

Plano Independent School District
Isaacs Early Childhood School
2022-2023 Improvement Plan



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.

Core Beliefs

Plano ISD Core Beliefs

We Believe:

- ALL students are at the heart of our decisions.
- High expectations lead to growth and achievement for each student and staff member.
- Graduates must possess the skills and knowledge that prepare them to become responsible citizens and successful leaders.
- All students will utilize social, emotional and academic skills in order to become resilient and resourceful lifelong learners.
- The highest levels of learning occur when students are engaged in work that is relevant, authentic and challenging.
- Equity and access to equal opportunities are essential to reaching the highest levels of student achievement.
- As good stewards, we provide access to resources that enable each student to reach his/her aspirations.
- Our diverse, innovative and future-focused employees are the most valuable resource vital to the growth, care and success of each student.
- We embrace families, staff, students, and our community in the shared responsibility of educating our children.
- Developing meaningful, collaborative relationships in a welcoming, safe and caring environment is essential for student success.
- Quality public education is the foundation of a thriving community.

Isaacs Core Beliefs

We believe:

- children's needs come first
- children are curious and excited about learning
- children deserve a strong educational foundation
- children are responsible problem solvers
- children grow with a responsive and innovative staff
- children excel when staff, parents and community work together

ALL Isaacs students will succeed!

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Comprehensive Needs Assessment

Revised/Approved: June 20, 2022

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 identified as needing special education services from one-half of Pearson ECS attendance zone along with the 13 elementary schools on the eastside of the district.

Currently serving 73 three-year-old students. 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 9/1/18, are identified as students with special education services

Current enrollment is 73 three-year-old students and 180 four 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 271 students Students born on or before 9/1/18 and after 9/2/17 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. They 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 - 27%, White - 24% - African American - 10%, the rest are either two or more races or Native American. Gender: Male - 60%, Female 40 Special Education: 48% 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: 50% Staff - 12 professional and 25 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) - one-way dual language

English as a Second Language program

All teachers are required to be certified in Early Childhood Education, Special Education, and are either Bilingual or ESL certified Dual Language

English as a Second Language program

Staff Multitude of resources are available to:

- Staff
- Parents

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance is an issue for some Isaacs' students. **Root Cause:** Isaacs is the first opportunity for three and four year old students to attend school. Children are kept home for a variety of reasons other than illness. Some families have difficulty accessing 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 encouraging families to participate in school events that occur during the school day such as parent volunteering, attending parent training classes, ARD attendance. **Root Cause:** Around half of our students attend Isaacs for one school year and then transition to a new school. Many of our parents work during the school day or have transportation issues.

Problem Statement 3: The majority of our students come from families that are economically disadvantaged, second language learners, and/or qualify for special education. **Root Cause:** Students with one or more at risk factors could have increased difficulty with behavior, social skills, attendance, language acquisition, and overall academic growth.

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 is scheduled for writing IEPs for new teachers and those who want to have a better understanding of the process (teacher 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 second school year of Proclamation 2020 and Teaching Strategies

Response to Intervention (RtI) groups are targeted to specific learning targets and are flexible within the classroom

Social Emotional Learning is taught along with academics with a developmentally appropriate, research-based curriculum (SYG)

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 the Circle

Utilizing all staff

Circle Assessment Strengths

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Constructive feedback on instructional practices is not regularly provided to staff. **Root Cause:** 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 (Prioritized): Research-based instructional practices to increase student achievement lack consistency across the campus. **Root Cause:** Accountability Need quality training in SPED, additional instructional practices, real-action training PreK Quality Indicator Checklist that is appropriate for the setting Self-report and follow through Teachers model appropriate practice in peer classrooms

Problem Statement 3 (Prioritized): Teachers are in the second year of adapting to new curriculum that has been updated and realigned with state standards and resources **Root Cause:** PLC groups will continue to unpack and backwards plan collaboratively using framework from PISD

Problem Statement 4: Average daily student attendance is around 91%. **Root Cause:** Counselor support Weekly Admin meetings with Edugence to monitor attendance

Problem Statement 5: Subjectiveness of the SEL CLI data-does it measure what we need to measure for SEL, how can we create a common rubric/understanding of levels **Root Cause:** Clearer definition of each SEL question for teachers.

School Processes & Programs

School Processes & Programs Summary

Use the PISD Curriculum Framework to guide planning, to create plans and during Extended planning to ensure consistency among teachers and therefore, in their instruction. Effectiveness measured by student achievement on IEP goals, Circle Assessment, etc.
The children have weekly library instruction, bi-weekly guidance lessons, daily gross motor, Ready Bodies lab, and worktime. Consistent Integration is a work in progress. These are reflected in the master schedule.
Weekly planning with leadership attending occasionally, Instructional Specialist leads Extended planning, SLPs plan together weekly
For Special education, progress on goals and Circle Assessment for growth and identifying areas of need. For general education 4 year olds, the Circle Assessment.
Walkthroughs are conducted and the feedback is provided instantaneously. Formal Observations for teachers using TTESS.
The campus needs to strengthen the mentor program with scheduled times for mentor/mentees to meet.
Scheduled PDH, planning by class type, Highly Reliable Schools, upstart of Zones of Regulation; teacher/SLP/paras map out a plan on how to address student needs; Review data by teams
3 year olds start school with identified areas of need; for 4 year old gen ed classes, teachers provide individualized instruction and keep data, start MTSS process, communicate with parents, have special education team leader observe students, and initiate referral for special education if necessary.
Beginning Zones of Regulation implementation, implementing classroom behavior management process based on student needs, school-wide expectations for behavior in common areas, FBA and BIP if necessary. Leveled Behavior Guide not applicable.
Circle Assessment results, HRS surveys, and walkthrough data guide planning for professional learning.

School Processes & Programs Strengths

Staff engagement with students.

Children are involved in meaningful play.

Teaching teams communicate regularly, plan collaboratively, and meet the needs of the students.

Dedicated weekly collaborative planning time for PLCs.

Extended planning time scheduled for each curricular unit.

Schoolwide behavior expectations for common areas.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Collaborative Team Curriculum Framework is not always used consistently during planning. **Root Cause:** Lack of understanding/training on how to most

effectively use the framework and lack of time to effectively

Problem Statement 2: Integration of classrooms (special education and general education integrating a portion of each day) continues to be a work in progress as a consistent practice. **Root Cause:** Time in schedule, differing views on its importance; lack of understanding on how to implement

Problem Statement 3 (Prioritized): Walkthrough feedback is too general **Root Cause:** Questions are the same and not specific to the part of day being observed for effective teacher feedback

Perceptions

Perceptions Summary

The HRS Level 1 Survey reported that staff perceives the campus as “safe and orderly” with 87% of parents agreeing. About 70% of parents say “teachers help make important decisions” at my child’s school. Walkthrough data showed that

Walkthrough data showed that students were engaged in meaningful play 94% of the time. Paraprofessionals were actively engaged with students during 99% of walkthroughs.

Observation data from the 2021-2022 school year showed a need for continual monitoring of CORE team calls and documentation in Review 360. Based on this data the leadership team meets weekly to review this data.

Observation data from the 2021-2022 school year showed that the two major parent involvement activities were successful. The Isaacs picnic combined food, play, and informational resources for parents. At least one-third of the families were in attendance.

Student conferences and Open House were well attended by families.

Library volunteers consistently assisted the librarian on a weekly basis. The iBug Field Day had over 20 parent volunteers in attendance.

SeeSaw continues to be a district requirement for all classrooms. School administration will closely monitor regular communication between teachers and families.

"Praising Pandas", a daily opportunity for staff to praise other staff, was implemented and published by assistant principal.

Perceptions Strengths

What are our greatest strengths?

School is perceived as safe and orderly.

Teachers are perceived to be involved in the decision making process

Collaboration teams

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:** COVID back on the up rise. Communicable diseases are in the news. Increased prices due to inflation (ie. gas prices), people are hesitant spend the money. Lack of transportation due to gas prices and lack of transportation staff.

Problem Statement 2 (Prioritized): Teachers are still continuing to learn the new curriculum and new resources that were introduced last year and increased usage daily in the classroom. **Root Cause:** It's overwhelming and daunting to look to four different sources for planning. A lot of new staff (including four long-term subs). Teachers are also overwhelmed by the new special education software that was rolled out this year, and is now being discontinued.

Problem Statement 3: Classroom staffing is unpredictable on a daily basis. **Root Cause:** With an increase in staff absenteeism during the school year, it was difficult to find enough substitutes to cover classrooms. Some staff were often moved for a day or two to cover classrooms with an absent staff member.

Priority Problem Statements

Problem Statement 1: Teachers are in the second year of adapting to new curriculum that has been updated and realigned with state standards and resources

Root Cause 1: PLC groups will continue to unpack and backwards plan collaboratively using framework from PISD

Problem Statement 1 Areas: Student Learning

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

Root Cause 2: 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

Problem Statement 3: Research-based instructional practices to increase student achievement lack consistency across the campus.

Root Cause 3: Accountability Need quality training in SPED, additional instructional practices, real-action training PreK Quality Indicator Checklist that is appropriate for the setting
Self-report and follow through Teachers model appropriate practice in peer classrooms

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Walkthrough feedback is too general

Root Cause 4: Questions are the same and not specific to the part of day being observed for effective teacher feedback

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Teachers are still continuing to learn the new curriculum and new resources that were introduced last year and increased usage daily in the classroom.

Root Cause 5: It's overwhelming and daunting to look to four different sources for planning. A lot of new staff (including four long-term subs). Teachers are also overwhelmed by the new special education software that was rolled out this year, and is now being discontinued.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus 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
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade 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 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
- Emergent Bilingual (EB) /non-EB 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

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: September 12, 2022

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: To meet the approaches standard for the third grade STAAR Reading Assessment:

English- 75% of students will receive a cut score of at least 21, meeting the on track measure for English Phonemic Awareness on Wave 3 of the Circle Assessment.

Spanish - 75% of students will receive a cut score of at least 19, meeting the on track measure for English Phonemic Awareness on Wave 3 of the Circle Assessment.




High Priority


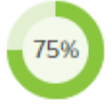


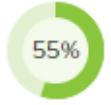



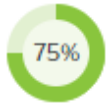
HB3 Goal








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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue having Principal, Assistant principal, and Instructional Coach attend weekly PLC groups to serve as Instructional leaders.

Strategy 1 Details	Formative Reviews		
<p>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 Instructional Model in order to plan and create intentional phonological awareness instruction using data from the CIRCLE to drive instruction and strategies.</p> <p>Strategy's Expected Result/Impact: Reading On-Track for Approaching Standard:</p> <p>Increase the percentage of students scoring on-track to approaching standard for English PA on Wave 1 to 72 percentage points by Wave 3.</p> <p>Increase the percentage of students scoring on-track to approaching standard for Spanish PA on Wave 1 to 92 percentage points by Wave 3.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will attend training regarding research-based, developmentally-appropriate strategies and best practices in PreK phonological awareness/precursor to reading instruction.</p> <p>Strategy's Expected Result/Impact: Training will provide teachers with a better understanding of PreK phonological awareness 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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>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 2022-2023 school year.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Variety of books, various genres - 199 State Comp Ed, PreKindergarten - \$1,600, Variety of Spanish books, various genres - 199 State Bilingual/ESL/ELL PreKindergarten - \$942</p>	Formative		
	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Principal and/or assistant principal will attend most weekly PLC planning meetings along with the instructional coach, using an agenda based on questions from the PISD Curriculum Framework.</p> <p>Strategy's Expected Result/Impact: Student progress will be evident as shown on common formative assessments and CLI circle.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p>	Formative		
	Nov	Feb	June
			
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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 2: Each teacher will participate in Instructional Rounds at least one time per semester following the guidelines from "The Art and Science of Teaching", Robert Marzano

High Priority

Evaluation Data Sources: Teacher discussion and feedback, pre- and post-implementation surveys.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue Instructional Rounds for teachers and paraprofessionals.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional learning based on Marzano's "The Art and Science of Teaching", will be provided prior to starting Instructional Rounds. The learning will include why Instructional Rounds improve pedagogy and collaboration, how Instructional Rounds are conducted, and expectations for each group of teachers.</p> <p>Strategy's Expected Result/Impact: Enhancement of teachers' pedagogical skills and develop a culture of collaboration.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist.</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Instructional rounds will be conducted at least one time per semester in a group of three to five teachers for up to 15 minutes per classroom observation. Each group will conduct three observations followed by a discussion of observed pedagogy.</p> <p>Strategy's Expected Result/Impact: Enhancement of teachers' pedagogical skills and develop a culture of collaboration.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative		
	Nov	Feb	June
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Constructive feedback on instructional practices is not regularly provided to staff. Root Cause: A new walkthrough form has been developed to align with instructional expectations and engagement of students Data will be collected and analyzed for effectiveness</p>

Student Learning

Problem Statement 2: Research-based instructional practices to increase student achievement lack consistency across the campus. **Root Cause:** Accountability Need quality training in SPED, additional instructional practices, real-action training PreK Quality Indicator Checklist that is appropriate for the setting Self-report and follow through Teachers model appropriate practice in peer classrooms

Problem Statement 3: Teachers are in the second year of adapting to new curriculum that has been updated and realigned with state standards and resources **Root Cause:** PLC groups will continue to unpack and backwards plan collaboratively using framework from PISD

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 approaches standard on third grade STAAR Math Assessment:

90% of students will receive a cut score of at least 21 points, meeting the on-track measure for math, English or Spanish, Math Measure on Wave 3 Circle Assessment.

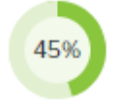


High Priority











HB3 Goal

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

Summative Evaluation: Met Objective

Next Year's Recommendation: Set up some focused math professional development for teachers to focus on utilizing Hand to Mind.

Strategy 1 Details	Formative Reviews		
<p>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 Instructional Model in order to plan and create intentional math instruction using data from the CIRCLE to drive instruction and strategies.</p> <p>Strategy's Expected Result/Impact: Math On-Track to Meet Approaching Standard</p> <p>Increase the percentage of students scoring on-track to meet approaching standard for Math on Wave 1 to 94 percentage points by Wave 3.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - Perceptions 2</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will attend training regarding research-based, developmentally-appropriate strategies and best practices in PreK math instruction.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Principal and/or assistant principal will attend most weekly PLC planning meetings along with the instructional coach, using an agenda based on questions from the PISD Curriculum Framework.</p> <p>Strategy's Expected Result/Impact: Student progress will be evident as shown on common formative assessments and CLI circle.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 3: Teachers are in the second year of adapting to new curriculum that has been updated and realigned with state standards and resources Root Cause: PLC groups will continue to unpack and backwards plan collaboratively using framework from PISD</p>
Perceptions
<p>Problem Statement 2: Teachers are still continuing to learn the new curriculum and new resources that were introduced last year and increased usage daily in the classroom. Root Cause: It's overwhelming and daunting to look to four different sources for planning. A lot of new staff (including four long-term subs). Teachers are also overwhelmed by the new special education software that was rolled out this year, and is now being discontinued.</p>

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%.




High Priority














HB3 Goal

Evaluation Data Sources: CIRCLE Social Emotional Progress Monitoring Assessment

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue support of Zones of Regulation by creating a committee to meet, share, and brainstorm strategies that will continue support of this roll-out. Make a schedule for instructional feedback so that it is equally assigned and carried out as an instructional leadership team.

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>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 22-23 school year.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>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 Instructional Model in order to plan and create intentional social emotional instruction using data from the CIRCLE to drive age appropriate instruction and strategies in the area of Social Emotional Learning.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - Perceptions 2</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Principal and/or assistant principal will attend most weekly PLC planning meetings along with the instructional coach, using an agenda based on questions from the PISD Curriculum Framework.</p> <p>Strategy's Expected Result/Impact: Students will show continued progress in the social/emotional learning subtest of CLI Circle.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Constructive feedback on instructional practices is not regularly provided to staff. **Root Cause:** 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: Research-based instructional practices to increase student achievement lack consistency across the campus. **Root Cause:** Accountability Need quality training in SPED, additional instructional practices, real-action training PreK Quality Indicator Checklist that is appropriate for the setting Self-report and follow through Teachers model appropriate practice in peer classrooms








Perceptions

Problem Statement 2: Teachers are still continuing to learn the new curriculum and new resources that were introduced last year and increased usage daily in the classroom. **Root Cause:** It's overwhelming and daunting to look to four different sources for planning. A lot of new staff (including four long-term subs). Teachers are also overwhelmed by the new special education software that was rolled out this year, and is now being discontinued.

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 2: Use the Zones of Regulation framework to support student progress to independently regulate their own behavior. This complements the Changemakers curriculum for SEL learning.

Evaluation Data Sources: Anecdotal data, Review 360 documentation, Kid Talk

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Staff acquisition of knowledge supporting Zones of Regulation, building a common language and schoolwide support, including materials will be provided during staff meetings.</p> <p>Strategy's Expected Result/Impact: Students will develop an understanding of emotions and best strategies to independently manage the emotions.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Counselor, Special Education Team Leader</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 2: Teachers are still continuing to learn the new curriculum and new resources that were introduced last year and increased usage daily in the classroom. Root Cause: It's overwhelming and daunting to look to four different sources for planning. A lot of new staff (including four long-term subs). Teachers are also overwhelmed by the new special education software that was rolled out this year, and is now being discontinued.</p>

Campus Funding Summary

199 State Comp Ed, PreKindergarten					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Variety of books, various genres		\$1,600.00
Sub-Total					\$1,600.00
Budgeted Fund Source Amount					\$1,600.00
+/- Difference					\$0.00
199 State Bilingual/ESL/ELL PreKindergarten					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Variety of Spanish books, various genres		\$942.00
Sub-Total					\$942.00
Budgeted Fund Source Amount					\$942.00
+/- Difference					\$0.00
Grand Total Budgeted					\$2,542.00
Grand Total Spent					\$2,542.00
+/- Difference					\$0.00

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	<p>Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> ● Explain referral process/contacts ● Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> ● 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.

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> ● 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. <p>Fitness</p> <ul style="list-style-type: none"> ● 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. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> ● 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.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> ● 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. <p>Attendance</p> <ul style="list-style-type: none"> ● K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● 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	<p>Parent Involvement</p> <ul style="list-style-type: none"> ● 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 		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none">● 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		
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	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal, District Coordinator K-12 Health and Physical Education, District Health Services	<p>Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. Campus Wellness Plan ● 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. <p>Fitness</p> <ul style="list-style-type: none"> ● 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. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> ● 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. 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<ul style="list-style-type: none"> ● K-8 Measure MVPA and physical activity time 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. <p>Attendance</p> <ul style="list-style-type: none"> ● K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal, Human Resources	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● 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	
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