

Plano Independent School District
Isaacs Early Childhood School
2023-2024 Improvement Plan



Board Approval Date: October 3, 2023

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!

Table of Contents

Comprehensive Needs Assessment	6
Demographics	6
Student Learning	7
School Processes & Programs	9
Perceptions	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs. 1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning. 1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students. 1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis. 1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom. 1.7 DIP - 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 ELAR from 2022 baseline to 2024. 1.8 DIP - 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 2022 baseline to 2024. 1.9 DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2022 baseline to 2024. 1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.	15
Goal 2: Pillar 2 - Life Ready - All Plano ISD students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways. Strategic Plan - 2.1 Design, build and implement programs that provide expanded pathways for students to high-wage, high-demand careers that span a variety of interests. Strategic Plan - 2.2 Provide improved marketing, communications and advising for students and families related to pathways for the future. Strategic Plan - 2.3 Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade system). DIP - 2.4 Plano ISD will reach and maintain the long term four-year graduation rate for All Students and all student groups at 98.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a four-year graduation rate of 92.7% or higher for all students. DIP - 2.5 Plano ISD will reach and maintain the long term CCMR rate for All Students at 93.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a CCMR rate of 88% or higher for the all student group.	18
Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - The care, development and support of our Plano ISD staff are the foundation of our ability to recruit, hire and retain the necessary talent to provide a caring, nurturing yet rigorous environment for all students. Strategic Plan - 3.1 Implement a talent recruitment, development and retention plan to ensure a highly qualified staff member in every position. Strategic Plan - 3.2 Design and deliver a multi-pronged, aligned Professional Learning plan for on-boarding and continuous growth to increase student engagement, achievement and growth. Strategic Plan - 3.3 Design and implement systems and opportunities to strengthen the Plano ISD Leadership Pipeline for all levels of the organization.	19
Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging. Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events. Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment. Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community. Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication. DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.	20
Goal 5: Pillar 5 - Partnerships & Strategic Resource Management - Plano ISD will maximize resources and community partnerships to achieve district goals that meet the needs of students and staff. Strategic Plan - 5.1 Increase community partnerships to elevate student learning outcomes and experiences. Strategic Plan - 5.2 Implement budget processes through the Strategic Allocation Model to ensure resource alignment to student needs and desired outcomes. Strategic Plan - 5.3 Develop and implement plans to efficiently use district facilities that will provide expanded opportunities for students. DIP - 5.4 Federal and State Mandates	25

State Compensatory

26

Budget for Isaacs Early Childhood School

27

Site-Based Decision Making Committee

27

Comprehensive Needs Assessment

Revised/Approved: September 7, 2023

Demographics

Demographics Summary

Plano ISD operates three Early Childhood Schools (ECS) serving students throughout our school district. We offer a quality preschool program for children ages three to five on three campuses: Isaacs ECS, Beaty ECS and Pearson ECS. Isaacs Early Childhood School serves the children on the east side of Plano.

Students who qualify for special education services attend a half-day program. They are eligible to attend the half-day program from their 3rd birthday until they are four on September 1 of the current school year. At that time they attend the full-day Pre-K program.

Students may enroll under three different criteria: 1) Tuition-Supported Prekindergarten, OR, one of the following two state and federal programs: 2) State-Funded Prekindergarten, OR 3) Early Childhood Special Education (ECSE)

Students are eligible for the state funded prekindergarten program if they are limited English speaking, homeless, from families that qualify for free or reduced lunch, or military dependents. Students must be four years of age on September 1 of the current school year.

Students qualify to enroll in the full day four-year-old state funded prekindergarten program using one of three different criteria: 1) Tuition-Supported Prekindergarten, OR, one of the following two state and federal programs: 2) State-Funded Prekindergarten, OR 3) Early Childhood Special Education (ECSE)

Students may attend the Early Childhood Special Education program if they are between the ages of three to five and qualify as a student identified with one or more of the 13 eligibility categories recognized in the state of Texas. Bilingual (Spanish) classrooms are provided when necessary. The amount of time and type of services provided are determined by an Individual Education Program (IEP) committee. Eligible students attend this program at no cost to the family. Students who qualify are eligible for services on their third birthday.

Current demographic information for Isaacs includes:

- Current enrollment - 286 students
 - EE (Early Education) - 135 students
 - PK (PreKindergarten) - 151 students
- Gender
 - Male 62%
 - Female 38%
- Second Language Learners (Emergent Bilinguals)
 - ESL - 32%
 - BIL 23%

- Denial 1%
- Economically Disadvantaged:
 - Free
 - Reduced
- Special Education
 - 52%

Isaacs employs 87 staff members.

Demographics Strengths

- Isaacs serves a diverse population of students in Plano ISD.
- Our students attend 13 different Elementary Schools that feed into Plano East Senior High
- Dual Language students receive 90% of instruction in Spanish.
- The student to teacher ratio is higher than most elementary schools.
- All our teachers are highly qualified and have multiple certifications.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance rate is at 89% at the end of the 22-23 school year. **Root Cause:** This is many families first experience in public school and following district and state truancy guidelines.

Student Learning

Student Learning Summary

Isaacs' provides a language and literacy enriched environment where children have hands-on opportunities to learn. Our child-centered program follows the developmentally appropriate practices outlined by the National Association for the Education of Young Children. The curriculum framework follows the Texas Prekindergarten Curriculum Guidelines and provides an instructional program that is vertically aligned with the Kindergarten Texas Essential Knowledge and Skills.

Collaborative teams work to ensure that the environment is optimal for learning. Our students goals include gross motor development, fine motor, oral language, vocabulary acquisitions, social emotional development, phonemic awareness, mathematics, as well as many other life long skills. Developmentally appropriate instruction and interventions are student centered and include a strong home-school connection.

Around 95% of our students show progress on the Circle Pre-Kindergarten Assessment from the beginning of the school year to the end of the school year.

Special education students are making progress toward their IEP goals.

IEP goals and accommodations are specifically designed and documented for individual students, using each students' present level of academic achievement and functional performance as the baseline implementation.

IEP goals peer reviewed.

Professionals and paraprofessionals work as a collaborative classroom team to ensure an optimal learning environment.

Specific professional learning for all staff on building positive relationships.

Student Learning Strengths

- Students receive strong Tier 1 instruction through a multi-sensory approach that optimizes learning for all students.
- Students are assessed in a variety of ways that are specific to their individualized education plan and ultimately lead to students being prepared for future learning environments.
- Students learn to be independent learners and creative thinkers.
- Student recognize that teachers and staff are there to help them learn and be successful at school.
- Students in bilingual classrooms perform at or better than students in our monolingual classrooms.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): New teachers are not familiar with the collaborative team framework and need support to intentionally plan for instruction that meets the needs of all learners. **Root Cause:** The nation wide shortage of teachers has caused high turnover. New staff include long-term substitute teachers with minimal training in the field of education. New staff include associate teachers, who are currently working on their teaching degree and/or certification.

Problem Statement 2 (Prioritized): Areas of growth for skills assessed is mathematical operations. **Root Cause:** Students need more hands on opportunities to acquire one to one correspondence as a foundational skill for mathematics.

Problem Statement 3 (Prioritized): Students come to school with scattered skills in phonemic awareness. **Root Cause:** Students need a strong foundation of instruction in phonemic awareness to learn to read.

Problem Statement 4: Average daily student attendance for the 2022/2023 school year was 89%. **Root Cause:** Students who attend school consistently show greater progress toward learning foundational skills.

School Processes & Programs

School Processes & Programs Summary

Isaacs has many school processes and programs to serve our youngest learners and their families. The campus master schedule is developed to maximize learning time for all students while allowing for gross motor and motor lab opportunities. The district has a variety of assessments that are given to students throughout the year to help support and drive instruction based on students individual needs. Technology is integrated as appropriate to include lots of music/movement. Technology is also used to support the communication systems for our students to help increase their oral communication skills. Professional development for staff occurs often throughout the school year and even in the summer months. Our teachers are learners at heart and are continuously learning new skills to support our diverse group of learners.

School Processes & Programs Strengths

- Staff utilize the Zones of Regulation to support social and emotional learning for all students.
- Professional development is planned each year to support the needs of the staff and students as well as align with district expectations.
- The counselor and school parent liaison develop parenting classes and other support systems to help our families get connected outside of the school.
- Collaborative teams meet regularly to plan for the needs of students and dedicated planning time is protected to support teachers each week.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Professional development is needed for new staff to utilize the motor lab to increase student development. **Root Cause:** New staff are not aware of the programs we have to support students gross motor development.

Problem Statement 2: New teams need support utilizing the collaborative team framework to intentionally plan for all students. **Root Cause:** The number of new staff has increased this school year due to the nation wide shortage of teachers.

Perceptions

Perceptions Summary

Isaacs Early Childhood School is a unique school with a very diverse population. We are located in Plano ISD on the East side of the district.

Isaacs ECS believes a positive and healthy school culture and climate are the foundations of high quality learning environment. The building was designed for our youngest learners and the staff have helped establish a warm and welcoming school. The curriculum, utilized by staff for our students, include social and emotional lessons that work on building a class community that help students feel safe and accepted at school. The curriculum is also designed to build resiliency and help students learn how to cope with new experiences or adversity. Our families are kept informed through a variety of media sources including Facebook, Smore Newsletter, Seesaw, and our campus website. The home school connection is very important and the staff work to build strong relationships with families.

Perceptions Strengths

- All staff greet each student as they enter the school.
- Teachers greet each student as they enter the classroom.
- Using the Zones of Regulation and Changemakers SEL curriculum, teachers conduct daily check-in exercises where they ask students how they are feeling.
- Teachers work with a small, consistent group of students weekly or daily to build a sense of community.
- School wide family picnics are well attended each Fall and Spring.
- Staff have dedicated time to work in professional learning communities to plan for instruction.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The staff demographics show a shift of an increase of new teachers. **Root Cause:** The demands on a teacher has increased significantly in the past 5 years.

Problem Statement 2: Student engagement is low during some classroom activities. **Root Cause:** Lack of staff training and new staff on campus creates a need for additional professional learning.

Priority Problem Statements

Problem Statement 1: Students come to school with scattered skills in phonemic awareness.

Root Cause 1: Students need a strong foundation of instruction in phonemic awareness to learn to read.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Areas of growth for skills assessed is mathematical operations.

Root Cause 2: Students need more hands on opportunities to acquire one to one correspondence as a foundational skill for mathematics.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: New teachers are not familiar with the collaborative team framework and need support to intentionally plan for instruction that meets the needs of all learners.

Root Cause 3: The nation wide shortage of teachers has caused high turnover. New staff include long-term substitute teachers with minimal training in the field of education. New staff include associate teachers, who are currently working on their teaching degree and/or certification.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Attendance rate is at 89% at the end of the 22-23 school year.

Root Cause 4: This is many families first experience in public school and following district and state truancy guidelines.

Problem Statement 4 Areas: Demographics

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)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Achievement Domain

Student Data: Assessments

- State and federally required assessment information
- 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 programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: September 7, 2023

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 DIP - 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 ELAR from 2022 baseline to 2024.

1.8 DIP - 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 2022 baseline to 2024.





1.9 DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2022 baseline to 2024.

1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

Performance Objective 1: 75% of students at Isaacs tested in English on the CIRCLE assessment will have a cut score of Meets at 25 for end of year or the 3rd Wave in Phonemic Awareness.

75% of students at Isaacs tested in Spanish on the CIRCLE assessment will have a cut score of Meets at 21 for end of year or the 3rd Wave in Phonemic Awareness.

Evaluation Data Sources: CIRCLE progress monitoring results

Strategy 1 Details	Reviews		
Strategy 1: Implement the collaborative team framework with fidelity throughout all team planning sessions. Strategy's Expected Result/Impact: Increased scores on CIRCLE Staff Responsible for Monitoring: Teachers, Administration, Support staff Problem Statements: Student Learning 1	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Utilize data analysis tools for data driven instruction regularly in collaborative team meetings in order to adjust instruction and determine interventions for individual students. Strategy's Expected Result/Impact: Increase student growth Staff Responsible for Monitoring: Teachers, administration, support staff Problem Statements: Student Learning 3	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Utilize extended planning to support the collaborative team framework for staff as well as opportunities for teachers to observe one another. Strategy's Expected Result/Impact: Increased teacher efficacy and student outcomes Staff Responsible for Monitoring: Team leaders, administrators, teachers, support staff Problem Statements: Student Learning 1	Formative		Summative
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: New teachers are not familiar with the collaborative team framework and need support to intentionally plan for instruction that meets the needs of all learners. Root Cause: The nation wide shortage of teachers has caused high turnover. New staff include long-term substitute teachers with minimal training in the field of education. New staff include associate teachers, who are currently working on their teaching degree and/or certification.
Problem Statement 3: Students come to school with scattered skills in phonemic awareness. Root Cause: Students need a strong foundation of instruction in phonemic awareness to learn to read.

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 DIP - 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 ELAR from 2022 baseline to 2024.

1.8 DIP - 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 2022 baseline to 2024.





1.9 DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2022 baseline to 2024.

1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

Performance Objective 2: 75% of students at Isaacs tested in English on the CIRCLE assessment will have a cut score of Meets at 27 for end of year or the 3rd Wave in Mathematics.

75% of students at Isaacs tested in Spanish on the CIRCLE assessment will have a cut score of Meets at 27 for end of year or the 3rd Wave in Mathematics.

Evaluation Data Sources: CIRCLE Progress monitoring results

Strategy 1 Details	Reviews		
<p>Strategy 1: Increase fidelity of implementation of Plano ISD's Instructional Framework and the Campus Instructional Model with the inclusion of campus staff to support specific student groups as measured through quick data that tracks the planning and implementation of strategies from the Framework and Instructional Model.</p> <p>Strategy's Expected Result/Impact: Increase student growth</p> <p>Staff Responsible for Monitoring: Staff and administrators</p> <p>Problem Statements: Student Learning 2</p>	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Utilize extended planning to support the collaborative team framework for staff as well as opportunities for teachers to observe one another.</p> <p>Strategy's Expected Result/Impact: Increased teacher efficacy and student outcomes</p> <p>Staff Responsible for Monitoring: Teachers, campus leaders</p> <p>Problem Statements: Student Learning 1</p>	Formative		Summative
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: New teachers are not familiar with the collaborative team framework and need support to intentionally plan for instruction that meets the needs of all learners. Root Cause: The nation wide shortage of teachers has caused high turnover. New staff include long-term substitute teachers with minimal training in the field of education. New staff include associate teachers, who are currently working on their teaching degree and/or certification.</p> <p>Problem Statement 2: Areas of growth for skills assessed is mathematical operations. Root Cause: Students need more hands on opportunities to acquire one to one correspondence as a foundational skill for mathematics.</p>

Goal 2: Pillar 2 - Life Ready - All Plano ISD students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways.

Strategic Plan - 2.1 Design, build and implement programs that provide expanded pathways for students to high-wage, high-demand careers that span a variety of interests.

Strategic Plan - 2.2 Provide improved marketing, communications and advising for students and families related to pathways for the future.





Strategic Plan - 2.3 Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade system).

DIP - 2.4 Plano ISD will reach and maintain the long term four-year graduation rate for All Students and all student groups at 98.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a four-year graduation rate of 92.7% or higher for all students.

DIP - 2.5 Plano ISD will reach and maintain the long term CCMR rate for All Students at 93.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a CCMR rate of 88% or higher for the all student group.

Performance Objective 1: Pre-K students at Isaacs will increase their scoring at or above the cut score of 55 on the Social Emotional Learning from Wave 1 to Wave 3 of the CIRCLE progress monitoring assessment to at least 63%.

Evaluation Data Sources: CIRCLE assessment data

Strategy 1 Details	Reviews		
<p>Strategy 1: Utilize the Zones of Regulation to teach appropriate strategies for children to begin to self regulate their emotions. Strategy's Expected Result/Impact: Increase student awareness of emotions and how to regulate. Staff Responsible for Monitoring: Teachers, Administrators, Support staff Problem Statements: Student Learning 3</p>	Formative		Summative
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 3: Students come to school with scattered skills in phonemic awareness. Root Cause: Students need a strong foundation of instruction in phonemic awareness to learn to read.</p>

Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - The care, development and support of our Plano ISD staff are the foundation of our ability to recruit, hire and retain the necessary talent to provide a caring, nurturing yet rigorous environment for all students.

Strategic Plan - 3.1 Implement a talent recruitment, development and retention plan to ensure a highly qualified staff member in every position.

Strategic Plan - 3.2 Design and deliver a multi-pronged, aligned Professional Learning plan for on-boarding and continuous growth to increase student engagement, achievement and growth.

Strategic Plan - 3.3 Design and implement systems and opportunities to strengthen the Plano ISD Leadership Pipeline for all levels of the organization.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 1: The all student and individual student group attendance rates will be maintained at 96% or higher.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 2: The district and campuses will incorporate behavior management strategies to reduce the number of discipline placements and maintain a disproportionately risk ratio of 2.0 or lower in each student group.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 3: The district and campuses will reduce the number of drug incidents (PEIMS Codes 04 & 36) and alcohol (PEIMS Code 05) incidents by 10% based on 2022-23 baseline.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 4: The district will reduce the number of bullying (PEIMS Code 61) incidents by 10% based on the 2022-23 baseline. Each campus will reduce the number of incidents by 10% or at least 1 incident based on their 22-23 baseline.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 5: All incidents requiring a threat assessment will be completed per District policy.

Goal 5: Pillar 5 - Partnerships & Strategic Resource Management - Plano ISD will maximize resources and community partnerships to achieve district goals that meet the needs of students and staff.

Strategic Plan - 5.1 Increase community partnerships to elevate student learning outcomes and experiences.





Strategic Plan - 5.2 Implement budget processes through the Strategic Allocation Model to ensure resource alignment to student needs and desired outcomes.

Strategic Plan - 5.3 Develop and implement plans to efficiently use district facilities that will provide expanded opportunities for students.

DIP - 5.4 Federal and State Mandates

Performance Objective 1: To support student academic achievement, Isaacs will incorporate effective strategies to improve student attendance by 2% for the 2023-24 school year to achieve attendance rate from 89% to 91%.

Evaluation Data Sources: Attendance data

Strategy 1 Details	Reviews		
Strategy 1: The campus will design and implement a comprehensive action plan to improve school attendance. Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: Registrar and administrators Problem Statements: Demographics 1	Formative		Summative
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Attendance rate is at 89% at the end of the 22-23 school year. Root Cause: This is many families first experience in public school and following district and state truancy guidelines.

State Compensatory

Budget for Isaacs Early Childhood School

Total SCE Funds: \$2,700.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

State Compensatory Education funds will be used for students needing intensive Tier II and/or Tier III, individual or small group, interventions as identified by Wave 1 of the Circle Assessment. Funds will be used to provide evidence based, hands-on instruction for identified students.

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Elena Helms	Administrator
Administrator	Jane Oestreich	Administrator
ESL Specialist	Amy Smith	Support Staff
Non-classroom Professional	Teresa Chavez	Support Staff
Counselor	Gretchen Wollmuth	Faculty Member
Community Representative	Christopher Stafford	Parent
Community Representative	Kathleen Pendergraft	Parent
Classroom Teacher	Kathia Rodriguez	Faculty Member
Classroom Teacher	Tiffany Wilson	Faculty Member
Classroom Teacher	Cheryl Ward	Faculty Member
Classroom Teacher	Kay Hamilton	Faculty Member
District-level Professional	Ashley Davis	District Level Member
Community Representative	Kim Jackson	Business Representative
Librarian	Susan Vohtz	Faculty Member
Classroom Teacher	Julie Castro	Classroom Teacher- Bil
Classroom Teacher	Emily Darien	Classroom Teacher
Business Representative	Marylou Boardman	Business Representative
Parent	Joana Salazar	Parent
Parent	Hyunjung Park	Parent
Parent	Makaila Mason	Parent
Parent	Nikita Rama	Parent
Community Representative	Carrie Hare	Community Representative
Community Representative	Linda Engelking	Community Representative