Plano Independent School District
Campus Improvement Plan

Isaacs Early Childhood School

3400 E Parker Road

Plano, TX 75074

2018-2019

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Vision and Mission Statements for District and Campus

Plano ISD Vision Statement

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

Plano ISD Mission Statement

The mission of the Plano Independent School District is to provide an excellent education for each student.

District Goals

Plano ISD has two major ongoing district goals:
- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

Campus Mission Statement

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 Information

Administration Team

    Principal, Jane Oestreich

    Principal,

About Us

Plano ISD's state-mandated half-day prekindergarten program serves children who are four on/before Sept. 1 who meet state Pre-K eligibility criteria below. Isaacs ECS has two mono-lingual and two bilingual full day classes whose students are eligible based on income.
- limited English proficiency
- income
- homeless
- dependent of a member of the military on active duty, injured or killed while on active duty
- currently or has ever been in State of Texas foster care
- dependent of an individual who received the Star of Texas Award

Eligible students attend this half-day program at no cost to the family. If you believe your child may be eligible for this program based on limited English proficiency,click on our Language Assessment Center Testing Schedule for additional information. Children attend a 3-hour morning or afternoon session.

Campus Status

X Non-Title I Campus

  Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 09/06/2018 03:30 pm

Meeting 2: Progress monitoring and review of strategic plan - 02/07/2019 03:30 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/21/2019 03:30 pm

State Goals and Objectives

The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.
Objective #2 - Students will be encouraged and challenged to meet their full educational potential.
Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.
Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.
Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Strategic Priorities

Goal #1 - **Recruit**, **support**, and **retain** Teachers and Principals.

Goal #2 - Build a **foundation** of **reading** and **mathematics**.

Goal #3 - Connect high school to **career** and **college**.

Goal #4 - **Improve** low-performing schools.

Information regarding the TEA Strategic Plan may be accessed here: http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Julie Washburn, Special Education Teacher	Faculty Member	2017	X	X	X
Kristy Mousseau, Special Education Teacher	Faculty Member	2017	X		
Lita Li, Full Day PreK Teacher	Faculty Member	2017	X	X	
Deborah Rivera Bilingual Teacher	Faculty Member	2018			X
Amy Smith, ESL Teacher	Faculty Member	2018	X	X	X
Julie Darling, Sped Team Leader	Faculty Member, Special Ed	2017	X	X	X
Jane Oestreich, Principal	Principal	2018	X	X	X
Suzana Spina, Director of Early Childhood Programs	District Professional	2005	X	X	
Gretchen Wollmuth, Counselor	Campus Professional, Non-teaching	2017	X		X
Pam Byers, PPCD Paraprofessional	Support Staff Member	2017	X	X	X
Jamie Brown, PTA President	Parent-Selected by PTA	2018			
Tulin Olgundeney, Parent	Parent-Selected by Principal	2018			
Candice & Emanon Gordon, Sr., Parent	Parent	2018			
Jessica Nacar, Parent	Parent	2108			X
Roxana Pantoja, Parent	Parent	2018			
Linda Castaneda, Parent	Parent	2108			
Toni Thomas	Community Member	2018	X	X	
Mary Fuentes	Community Member	2018			

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Scott Yarbrough, Professor, Collin College	Business Representative	2016		X	X
Paul Pace, Pace GFX	Business Representative	2018		X	
Swetha Chitrala, Parent	Parent	2018			
Alicia Perales, Parent	Parent	2018			

State Compensatory Education Program Information

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD's compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state's eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

SCE Program Funding

SCE Total	$593,038.96	State Compensatory Ed funds allocated for allowable supplemental resources and 9.5 staff.

Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Offer translation services when needed.	Parent involvement	Parent Involvement to include parenting classes and newsletter in Smore. Smore translated into different languages.
	All teachers ESL Certified	Technology for children in different languages	SMORE uses a drop down menu to translate into other language as needed for parents.
	Diverse staff reflecting the demographics of the community	Communicate to staff when specific techniques used with certain children	Principal has held parent meetings in the library, attended parent classes, and welcomes them on Family First Friday.
	Parent classes offered one time per month in English and Spanish	List of languages spoken by students and parents	
		Additional social opportunities for parents and students	
		Understanding the diverse cultural norms of our families	
Student Achievement	Rhyming	Operations - Addition and subtraction	STEAM activities
	Syllables	Counting sets	Implement DAP problem solving activities
	Shape naming	Assess measurement in Circle and use additional assessment techniques	Wait Time
	Shape discrimination	Alliteration 1/2 to 1/2	Analyzing Assessment data
	Number discrimination	Plan for generalization of concepts for student success	Staff working on collaborative teams for student success in SEL

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	Positive social behavior	Look at data other than Circle to identify other areas of growth	More parents are accessing the STEAM checkout system this school year. This generalizes knowledge and learning from school to home.
	Social Emotional growth	Staff training to understand and respond positively to challenging behaviors	
	Learning/loving how to be in school		
	Self care		
School Culture and Climate	Overall increase in social emotional scores from Circle Assessment	Alternate ways to collect data from staff, parents, and students across a variety of classrooms (Admin/staff survey 1.5 and 1.6, Circle Data)	Staff participated in Brene Brown's BRAVING for building trust.
	Large percentage of the staff perceive the school as safe and orderly	Collaborative Teams to address a variety of issues including curriculum, assessment, instruction, student achievement (Admin/staff survey 1.4)	Quick data for parents and staff.
			Paraprofessionals and principal attended professional learning on Social Emotional learning in January. Staff who attended were given additional strategies and supports to help students and staff build a positive school culture.
Staff Quality/ Professional Development	Current year professional learning more relevant for Pre-K	Specialized SPED training specific to Pre-K needs	PLC Collaborative process
	Surveys sometimes utilized to determine areas of need for professional learning	Retaining highly qualified paraprofessionals	Planning time with suitemates

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	Happy, collaborative staff Differentiated professional learning is available (in the summer) Excellent staff attendance	Look for alternate ways to relieve the workload for SLPs (rentention of SLPS) Additional child development for all staff Provide additional support to new staff Multi-campus collaboration for specialized classes Opportunities for and encouragement of professional growth Look for alternate ways to find time to collaborate and build relationships with staff Paraprofessional specific training	Planning with vertical team Mentors for teachers, paraprofessionals, and SLPs
Curriculum, Instruction, Assessment	Curriculum visuals are helpful for the age group Data helps to determine how instruction should be modified Curriculum activities directly related to TEKS Administration gives staff flexibility to modify/adapt curriculum to meet individual needs	Look for ways assessment and curriculum align Modifying curriculum (Frog Street for Bilingual classrooms) Pre-K based computer assessments Need specific training in SPED assessments and goal writing SPED needs should be considered for three year old curriculum Improved curriculum relationship to TEKS/Pre-K Guidelines	Ready Rosie PreK Guidelines with district curriculum Technology as a tool Estrellita for Bilingual Classrooms Planning has moved from activity based to learning outcome based.
Family and Community Involvement	Parent Liaison (computer classes, cooking matters, Latino Family Literacy	Parent Surveys to assess community needs	Multicultural night was a huge success and attended by many families.

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	Project, tour of Harrington Library, Craft Club, Nutrition workshops, etc.)		
	Volunteering opportunities (iBug, Library)	Plano library visits to the school	Immigrant Grants - did not receive this school year
	Parent workshops by the PISD family center	Programs for family involvement: Watch Dogs, Career Day, Grandparents Day, etc.	Explore Math & Literacy Night - will add for next school year
	Parent training	Parent Information Night (small group setting)	Parent trainings - on going each month.
	Extracurriculr activities (iBug, Multicultural Night, Performance Nights, etc.)	Family literacy and/or Math Night	Invite library bus to campus for parents. Library bus has been invited to the school late in the first semester. They will attend our picnic in April.
	Community Helper visits	Invite guest speakers to provide workshops for parents	Family First Friday has been instituted.
	Library hours for parents	Behavior classes for parents of SPED students	Mobile computer lab has been on campus both semesters.
	Child Find, Food for Kids, Clothing, Shoes, Carseats	Proactive strategies for increasing parent involvement	Latino literacy classes two times per week.
	Parent involvement	Designate room parents	May Family First Friday will include a coffee where parents will be educated about PTA.
		Educate parents about PTA and how it helps the school to increase participation	
School Context and Organization	Strong support from administration	Individualized connection to district administration	School Commitments created by staff during beginning of school in-service

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	RtI commonly practiced and supported	Accountability checklists available for staff	Open door policy
	Campus instructional support is prevalent	Consistent school policies	Model developmentally appropriate practices
	Campus leadership supportive and an advocate for the staff	Provide avenues for staff and parents to offer feedback	Consistently remind staff about school policies and procedures
	Positive overall perception of the school (community, parents, staff)		
Technology	Students have access to iPads/instructional apps	Using shared drive and Google drive	Created shared drive in Google drive for all Isaacs staff
	CTA full time on campus	Working around time constraints	School Messenger
	Classroom technology - projectors, computers, etc.	Information on ways to incorporate technology in the classroom in a purposeful and meaningful way.	Newsletters and information shared with parents. Monthly SMORES, bi-weekly classroom newsletters, remind.com communications between teacher and parents.
	Mobile Technology (Remind for communication with parents)	Managing/balancing use of student iPads	Classroom technology to communicate with families
	Desktop computer to teach mouse skills to students	Wasted technology - some technology too advanced for Pre-K students	Use of consistent visuals across the district
	Teachers have one-to-one Chromebooks/iPads	Boardmaker training for staff	Enews sent out as needed.
	Low tech beebots for coding	Ideas on how to use technology in an intentional way	
	Access to goNoodle and/or Ben Q pens		

Critical Action #1

Problem Statement	The collaborative teams are operating at varying levels of autonomy compared to the practices defined in the Collaborative Teams that Transform PLC.
Root Cause and Strategy	We will address the need for teacher teams and collaborative groups to effectively address curriculum, assessment, instruction and the achievement of all students by ensuring that PLC process is implemented consistently using the districts' PLC protocols with fidelity.
Goal	Isaacs will develop collaborative teams that continuously focus on student learning and results.
Project Lead	Sandi Yarbrough, Amy Smith, Jane Oestreich, Gretchen Wollmuth, Julie Darling
Staff, Title I Staff	Professional staff and paraprofessionals in the classroom
Materials and Resources	PreK Guidelines, District Curriculum, Technology

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
Professional Learning will be provided on the High Reliability Schools, PLC, and Collaborative Team processes.				Initial staff training August 2018, supplemental training at staff meetings in September 2018, January 2019, May 2019	Professional Learning Powerpoint, MLP Attendance Sign-In, Meeting Agenda	Increase staff knowledge, developmentally appropriate strategies and building relationships.	On Track to Make Progress Staff Attendance Sheet and staff feedback for growth.	Significant Progress Staff Attendance Sheet and staff feedback for growth.	Significant Progress Staff Attendance Sheet and staff feedback for growth. Team Leaders and staff participated in survey, training, and planning for collaborative team process.
Collaborative teams will be established and will meet twice a month for collaborative team meetings.				August 2018, Biweekly meetings from August 2018 - May 2019	Collaborative Team Assignments and Documentation	Staff will share and learn together to improve student success.	On Track to Make Progress Collaborative/PLC teams have been established and meeting dates have been set.	Significant Progress Meetings are effectively and efficiently held with teams. Some teams meet one time per week.	Significant Progress Staff share results of collaborative team meetings with Instructional Specialist and Principal on a consistent basis.
Planning protocol will be designed to guide effective collaborative team meetings.				August 2018	Collaborative Team Planning Protocol Document	Effective team meetings with norms and participation by all.	On Track to Make Progress Planning protocol shared with staff.	Significant Progress Collaborative teams are implementing the planning protocol effectively and efficiently. Updated protocol is	Significant Progress Staff shared feedback on planning process and the input has guided the way planning is designed to be more

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
								more in depth and aligned to UbD.	effective, collaborative, and continues to align with UbD philosophy.
Staff survey will be designed and distributed to collect feedback on the collaborative team process.				December 2018, April 2019	Survey, Survey Results	Review, revisit and refine collaboration team process.	On Track to Make Progress Developing Staff Survey	Some Progress Staff survey distributed and results analyzed and shared with staff. Necessary changes to practices discussed. December results shared with TLs in January.	Significant Progress Results were shared with Team Leaders and necessary changes were discussed and put into place so that the collaborative team process was refined based on feedback.
Staff analysis of Circle Data to assist teacher in addressing student success.				October 2018, February 2019, May 2019	Circle Data Results and Analysis, Lessons Plans	DAP enriched activities, multi-disciplinary approach to look at the whole child, sharing and implementation of ideas across classrooms to benefit student growth.	On Track to Make Progress Lesson Plans reflect differentiation for student needs based on CIRCLE data analysis.	On Track to Make Progress RtI groups being held to address student needs.	Significant Progress Review student progress for transitioning into Kindergarten. CMIT processes reviewed and shared with feeder campuses. CIRCLE data filed for Kindergarten teachers.

Critical Action #2

Problem Statement	There has been an increase in behavior that disrupts and impacts the quality of the learning environment
Root Cause and Strategy	We will address the responsiveness for student needs by implementing the Settle Your Glitter curriculum with fidelity.
Goal	Increase the quantity and quality of SEL (Social Emotional Learning) via the Settle Your Glitter Curriculum.
Project Lead	Gretchen Wollmuth, Jane Oestreich, Amy Smith, Sandi Yarbrough, Julie Darling
Staff, Title I Staff	All professional staff and paraprofessionals in the classroom
Materials and Resources	Settle Your Glitter Curriculum, CORE team, PDH trainings on students with challenging behavior and deescalating behaviors

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
Train new staff and reinforce and review Settle Your Glitter curriculum implementation with existing staff.				Training for new staff in July 2018, Supplemental training at staff meetings (scheduled 3 times during year)	Lesson plans with documentation of SYG or SEL lessons	Increase teacher knowledge and strategies for addressing behavior and social emotional skills.	On Track to Make Progress Students are provided daily opportunities to practice SYG skills and strategies.	Some Progress Staff is able to identify the behavior and address the student with appropriate social skill strategy. Optional training will be provided in February for staff who need support with SYG.	Significant Progress Optional training was provided for staff and support is ongoing. Students have gained skills/tools to self regulate emotions.
Collaborate with all Early Childhood Schools to adapt Settle Your Glitter Curriculum for 3 year old and self-contained classes using our new 3 year old curriculum.				Fall 2018, Spring 2019	Planning & meeting notes from collaborative team meetings (Kid talk)	Increase Quantity and Quality of Social Emotional skills.	Significant Progress Teams initially meet and make plans for modifying the curriculum for 3's & self-contained. Sharing of ideas for scaffolding students social emotional skill levels.(district purchased 3 yr old SYG curriculum)	Significant Progress Review the curriculum for effectiveness and share engaging lessons with others. Three year olds now receive weekly lesson support.	Significant Progress Continue review/use of the new SYG and it's effectiveness for differentiation of 3 year old PPCD/self-contained social emotional lessons.
Counselor will provide parent trainings on social-emotional strategies from Settle Your Glitter to use at home.				Monthly October 2018 through May 2019	Monthly parent meeting attendance sign in sheet.	Increase Family and Community Engagement, Increase Parent	On Track to Make Progress	Some Progress Parent attendance and need for Counselor to address	Significant Progress Students are generalizing social

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
						Knowledge and Use of social emotional strategies in the home environment.	Parent Meetings are established and shared with parents.	more individual parent needs. Although it does not specifically align with SYG, she does address many concepts that mirror the strategies taught.	emotional skills/tools across all settings.
Settle Your Glitter strategies will be provided to parents through continued communication.				October 2018, March 2019	Information shared with parents regarding calm down strategies	Families will implement calming strategies at home.	On Track to Make Progress Staff will send home calming strategies after they have introduced and practiced in class.	Significant Progress Staff will have conferences with parents and receive feedback on how students are doing in the home environment. Have added monthly tips to our SMORE parent communication.	Significant Progress Students will instinctively use calming strategies when disregulated.

Violence Prevention and Bullying

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. (Required Action Steps per HB 283)

STAFF PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	August 3-9 Professional Learning,HRS survey May 2018; HRS survey May 2019	Results of the survey are discussed with the staff. High risk areas are identified to all staff.	As additional high risk areas are identified devise a plan to monitor the area at optimal times to insure student safety.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	August 3-9 Professional Learning, first week of each month quick data by admin staff, opportunity for daily feedback and training	Set expectations, provide training, and assign classroom and duty schedule at August BOY professional learning.	Implementation of monitoring high risk areas is observed on a daily basis by administrative staff. Data is taken during the first week of each month of the school year to insure the continued safety of staff and students. Any breakdowns of protocol while monitoring will

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					be addressed with staff as they occur. Counselor available for one-on-one feedback and training.
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	August 3-9 Professional Learning,HRS survey May 2018; HRS survey May 2019, staff meetings	Ethics in Education training and highlights of campus handbook 8/9/2018, documentation of receipt of handbook by 8/31/2018	Continued emphasis on ethics and following the expectations highlighted in the campus and district handbooks at staff meetings. Principal/staff meetings take place as needed to address specific individual staff interventions.

STAFF EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	August 9, 2018; by August 10, 2018	Safe Schools, counselor face-to-face training; handouts, Power Point	Principal/staff meetings take place as needed to address specific individual

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
					staff interventions.

STAFF INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	August 3-9 Professional Learning, T-TESS TPG/SLO staff meetings (first 3 weeks of school), 2018-2019 T-TESS schedule, weekly collaborative team meetings	TPG/SLO goal meetings with each professional staff member	T-TESS observations, pre-, and post-meetings, mid year (12/2019) and end of year goal meetings 4/2019 and 5/2019

STUDENT PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	August 8-9, 2018; Daily - August 13, 2018-May 24, 2019	Verify parent signature that they understand student expectations/campus rules/citizenship	Continued positive communication with parents about student success. When needed communicate student areas of growth with phone calls or

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					parent-teacher conferences.
Monitor high risk areas.	All staff	Schedule (if necessary)	Daily - August 13, 2018- May 24, 2019	Set expectations, provide training, and assign classroom and duty schedule at August BOY professional learning.	Implementation of monitoring high risk areas including classroom is observed on a daily basis by administrative staff. Data is taken during the first week of each month of the school year to insure the continued safety of staff and students. Any breakdowns of protocol while monitoring will be addressed with staff as they occur. Counselor available for one-on-one feedback and training.

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Discipline Management Plan, Student Behavior Intervention (BIP) Plans, Settle Your Glitter Curriculum (SYG), SYG training July 26, 2018	Daily, August 13, 2018-May 24, 2019	First week SYG lessons and implementation	Weekly SYG implementation ideas, SYG implemented throughout the school day, professional learning for new staff
Employ discipline interventions.	Designated staff	CPI deescalation strategies, BIP, Counselor/Principal/Instructional specialist, CORE Team, Behavior Instructional Support liaison with Isaacs	Summer 2018, Daily, August 13, 2018-May 24, 2019	CPI training, special education behavior suppor training, CORE team training - summer 2018	Support classrooms to employ discipline interventions as outlined in the IEP for SPED students and any other students (as needed)
Conference with parents/students.	Teachers or other staff	Meeting space and time, staff with a need to know about the student, parents	As needed, daily August 13, 2018-May 24, 2019	Positive phone calls to parents the first week of school	Meet with parents as needed to address behavior concerns in the classroom (conference, ARD, CMIT, 504). All students have Parent/Teacher conferences at least 2 times per year.

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.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access.	Parent Liaison	Computers@home survey	September 2018 December 2018	Survey parents and set up Computers@home training	Students and families have some type of technology access.
Communicate information through eNews and through hard copies when internet access Is not available.	Principal, professional staff	Phone calls, newsletter	August 13, 2018-May 24, 2019	Encourage eNews enrollment, parent information obtained by staff	eNews sent when news is available, weekly newsletter from staff
Utilize social media to keep parents and community informed.	Teacher Leader	Facebook, Twitter	August 2018 through to May 2019	Parents given websites to get information. Staff using REMIND	Parents feedback that they access Isaacs social media.
Upgrade and maintain the campus website for easy access and increased communication with the community.	Teacher Leader	School Website Training	August 2018 through to May 2019	Website is easy to navigate.	Website is maintained with all updated pertinent information regarding district and Isaacs ECS.
Partner with local community organizations to offer parental programs on a variety of topics (academic, social, etc…).	Counselor	Parent Program Education	Monthly August 2018 through to May 2019	Some parents attend each monthly parent training meeting.	More parents frequent the monthly meetings and provide feedback

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					on information learned.
Principal meets with the PTA on a regular basis to gain insight to student/parent needs.	Principal	Meeting space, time	Monthly September 2018 - May 2019	Set schedule for meetings	Attend schedules and provide updates and solicit input from PTA board
Publicize and assist parents in signing up for Ready Rosie, where they will receive 2 minute video modeled instructional activities to do with their children.	Classroom Teachers	Ready Rosie, technology	Weekly August 2018 through to May 2019	Some parents access Ready Rosie as indicated by reports from Ready Rosie.	Students tell teacher about doing Ready Rosie at home with family.

Transition

The campus will assist students in making a successful transition between early childhood school to elementary school.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Pre-Kindergarten staff works collaboratively with Kindergarten staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions)	Special Education Team Leader	Calendar, assessment data, student IEP's	September 2018 to May 2019	Elementary campuses send representative to ARD transition meeting for parents to know what will happen in K for their child.	The transition plan for Kindergarten is put into place to include assessment, minutes, services, schedule, and support as needed.
Preschool teachers provide the future kindergarten teacher with children's portfolios or a written record of their learning during preschool.	PreK Teachers	create portfolio	September 2018 to May 2019	Staff creates portfolio with understanding of necessary components.	Portfolios are completed and distributed with student folders to feeder campus.
Parent orientations are held to explain the kindergarten program to parents.	Parent Liaison		Spring 2019	Parents share expectations for K.	Transition plan is in place for K.
Transition books are used with students and families to provide pictorial support during transition	Special Education Team Leader	Boardmaker, and visuals aligning with K campus	May 2019 as needed	Sped TL communications with feeder school TL to make transition plan for student.	Transitions books are completed and distributed as needed.

State Certified Teachers and Highly Qualified Paraprofessionals

The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
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. by the **Title I Component 4 and 5** **Funding source: State and Local**	Professional Learning Department, Curriculum Department, and Campus Administrators	Handouts, Books, Curriculum supports, SafeSchools	August 2018 to May 2019	Staff attends all PDH required by campus and district.	Staff implement effective learning within their professional practice.