

# Plano Independent School District

## Head Start Program

2019-2020



**Board Approval Date:** October 1, 2019  
**Public Presentation Date:** November 12, 2019

# **Mission Statement**

Through nurturing, encouraging and empowering experiences and opportunities, Plano ISD Head Start will provide

students and families a quality education, health services, and skills to improve their quality of life.

## **Vision**

Plano ISD Head Start's vision is to reach and teach every child and prepare them to be kindergarten ready.

The Head Start model is to advocate for the whole child, the family and community to ensure all vulnerable children and families have what they need to succeed.

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# Comprehensive Needs Assessment

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## **Student Data: Assessments**

- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

## **Student Data: Behavior and Other Indicators**

- Attendance data

## **Employee Data**

- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

## **Parent/Community Data**

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

### **Support Systems and Other Data**

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

# Goals

Revised/Approved: October 16, 2019

## Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

**Performance Objective 1:** By May 2020, seventy-five percent of the 4 year old students will demonstrate growth between each assessment wave on the area of rapid vocabulary on the CIRCLE assessment. HSPPS 1302.31 (b) (1) (iv)

**Evaluation Data Source(s) 1:** CIRCLE data, common unit assessment data; performance tasks; teacher walkthrough data specific to vocabulary instruction

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Continue performance objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<b>TEA Priorities</b> Build a foundation of reading and math 1) Teachers will plan explicit vocabulary instruction in whole and small groups on a daily basis.	Head Start Director; Education Managers	* Lesson plans clearly identify vocabulary instruction, exposure, student engagement across content and throughout the learning environment (ie. centers) *			
2) Teachers will model to parents the benefits of exposing lots of words, hearing a variety of sophisticated words and having conversations about past and future events as well as explanations.					
= Accomplished                = No Progress                = Discontinue					

**Goal 1: Learning and Teaching:** All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

**Performance Objective 2:** By May 2020, students will demonstrate growth in their overall writing competency using data sources such as the Circle Assessment and Early Learning Outcomes rubrics specific to emergent writing.

**Evaluation Data Source(s) 2:** CIRCLE data, common unit assessment data; artifacts (ie. student books - beginning, middle, end of year samples)

**Summative Evaluation 2:** Met Performance Objective

**Next Year's Recommendation 2:** Continue performance objective to deepen a child's understanding of the writing process

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Teachers will begin book making compositional experiences for their students by October 1, 2019.					
 = Accomplished  = No Progress  = Discontinue					

**Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.**

### **Goal 3: Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.**

**Performance Objective 1:** By May 2020, teachers will learn about and participate in the Professional learning community (PLC) process. Teachers will meet and work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Additional staff members will participate when the PLC discussion fits their service area.

**Evaluation Data Source(s) 1:** PLC meeting agendas. HRS staff surveys

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Continue this objective to deepen teachers' understanding and role in a PLC.

**Goal 3:** Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.

**Performance Objective 2:** By May 2020, Plano ISD Head Start will design and implement a process for participating in Professional Learning Communities that focuses on effective curriculum implementation, knowledge of the Head Start Early Learning Outcomes Framework, and using data to individualize learning experiences to improve outcomes for all children.

**Evaluation Data Source(s) 2:** PLC schedule, agendas, data tracking forms, HRS surveys

**Summative Evaluation 2:** Met Performance Objective

**Next Year's Recommendation 2:** Create a new goal related to the PLC and collaborative team framework to help move our campus along the continuum of understanding the meaning and outcomes of an effective and well-functional PLC.

**Goal 3:** Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.

**Performance Objective 3:** By May 2020, Plano ISD Head Start will create and implement a coaching model to include intensive coaching (goal setting, observations, modeling, feedback) and other forms of research-based professional development aligned with program performance goals

**Evaluation Data Source(s) 3:** Coaching schedules/logs, formative feedback (emails, written feedback), PLC agendas with coaches in attendance; teacher surveys

**Summative Evaluation 3:** No progress made toward meeting Performance Objective

**Next Year's Recommendation 3:** Our campus does not have an instructional specialist. We will continue this objective.

**Goal 3:** Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.

**Performance Objective 4:** Increase number of staff certified in CPR by 10% by May 2020.

**Evaluation Data Source(s) 4:** Child Plus training data

**Summative Evaluation 4:** Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Offer training on campus.					
 = Accomplished  = No Progress  = Discontinue					

**Goal 4: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.**

**Goal 5: Strategic Resource Management: As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.**



# Addendums

**CAMPUS APPENDIX**  
**STATE MANDATES IMPLEMENTATION REFERENCE**

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p><b>1. Bullying</b></p> <p><b>Staff Prevention</b></p> <ul style="list-style-type: none"> <li>• Identify high risk areas</li> <li>• Monitor high risk areas</li> <li>• Follow campus rules/expectations</li> </ul> <p><b>Staff Education</b></p> <ul style="list-style-type: none"> <li>• Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>• Review referral process</li> </ul> <p><b>Staff Intervention</b></p> <ul style="list-style-type: none"> <li>• Establish recommended intervention strategies for classroom/campus</li> <li>• Implement campus referral plan</li> <li>• Utilize Discipline Management strategies</li> </ul> <p><b>Student Prevention</b></p> <ul style="list-style-type: none"> <li>• Clearly state student expectations/campus rules/citizenship</li> <li>• Monitor high risk areas</li> </ul> <p><b>Student Education</b></p> <ul style="list-style-type: none"> <li>• Explain referral process/contacts</li> <li>• Anonymous Tip Line</li> </ul> <p><b>Student Intervention</b></p> <ul style="list-style-type: none"> <li>• Apply classroom interventions</li> <li>• Employ discipline interventions</li> <li>• Use other intervention strategies as necessary/appropriate</li> <li>• Conference with parents/students</li> </ul>	<p>TEC 11.252(a)(3)(E)</p>	<p>Principal</p>	<p>The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p><b>2. Coordinated Health Program</b>  <b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>• K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.</li> <li>• K-8 Include at least one Parent on Campus Wellness Team.</li> <li>• K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom.</li> <li>• K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>• K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>• 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>• 4<sup>th</sup> and 7<sup>th</sup> Ensure all data for 3<sup>rd</sup> - 8<sup>th</sup> grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>• K-8 Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.</li> <li>• K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors.</li> <li>• K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.</li> </ul>	<p>TEC 11.253(d)  Board Policy FFA(Local)</p>	<p>Principal</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> <li>• K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>• K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>			
<p><b>3. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Funding source: State and Local</li> </ul>	ESSA	Principal	
<p><b>4. Parent Involvement</b></p> <ul style="list-style-type: none"> <li>• Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local</li> <li>• Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local</li> <li>• Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>• Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> <li>• Utilize social media to keep parents and community informed. Funding source: State and Local</li> <li>• PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local</li> <li>• Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local</li> <li>• Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA</li> </ul>		Principal	