evaluations as needed per IEP.
The preschool staff regularly communicates with parents and caregivers so that caregivers are active participants in their children's education.	Isaacs Staff, 2015 - 2016	ARD meetings, conferences, Remind, Parent Portal, School Messenger, Newsletters (class), Smore (school), Backpack tag reminders, phone calls (between teacher and parent)
Transition books are used with students and families to provide pictorial support during transition.	Elementary Staff, 2015 - 2016	As applicable to the special education student.
Additional suggested activities below:		
Coordinate the professional development activities of preschool teachers in order to align prekindergarten and kindergarten curricula and goals.	Isaacs and Kindergarten Staff, 2015 - 2016	PDH, webinars

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Include details of how the action steps were aligned)
Arrange for kindergarten and preschool teachers to visit each other's classrooms.	Isaacs and Kindergarten Staff, 2015 - 2016	Arranged by Teacher Leader
Have preschool teachers provide the future kindergarten teacher with children's portfolios or a written record of their learning during preschool.	Isaacs and Kindergarten Staff, 2015 - 2016	Brown (SPED) folders, Red folder, Cumulative folders and the Kindergarten Head's Up form (Counselor)

Highly Qualified Teacher

Critical Action:

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

Project Lead:	**Plano ISD HR Employee Recruitment & Retention Department**
Staff, Title I Staff:	**HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators**
Materials and Resources:	**Operating Fund, HR Budget, Campus/Curriculum Budget**
2015-2016 Timeline:	**Throughout the year, as needs arise**

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Plano ISD Human Resources Dept. reviews and modifies the recruitment schedule biannually.	Biannually	
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify highly qualified candidates interested in teaching in Plano ISD.	May, June	
To attract and retain highly qualified applicants for bilingual students, Plano ISD offers a salary stipend.	Monthly	
To attract highly qualified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses.	Monthly	
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Curriculum Department/Campus Administrators.	Monthly	
The Plano ISD Certification Office follows district hiring procedures to ensure that teachers are not hired if they do not meet "highly qualified" standards.	Monthly	