Plano Independent School District

Isaacs Early Childhood School

2021-2022

Board Approval Date: November 3, 2021

Mission Statement

Plano ISD Mission Statement

Our Plano ISD learning community will educate, inspire and empower every student to activate their unique potential in a dynamic world.

Isaacs ECS Mission Statement

In partnership with Isaacs' families, we will lay a strong foundation in a collaborative environment that is filled with exploration, discovery, excitement, interactive and hands-on developmentally appropriate activities for all.

Vision

Plano ISD Vision Statement

Committed to Excellence

Dedicated to Caring
Powered by Learning
Plano ISD Proud

Isaacs Early Childhood School Vision Statement

At Isaacs ECS we create exciting beginnings and nurture children to become lifelong learners.

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: September 30, 2021

Needs Assessment Overview

Our Comprehensive Needs Assessment was compiled in August 2021. The Questions to Consider document and information from a variety of resources was gathered to make informed decisions about our strengths and areas of concern.

Demographics

Demographics Summary

- Serve the Plano East Senior High School Feeder System (13 Elementary Schools)
- Serve the Dual Language students within our attendance zone and students who would otherwise attend Pearson ECS
- Serve three-year-old students from one-half of Pearson ECS attendance zone along with the 13 elementary schools on the eastside of the district.
- Currently serving
- Starting on their third birthday, we continually enroll special education students in ECSE classrooms as they qualify for services.
- All students who are in our three years old classrooms, or born after 9/1/17, are identified as students with special education services
- Current enrollment is 76 three year old students and 2our year old students. All four year old students are in full day classrooms. All three year old students are in one-half day classrooms, either morning or afternoon. Total enrollment is 281 students
- Students born on or before 9/1/17 and after 9/2/16 qualify to enroll at Isaacs if they are economically disadvantaged, second language learners (ESL), dual language, special education, foster care, homeless, children of military active duty or disabled veteran, Star of Texas, and children of fallen first old students. PISD approves four-year-old special education students for full day Pre-K if they have academic or social-emotional learning goals. T.rhey only attend Isaacs for one school year before transitioning to another campus for Kinergarten.
- Many of our students come from families who are economically disadvantaged
- Ethnicity: Hispanic - 34%, Asian - 26%, White - 24% - African American - 12%, the rest are either two or more races or Native American.
- Gender: Male - 60%, Female 40
- Special Education: 44% of students qualify for special education services
- Percentage of students who are in the ESL program - 37%
- Percentage of students who are in the One-Way Dual Language Program: 14%
- Staff - 39 professional and 50 paraprofessional staff members
- Staff members mostly reflect the ethnicity of the students on campus.

Demographics Strengths

- At least two adults in each classroom (one a certified teacher)

- Once enrolled there is minimal mobility of students

- Ability to teach in native language (Spanish)

- All teachers are certified in Early Childhood Education, Special Education, and are either Bilingual or ESL certified

- Dual Language Staff

- Multitude of resources are available to:

  ○ Staff

- Parents

Problem Statements Identifying Demographics Needs

Problem Statement 1: Isaacs averaged just over 92% attendance for the 2020-2021 school year. **Root Cause:** Isaacs is the first opportunity for three and four year old students to attend school. Some parents keep children home from school for a variety of reasons. Many students can access district transportation. Many students have unique home situations including having only one car or no transportation. There are few homes close enough to Isaacs for students to walk to school.

Problem Statement 2: Isaacs has difficulty involving families for school day volunteer opportunities. **Root Cause:** Around one-half of our students attend Isaacs for one school year and then transition to a new school, either Pearson or Kindergarten. Many of our parents either don't own a car or only have one car. Building relationships with families at the classroom level is well established but does not translate to school wide involvement except for certain events like the school picnic.

Problem Statement 3 (Prioritized): The majority of our four year old students come from families that are economically disadvantaged and/or second language learners. **Root Cause:** Research studies show that students who are economically disadvantaged and/or second language learners are often not exposed rich vocabulary . Continue to build language rich environments

Student Learning

Student Learning Summary

- Special education students are making progress toward their IEP goals
- IEP goals and accommodations are specifically designed and documented for individual students.
-     - Professional learning scheduled for writing IEPs for new teachers and those who want to have a better understanding of the process (teracher choice)
-     - IEP goals peer reviewed
-     - Developmentally appropriate instruction and intervention of social emotional and academic learning for students with significant delays
- Greater than 95% of all four year old students show progress in all areas of Circle from the BOY and EOY Circle Assessment
- Dual Language students begin the year at a lower percentage on Circle than the monolingual students, and show greater growth over the school year
- Professionals and paraprofessionals work as a collaborative classroom team to ensure an optimal learning environment
-     - Specific professional learning for paraprofessionals and professional staff on building positive relationships
-     - Time dedicated to collaboration
- Teachers follow the PreKindergarten Guidelines and PISD curriculum resources including Savvas (Pre-K), Teaching Strategies (EE), Heggerty Pre-K Phonemic Awareness, Changemakers (formerly Settle Your Glitter) and Ready Body Ready Minds
- This is the first school year of Proclamation 2020 and a Teaching Strategies
- Response to Intervention (RtI) groups are targeted to specific learning targets and flexible within the classroom
- Social Emotional learning is taught along with academics with a developmentally appropriate, research based curriculum (SYG)
- Isaacs has around 1% of students enrolled in the Parent Taught Temporary Virtual Option to start the 21/22 school year
-     - Weekly lessons are created by Plano ISD Pre-K teachers.
- When students quarantine with COVID or as a close contact, parent are offered Remote Conferencing
-     - Remote conferencing is taught by a certified teacher using Plano ISD curriculum and resources
-     - Student are excused for up to 20 days for the 2021-22 school year when they are quarantining
- Students enrolled in TVO and RC check out a school issued iPad.

Student Learning Strengths

- RtI groups
- Flexible Rti Groupings
- Base lines / prior knowledge
- Impacts teaching and learning cycle
- Informal assessment
- Rote counting

- Rhyming
- Progress in all areas of Circle
- Utilizing all staff
- Circle Assessment Strengths

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Research-based instructional practices to increase student achievement lack consistency across the campus. **Root Cause:** The campus is refining clear expectations for supporting academic and social emotional development of students through best practices. Accountability Self-report Follow-through Better training Teachers model appropriate practices in their peers classrooms "Real action" training Not the case for 4s- agree for SPED and 3s Need quality SPED training

Problem Statement 2 (Prioritized): Constructive feedback on instructional practices is not regularly provided to staff. **Root Cause:** The current walkthrough data template is not aligned with instructional best practice. A new walkthrough form has been developed to align with instructional expectations and engagement of students Data will be collected and analyzed for effectiveness

Problem Statement 3 (Prioritized): All teachers are learning a new curriculum with new resources. **Root Cause:** With the adoption of a new curriculum, teachers must implement classroom instruction that is unfamiliar and often a new approach to instruction and scope and sequence.

Problem Statement 4: Student attendance averages around 92% for all students. **Root Cause:** Isaacs is the first opportunity for three and four year old students to attend school and many parents will keep them home from school for a variety of reasons. Transportation is provided from most student home schools. Many students have unique home situations including having only one car or no transportation. There are very few homes close enough to Isaacs for students to walk to school.

Problem Statement 5 (Prioritized): Collaborative planning teams were introduced to the Collaborative Team Framework and Instructional strategies at the beginning of the 19/20 school year. **Root Cause:** Continued support and professional learning will be needed with these two documents and how their alignment with HRS and collaborative team planning. a pilot program was introduced to 10 teachers during the last 9 weeks of the 2020-2021 school year. Collaborative planning teams are chaired by teachers from the pilot program

Problem Statement 6 (Prioritized): The principal has not consistently met with all professional staff to provide specific feedback on quality PreK indicators. **Root Cause:** A priority is to use the PreK Quality Checklist o provide feedback to professional staff . Separate checklists for specialized classrooms- age appropriate Not 1-size fits all Feedback is given, may need follow-through on change

Problem Statement 7 (Prioritized): The majority of our four year old students come from families that are economically disadvantaged and/or second language learners. **Root Cause:** Research studies show that students who are economically disadvantaged and/or second language learners are often not exposed rich vocabulary . Continue to build language rich environments

Problem Statement 8: Isaacs averaged just over 92% attendance for the 2020-2021 school year. **Root Cause:** Isaacs is the first opportunity for three and four year old students to attend school. Some parents keep children home from school for a variety of reasons. Many students can access district transportation. Many students have unique home situations including having only one car or no transportation. There are few homes close enough to Isaacs for students to walk to school.

School Processes & Programs

School Processes & Programs Summary

Retention of Professional staff: 89%
New position for early childhood schools - Assistant Principal
Collaborative Planning PLCs meets on a weekly basis
Collaborative Planning PLCs meets prior to the introduction of a new unit for extended planning
Collaborative Neighborhood PLCs meet at least one time per month.
Professional learning opportunities are designed to enhance instructional practices and geared toward PreK
Attendance is monitored daily. Teachers follow up with parents when a student is absent or consistently late for school. If absen
Instructional coach observes instructional practices throughout the school, assisting teachers in improving instruction.
ESL specialist provides support, assessment, and documentation for second language learners.
Special education team leader provides professional learning and monitors compliance of special education teachers and the ass
The principal, assistant principal, and special education team leader meet weekly to discuss results of student special education a
Team Leaders meet at least one time per month to provide input and develop plans and programs for the staff.
The Leadership Team meets weekly to discuss the state of Isaacs, both strengths and areas of growth.
Technology is used throughout the school day to enhance instruction. We closely monitor screen time for the students.
The parent liaison and counselor provide parent learning opportunities throughout the school year.
MTSS-Multi-Tiered System of Supports meets as needed to develop a plan for students with academic, functional, and behavior c
SST-Student Support Team meets as needed to address specific student concerns including academic, functional, behavior, and
District parent training for SPED parents provided throughout the school year. Include trainings specific to Pre-K parents
Paraprofessional training and support, including inboarding for new paraprofessional staff.
Utilize the counselor, parent liaison, librarian, PTA, principal, and assistant principal to provide opportunities for families to get to k

School Processes & Programs Strengths

Technology:

- Student access to iPads, CPU, Osmos, Bluebots; Three Cheers for PreK, STEMroom, CODE Train Kit

- For instruction: amplification/speaker, Circle, RtI, Elmos, GoNoodle, Curriculum planner, eStar, Google, LPAC, 504 and MTSS

- For parents: SeeSaw, Facebook, Smore, eNews, Twitter, Curriculum, Instruction, Assessment

- Curriculum, Instruction, Assessment: PDH learning sessions, UbD, Circle, AEPs, Manipulatives, Resource

Process for Collaborative

Process for Collaborative Planning/Decision Making

- Scheduled planning day with targeted groups to generate/share instructional strategies

- Student needs/Achievement

  - RtI, CMIT, Consult SPED, staffings

- SeeSaw

- Leadership Team Meetings

- Team Leader Meetings

- Neighborhood meetings

- Parent training opportunities

- Multi-Tiered Systems of Support and Student Support Team

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student attendance averages around 92% for all students. **Root Cause:** Isaacs is the first opportunity for three and four year old students to attend school and many parents will keep them home from school for a variety of reasons. Transportation is provided from most student home schools. Many students have unique home situations including having only one car or no transportation. There are very few homes close enough to Isaacs for students to walk to school.

Problem Statement 2: Parents of our students are often hesitant to become involved in school activities and family engagement opportunities. **Root Cause:** Over one-half of the students only attend Isaacs for one school year. All of our students must qualify to attend the school. Students identified as needing special education services may enroll on their third birthday. Students entering Isaacs that turn four before September 1 of the current year qualify to attend for a variety of reasons: low socioeconomic status, ESL, bilingual Spanish, foster care, active duty military or disabled veteran, Star of Texas, fallen officers, and homelessness. As the first school experience for many of our students, earning the trust of the families by providing a welcoming atmosphere to increase family involvement is key to success.

Problem Statement 3 (Prioritized): Research-based instructional practices to increase student achievement lack consistency across the campus. **Root Cause:** The campus is refining clear expectations for supporting academic and social emotional development of students through best practices. Accountability Self-report Follow-through Better training Teachers model appropriate practices in their peers classrooms "Real action" training Not the case for 4s- agree for SPED and 3s Need quality SPED training

Problem Statement 4 (Prioritized): Constructive feedback on instructional practices is not regularly provided to staff. **Root Cause:** The current walkthrough data template is not aligned with instructional best practice. A new walkthrough form has been developed to align with instructional expectations and engagement of students Data will be collected and analyzed for effectiveness

Problem Statement 5: Isaacs has difficulty involving families for school day volunteer opportunities. **Root Cause:** Around one-half of our students attend Isaacs for one school year and then transition to a new school, either Pearson or Kindergarten. Many of our parents either don't own a car or only have one car. Building relationships with families at the classroom level is well established but does not translate to school wide involvement except for certain events like the school picnic.

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Problem Statement 7 (Prioritized): All teachers are learning a new curriculum with new resources. **Root Cause:** With the adoption of a new curriculum, teachers must implement classroom instruction that is unfamiliar and often a new approach to instruction and scope and sequence.

Problem Statement 8 (Prioritized): The principal has not consistently met with all professional staff to provide specific feedback on quality PreK indicators. **Root Cause:** A priority is to use the PreK Quality Checklist o provide feedback to professional staff . Separate checklists for specialized classrooms- age appropriate Not 1-size fits all Feedback is given, may need follow-through on change

Problem Statement 9 (Prioritized): Collaborative planning teams were introduced to the Collaborative Team Framework and Instructional strategies at the beginning of the 19/20 school year. **Root Cause:** Continued support and professional learning will be needed with these two documents and how their alignment with HRS and collaborative team planning. a pilot program was introduced to 10 teachers during the last 9 weeks of the 2020-2021 school year. Collaborative planning teams are chaired by teachers from the pilot program

Perceptions

Perceptions Summary

Isaacs is a safe and inclusive school for three and four year old students.

We believe in equity for all students and putting student needs first in every decision we make.

We follow the State of Texas Teacher Ethics guidelines

We believe in providing a loving and nurturing environment for our students.

We believe in giving students a strong foundation in social and emotional learning along with academics

We believe all students can learn when staff meets them at their level and engage them with quality instruction.

We strive to be welcoming to all parents and families within our community.

We value the support of our families, staff, and community.

We believe in the power of play to facilitate learning.

Perceptions Strengths

- School safety - we are a safe place for students, staff, and families
- Positive community perception / positive atmosphere for staff and students
    - Parents Google search us
- Game plan for those who need behavior support (a need for some)
- Parent - Teacher Communication and Teacher - Parent Communication
- All children are excited to come to school and feel loved and cared for by the staff.
- Social and emotional teaching, modeling, and practice
- We provide a strong foundation in learning for our students for success in Kindergarten and beyond.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents of our students are often hesitant to become involved in school activities and family engagement opportunities. **Root Cause:** Over one-half of the

students only attend Isaacs for one school year. All of our students must qualify to attend the school. Students identified as needing special education services may enroll on their third birthday. Students entering Isaacs that turn four before September 1 of the current year qualify to attend for a variety of reasons: low socioeconomic status, ESL, bilingual Spanish, foster care, active duty military or disabled veteran, Star of Texas, fallen officers, and homelessness. As the first school experience for many of our students, earning the trust of the families by providing a welcoming atmosphere to increase family involvement is key to success.

Problem Statement 2: Isaacs has difficulty involving families for school day volunteer opportunities. **Root Cause:** Around one-half of our students attend Isaacs for one school year and then transition to a new school, either Pearson or Kindergarten. Many of our parents either don't own a car or only have one car. Building relationships with families at the classroom level is well established but does not translate to school wide involvement except for certain events like the school picnic.

Problem Statement 3 (Prioritized): All teachers are learning a new curriculum with new resources. **Root Cause:** With the adoption of a new curriculum, teachers must implement classroom instruction that is unfamiliar and often a new approach to instruction and scope and sequence.

Priority Problem Statements

Problem Statement 1: Research-based instructional practices to increase student achievement lack consistency across the campus.

Root Cause 1: The campus is refining clear expectations for supporting academic and social emotional development of students through best practices. Accountability Self-report Follow-through Better training Teachers model appropriate practices in their peers classrooms "Real action" training Not the case for 4s- agree for SPED and 3s Need quality SPED training

Problem Statement 1 Areas: Student Learning - School Processes & Programs

Problem Statement 2: Constructive feedback on instructional practices is not regularly provided to staff.

Root Cause 2: The current walkthrough data template is not aligned with instructional best practice. A new walkthrough form has been developed to align with instructional expectations and engagement of students Data will be collected and analyzed for effectiveness

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 5: The majority of our four year old students come from families that are economically disadvantaged and/or second language learners.

Root Cause 5: Research studies show that students who are economically disadvantaged and/or second language learners are often not exposed rich vocabulary . Continue to build language rich environments

Problem Statement 5 Areas: Demographics - Student Learning

Problem Statement 3: All teachers are learning a new curriculum with new resources.

Root Cause 3: With the adoption of a new curriculum, teachers must implement classroom instruction that is unfamiliar and often a new approach to instruction and scope and sequence.

Problem Statement 3 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 6: Collaborative planning teams were introduced to the Collaborative Team Framework and Instructional strategies at the beginning of the 19/20 school year.

Root Cause 6: Continued support and professional learning will be needed with these two documents and how their alignment with HRS and collaborative team planning. a pilot program was introduced to 10 teachers during the last 9 weeks of the 2020-2021 school year. Collaborative planning teams are chaired by teachers from the pilot program

Problem Statement 6 Areas: Student Learning - School Processes & Programs

Problem Statement 4: The principal has not consistently met with all professional staff to provide specific feedback on quality PreK indicators.

Root Cause 4: A priority is to use the PreK Quality Checklist o provide feedback to professional staff . Separate checklists for specialized classrooms- age appropriate Not 1-size fits all Feedback is given, may need follow-through on change

Problem Statement 4 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Student Progress Domain

Student Data: Assessments

- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation 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, gender, etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Evaluation(s) of professional development implementation and impact

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Revised/Approved: September 30, 2021

Goal 1: "District Improvement Plan - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2020 to 2022."

Performance Objective 1: Reading - On-track to meet standard on third grade STAAR Reading Assessment:
Increase the percentage of students scoring on-track, 26 points, to meet standard for English Phonemic Awareness on Wave 1 to Wave 3.
Increase the percentage of students scoring on-track, 21 points, to meet standard for Spanish Phonemic Awareness on Wave 1 to Wave 3.

Reading - On-track to meet approaches standard on third grade STAAR Reading Assessment:
Increase the percentage of students scoring at approaches standard, 17 points, to meet standard for English Phonemic Awareness on Wave 1 to Wave 3.
Increase the percentage of students scoring at approaches standard , 15 points, to meet standard for Spanish Phonemic Awareness on Wave 1 to Wave 3.

   Targeted or ESF High Priority

   HB3 Goal

   Evaluation Data Sources: CIRCLE progress monitoring results on the phonological awareness measure

Strategy 1 Details	Formative Reviews		
Strategy 1: Professional staff will attend weekly UbD collaborative meetings in teams of 4-8 utilizing the principles of High Reliability Schools (HRS), the Collaborative Team Framework, and the PISD Instructionall Model in order to plan and create intentional phonological awareness instruction using data from the CIRCLE to drive instruction and strategies.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Reading On-Track to meet Standard: Increase the percentage of students scoring on-track to meet standard for English Phonemic Awareness on Wave 1 to 51 percentage points by Wave 3. Increase the percentage of students scoring on-track to meet standard for Spanish PA on Wave 1 to 56 percentage points by Wave 3. Reading On-Track for Approaching Standard: Increase the percentage of students scoring on-track to approaching standard for English PA on Wave 1 to 86 percentage points by Wave 3. Increase the percentage of students scoring on-track to approaching standard for Spanish PA on Wave 1 to 93 percentage points by Wave 3. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will attend training regarding research-based, developmentally-appropriate strategies and best practices in PreK phonological awareness/precursor to reading instruction.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Training will provide teachers with a better understanding of PreK phonological awareness guidlines. Through differentiated and targeted instruction growth will be evident and gaps will be addressed for all learners using the teaching and learning cycle to deliver classroom instruction. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will provide ten minutes of explicit instruction per school day in Phonological and Phonemic Awareness using the Heggerty Curriculum adopted by Plano ISD for the 2021-2022 school year.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: When lessons are taught consistently each day with explicit teacher modeling and scaffolded support, teachers see improvement in students' reading, spelling, and writing, as the students learn to hear the sounds in words. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will expose at risk students to quality literature in a variety of genres, using the Pre-K guidelines section for text read-aloud, during small group instruction and literacy circles.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Children's comprehension of text is influenced by real-life experiences, including virtual learning experiences, and through explicit vocabulary instruction received before and during their time in the classroom. Reading books in English with ELL children will increase their knowledge of English language and vocabulary. In classrooms with children who are learning English, it is also critical that children read books in their home language whenever possible. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **Funding Sources:** English language books aligned to new curriculum - 199 State Comp Ed - $2,490, Spanish language books aligned to curriculum - 199 Bilingual/ESL/ELL - $1,302			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: "District Improvement Plan - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2020 to 2022."

Performance Objective 1: Math - On-track to meet standard on third grade STAAR Math Assessment:
Increase the percentage of students scoring on-track cut score, 26 points, to meet standard for English Math Measure on Wave 1 to Wave 3.
Increase the percentage of students scoring on-track cut score, 26 points, to meet standard for Spanish Math Measure on Wave 1 to Wave 3.

Math - On-track to meet approaches standard on third grade STAAR Math Assessment:
Increase the percentage of students scoring at approaches standard cut score, 20 points, to meet standard for English Math Measure on Wave 1 to Wave 3.
Increase the percentage of students scoring at approaches standard cut score , 20 points, to meet standard for Spanish Math Measure on Wave 1 to Wave 3.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: CIRCLE progress monitoring results on the math measure

Strategy 1 Details	Formative Reviews		
Strategy 1: Professional staff will attend weekly UbD collaborative meetings in teams of 4-8 utilizing the principles of High Reliability Schools (HRS), the Collaborative Team Framework, and the PISD Instructionall Model in order to plan and create intentional math instruction using data from the CIRCLE to drive instruction and strategies.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Math On-Track to Meet Standard			
Increase the percentage of students scoring on-track to meet standard for English Math on Wave 1 to 68 percentage points by Wave 3.			
Increase the percentage of students scoring on-track to meet standard for Spanish Math on Wave 1 to 58 percentage points by Wave 3.			
Math On-Track to Meet Approaching Standard			
Increase the percentage of students scoring on-track to meet approaching standard for Math on Wave 1 to 94 percentage points by Wave 3.			
Increase the percentage of students scoring on-track to meet approaching standard for Spanish Math on Wave 1 to 93 percentage points by Wave 3.			
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist			
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will attend training regarding research-based, developmentally-appropriate strategies and best practices in PreK math instruction.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Training will provide teachers with a better understanding of PreK math guidelines. Through differentiated and targeted instruction growth will be evident and gaps will be addressed for all learners using the teaching and learning cycle to deliver classroom instruction. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

0% No Progress   100% Accomplished   Continue/Modify   ✗ Discontinue

Goal 3: District Improvement Plan - Plano ISD graduates will possess the skills and knowledge that enable them to be life ready citizens and leaders in the global workforce.

Performance Objective 1: Social Emotional Learning: Increase the percentage of Pre-K students scoring at or above the cut score, 55 on the SEL measure from Wave 1 to Wave 3 of the CIRCLE progress monitoring assessment to 63%.

    Targeted or ESF High Priority

    HB3 Goal

    Evaluation Data Sources: CIRCLE Social Emotional Progress Monitoring Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Baseline data will be collected at the culmination of Wave 1 CIRCLE progress monitoring assessment in the area of Social Emotional to drive instruction and instructional feedback forms will be created and implemented to monitor practices and provide constructive feedback to staff on SEL practices.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: The campus will meet 100% of the district expectations of providing 200 instances of instructional feedback to teachers, to improve consistency in campus instructional practices and effective teaching in every classroom.
     Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist
     TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Professional staff will utilize the PK Quality Indicators Checklist to reflect on their classroom culture, environment, and social emotional practices and discuss with their collaborative teams two times during the 21-22 school year.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Classroom teachers will show growth in the utilization of a positive classroom environment and social emotional best practices from the Quality Indicators Checklist. This is expected to improve consistency in campus instructional practices and effective teaching in every classroom.
     Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Teachers
     TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional staff will attend weekly UbD collaborative meetings in teams of 4-8 utilizing the principles of High Reliability Schools (HRS), the Collaborative Team Framework, and the PISD Instructionall Model in order to plan and create intentional phonological awareness instruction using data from the CIRCLE to drive age appropriate instruction and strategies in the area of Social Emotional	**Formative**		
	Nov	**Feb**	**June**

Learning.

Strategy's Expected Result/Impact: Students will benefit from learning focused on direct social skill instruction, explicit teaching, and repeated opportunities to practice skills necessary to get along with peers and teachers so that they are school ready.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Site Based Improvement Committee

Committee Role	Name	Position
Counselor	Gretchen Wollmuth	Counselor
Classroom Teacher	Amy Smith	ESL teacher
Administrator	Jane Oestreich	Principal
Classroom Teacher	Julie Washburn	ELC FD Teacher
Special Education Team Leader	Julie Darling	Special Education Team Leader
Instructional Specialist	Sandi Yarbrough	Instructional Specialist
PTA President/Parent	Glenda Osario	PTA President/Parent
District-level Professional	Ashley Davis	Early Childhood Director
Business Representative	Paul Pace	Owner of Pace gfx
Business Representative	Scott Yarbrough	Professor of English
Community Representative	Cheri Izbicki	Retired principal
Classroom Teacher	Deborah Rivera	teacher
Parent	Summaiya Khalid	Parent
Classroom Teacher	Suzette Rupp	Classroom teacher
Classroom Teacher	Gerri Carter	teacher
Paraprofessional	Rosie Barrientos	paraprofessional
Parent	Akhilendra Singh	parent
Parent	Elleni Girma	parent
Parent	Evelyn X	parent
Parent	Jennifer McCurdy	parent
Parent	Shametta Singelton	parent
Community Representative	Toni Thomas	community representative
Parent	Lizetth Velez	parent

Campus Funding Summary

			199 State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	English language books aligned to new curriculum		$2,490.00
				Sub-Total	$2,490.00
				Budgeted Fund Source Amount	$2,490.00
				+/- Difference	$0.00
			199 Bilingual/ESL/ELL		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Spanish language books aligned to curriculum		$1,302.00
				Sub-Total	$1,302.00
				Budgeted Fund Source Amount	$1,302.00
				+/- Difference	$0.00
				Grand Total	$3,792.00

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.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	**Bullying** **Staff Prevention** ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations **Staff Education** ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process **Staff Intervention** ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies **Student Prevention** ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas **Student Education** ● Explain referral process/contacts ● Anonymous Tip Line **Student Intervention** ● Apply classroom interventions	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students		
Principal	**Coordinated Health Program** **Coordinated School Health** ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. ● K-8 Include at least one Parent on Campus Wellness Team. ● 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. ● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. ● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. **Fitness** ● 3-8 Pre and Post Assess all eligible students using fitness test components. ● 4th and 7th Ensure all data for 3rd - 8th 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. **Physical Activity Requirements** ● K-8 Campuses Only: 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. ● K-8 Measure MVPA and physical activity time	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	using pedometers and heart rate monitors. ● 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. ● K-5 Ensure students are receiving daily unstructured play during recess. ● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. **Attendance** ● K-8 Monitor attendance of students and follow up on prominent and chronic absences.		
Principal	**Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** ● 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. ● Funding source: State and Local	ESSA	
Principal	**Parent Involvement** ● 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 ● 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 ● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local ● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local ● Utilize social media to keep parents and		

	community informed. Funding source: State and Local ● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local ● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). Funding source: State and Local ● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		