

Plano Independent School District

Head Start Program

2020-2021 Campus Improvement Plan



Board Approval Date: October 20, 2020

Mission Statement

Through nurturing, encouraging, and empowering experiences and opportunities, Plano ISD Head Start will provide students and families a quality education, health services, and skills to improve their quality of life.

Vision

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

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

Value Statement

Head Start's core values include a commitment to:

- Quality – Building upon the Performance Standards as a foundation, Head Start strives to consistently provide the highest level of service to children and families. Head Start leadership seeks to create a dynamic and cohesive environment that fosters commitment and support continuous improvement.
- Inclusion – Building a community where each child and adult is treated as an individual while at the same time a sense of belonging to the group is reinforced by including community values, respect and acceptance of diversity – in culture, ethnicity, language, and ability.
- Empowerment – Believing that people can identify their own needs and interests and are capable of finding solutions and of changing. Head Start offers people opportunities and support for growth and change.
- Collaboration – Building relationships with and among children, families, staff, and the larger community. Families are served by a network of community agencies and informal networks in partnership with one another.
- Learning – Creating an environment for children, parents, and staff which is culturally sensitive, and where enhancing awareness and refining skill and understanding are valued and promoted. Children, parents and staff can teach and learn from each other.
- Advocacy – Reaffirming that personal responsibility is critical to change, while acknowledging that social and economic factors can negatively affect the lives and promise of children and families.
- Wellness – Embracing a comprehensive vision of health for children, families, and staff that assures that basic health needs are met; encourages practices that prevent future illness or injury; and promotes positive, culturally relevant health behaviors that enhance lifelong well-being.
- Nurturing – Supporting the physical, social, emotional, and cognitive development of each child in the context of the child's family and culture.
- Diversity – Recognizing that all members of the Head Start community – children, families and staff – have roots in many cultures. Head Start families and staff, working together as a team, can effectively promote respectful, sensitive, and proactive approaches to diversity issues within their program.
- Continuity – Creating a continuum of care, education, and services to provide stable, uninterrupted support to families and children during the early childhood period beginning with pregnancy and extending through age eight.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Children and Families Served:

- Funded Enrollment: 146
- Actual Enrollment for year: 151
- Average Monthly Enrollment: 95.89%
- Percent Children Served: 93%

***Funded Enrollment** counts the number of spaces that our program has for children.*

***Actual Enrollment** counts all of the children who have come through the program in a given year.*

Ethnicity:

- Non-Hispanic - 54%
- Hispanic - 46%%

Race:

- Black - 26%
- White - 15%
- Hispanic/White- 44%
- Asian - 11%
- Other - 4%

Home Language:

- African - 1.3%
- English - 36%
- Middle Eastern - 9.3%
- Spanish - 36%
- Other - 17%

Plano ISD Head Start has been serving students and families since 1965. We are located at 1600 Rigsbee Drive, Plano, TX 75074. Our program houses eight

(8) developmentally appropriate Head Start classrooms. The program is governed by the Plano Independent School District and the Head Start Policy Council. The federal government provides funding. The District provides cash and in-kind services, including the facility maintenance and utilities. Federal law mandates that 20% of total funding must be received through in-kind donations from the school district and community. At least 10% of the enrollment opportunities are reserved for children with disabilities.

The average class size for our four-year olds is approximately 19-20 students to every two educators. The teacher-student ratio in our three-year old classrooms is 16-17 students to two educators. During 2020-2021, there were three bilingual classes and five monolingual classes. Our program employs 32 staff members: nine classroom teachers, 13 classroom teaching assistants, one nurse, two social workers, one family services advocate, one counselor, one ESL specialist, one attendance secretary, one ERSEA specialist, one office manager, and one director. We are dedicated to hiring high-quality staff knowledgeable in early childhood and the Head Start Program Performance Standards. The staff turn-over rate is very low because people love the family and service-oriented culture of our program. The Plano ISD transportation department coordinates routes all across Plano ISD to offer our families bus service. During 2020-2021, our buses transported 56 students. The Head Start program serves the whole family by providing wrap-around services that include health, dental, nutrition, family wellness, education, disabilities, and family services as a part of the federal guidelines. These services are managed by Head Start staff managers who support parents in their independent pursuit of goals and objectives. This is what makes our program unique to other early childhood programs within Plano ISD.

The average daily attendance for the 2020-2021 school year was 91.34%.

Bus transportation provided for 56 (37%) students during 2020-2021 school year.

Demographics Strengths

Plano ISD Head Start has unique strengths that set us apart from other early childhood schools within the district. Some of the most notable strengths include:

- Head Start services provided for children and their families all across Plano ISD.
- Transportation is provided for children who attend our program.
- All staff and paraprofessionals are highly qualified in the area of early childhood.
- Classroom teaching assistants have obtained or are pursuing their Child Development Associate (CDA) credential.
- Tuition reimbursement program application available to staff members who qualify in pursuit of ongoing college credits in the field of early childhood.
- Collaborative team planning to ensure learning opportunities are maximized to meet the needs of individual students.
- One-to-one technology device ratio per student.
- Two social workers on site to serve families and form partnership agreements to help families meet their goals.
- Program events designed and facilitated all throughout the year to engage and promote family engagement.
- Attendance rate at 91.34% during COVID-19 school year.
- Minimal teacher turn-over.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a growing trend that the majority of our four-year-olds are enrolling in the other Plano ISD early childhood campuses. Recruitment strategies are not as effective as they once were. While there are a growing number of families in need within Plano ISD, our program is not locating and recruiting them with the appropriate tools to entice them to apply. **Root Cause:** Plano ISD is offering more state funded PK classroom across the district, which is making it challenging to fill Head Start spots for four year-olds. Also, there needs to be a stronger commitment to educating our district and community about the wide variety of services our program offers the most neediest families in Plano ISD.

Problem Statement 2: There is a two-year trend where data shows fewer Hispanic families enrolling in our program. During the 2019-2020 school year, we served 56% of Hispanic children and families. For both 2020-2021 and the upcoming 2021-2022 school year, data shows 40% of eligible Hispanic children enrolled in our program. This means that we are down one full bilingual class from previous years. **Root Cause:** The cost of housing and taxes are increasing and the Hispanic population is moving out of Plano ISD where more affordable housing can be obtained.

Student Learning

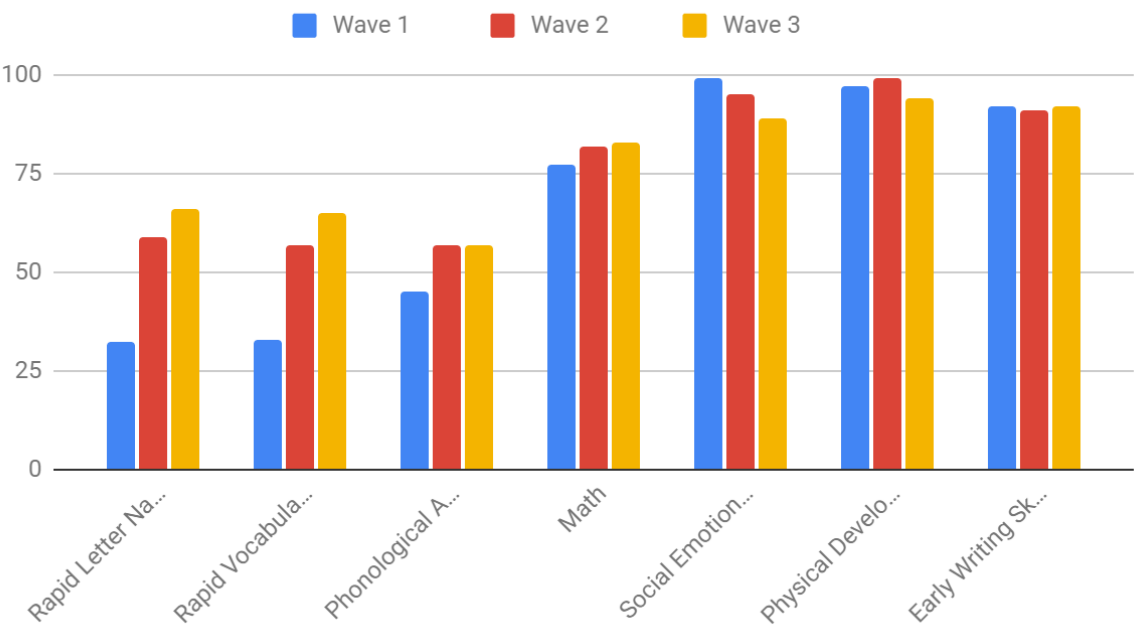
Student Learning Summary

Head Start students are required to receive screenings and assessments throughout the program year.

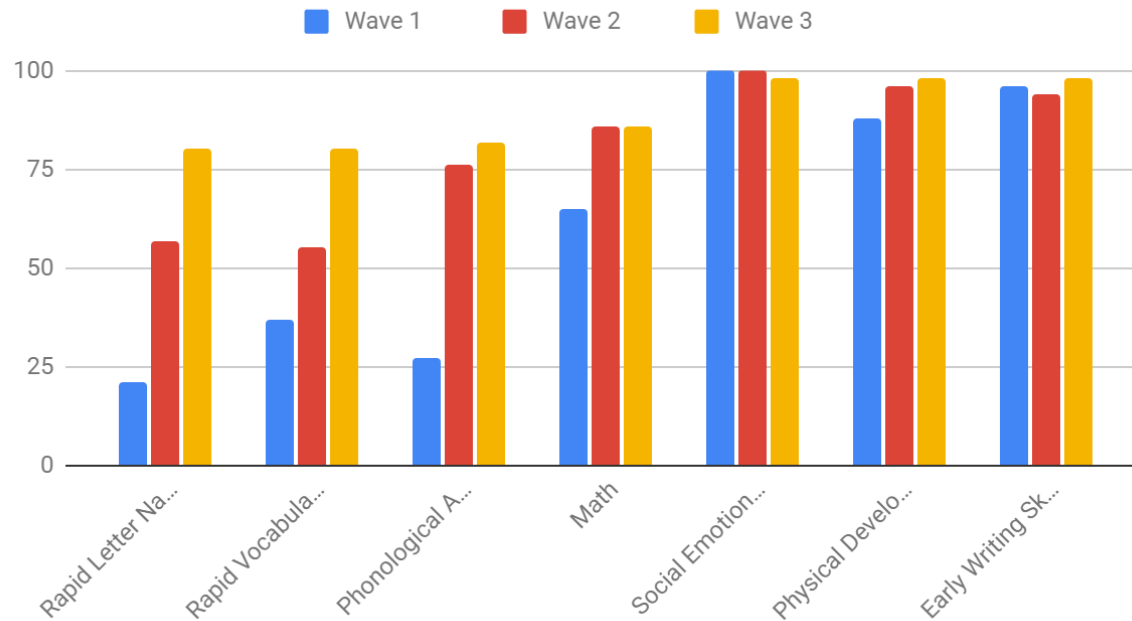
Head Start Program Performance Standards (HSPPS) 1302.22 Child Screenings and assessments outline federal regulations. Children, with parental consent, complete a current developmental screening to identify concerns regarding a child's developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends the program. Also, the Head Start program must conduct standardized and structured assessments, which may be observation-based or direct, for each child that provide ongoing information to evaluate the child's developmental level and progress in outcomes aligned to the goals described in the *Head Start Early Learning Child Outcomes Framework: Ages Birth to Five*. Such assessments must result in usable information for teachers, home visitors, and parents and be conducted with sufficient frequency to allow for individualization within the program year.

Below are graphs that show the progress of Head Start students during 2020-2021 school year.

Head Start 2020-2021 CIRCLE Data-English



Head Start 2020-2021 CIRCLE Data-Spanish



Student Learning Strengths

CLI Engage CIRCLE Assessment Results:

English:

Phonemic Awareness - 57% students On-Track (55% syllabication/47% rhyming)

Math - 83% students On-Track (84% shape discrimination/79% number discrimination)

Social Emotional Learning - 89% students On-Track

Spanish:

Rapid Letter Naming - 80% students On-Track

Phonemic Awareness - 82% students On-Track (78% syllabication/80% rhyming)

Math - 86% students On-Track

Social Emotional Learning - 98% students On-Track

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): CIRCLE data reveals low performance in the area of phonemic awareness. **Root Cause:** Many of our students come to preschool with lack of exposure to early literacy skills and parents lack the training on how to support learning at home.

Problem Statement 2 (Prioritized): CIRCLE data reveals low performance in the area of early math skills and measures. **Root Cause:** Intentional small group instruction in math has not been a focus of early intervention.

Problem Statement 3: CIRCLE and Program Information Report (PIR) data reveals a need to improve student social emotional learning. **Root Cause:** Many students are coming to preschool with little to no self-regulation skills due to trauma and/or living in poverty.

School Processes & Programs

School Processes & Programs Summary

[Eligibility, Recruitment, Selection, Enrollment, Attendance \(ERSEA\) System Plan](#)

Master schedule built to allow support staff availability to ensure staff/student ratio is met at all time for instruction and supervision

Collaborative Teams (teachers) meet weekly to unpack the PreK Guidelines and Early Learning Outcomes Framework, analyze data, and design Common Formative Assessments

Collaborative Teams (teaching assistants) meet twice a month to brainstorm solutions to challenging situations, participate in professional learning, and share new ideas

Professional learning experiences occur throughout the year to address program priorities

Social emotional learning and creating a Trauma-Informed program is a priority

Head Start Managers meet monthly to review program priorities, participate in the collaborative team process, analyze data, set and review progress toward program goals, and plan for community and family events

Annual program self-assessment

Calendar of yearly events for families

School Processes & Programs Strengths

Use of CARES Act funding to address family and student needs due to COVID-19 challenges

T-TESS reflects that most teachers are performing at the Proficient level or higher in all domain

Collaborative Teams meet regularly

Policy Council, Parent Committee, staff and community are asked to provide feedback on various topics multiple times a year

ERSEA committee has strengthened processes and procedures to ensure full enrollment and a healthy wait list

Head Start Round-Up Recruitment Event in the spring

Conscious Discipline - campus-wide commitment to using and strengthening trauma-informed and social-emotional practices

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Education advisory committee offered feedback related to the need for more opportunities for parents to be involved in their child's educational experiences at school. There has not been enough access and opportunities for parents to be involved on a frequent and meaningful basis. **Root Cause:** Few, if any, classroom volunteers used during the school day.

Problem Statement 2: A written, well-developed coaching program does not exist at Head Start. **Root Cause:** Due to the turn-over in district support staff and no written contingency plan to offer on-going coaching support to Head Start staff, the coaching program was not sustainable.

Problem Statement 3: Teaching staff did not meet regularly to collaboratively plan based on the 4 PLC questions or analyze/use data to drive instruction and target instruction for specific students. **Root Cause:** Lack of understanding and training on the PLC process and leadership did not facilitate or participate in collaborative planning.

Perceptions

Perceptions Summary

[Head Start Self-Assessment Summary](#)

Highlights of program self-assessment include:

Health, Nutrition, and Safety: Community reported appreciation for the willingness and flexibility to use technology for virtual projects to overcome isolation due to COVID19; Parents of students with health concerns felt that their children were safe at school, and their health care needs were being met; Staff members reported they felt safe, had adequate Personal Protective Equipment (PPE), and felt the safety protocols were clear

ERSEA: Community outreach systems for recruitment and retention in the Head Start program are well organized; Head Start Round-Up event brought in over 175 families showing interest in the program;

Early Childhood Development: Parents report being satisfied with the care and education their child receives at PISD Head Start; Parents state that the genuine staff are very helpful in providing guidance and resources to families in need, children have learned so much both from an academic and social standpoint, and the teachers and staff are all very caring and helpful; Staff reports Professional Learning Communities (PLCs) are a safe place to communicate and are helpful when we analyze data and share ideas and strategies; Teaching assistants report their collaborative team planning allows them the opportunity to learn something new; Staff reports they have a supportive administration, counselor, and education manager; Best practices of inclusion for special education students are a strength of the program

Disabilities: 100% of parent respondents whose children were referred and evaluated during their enrollment at Head Start felt fully informed throughout the process; 100% of parent respondents feel comfortable asking questions or expressing concerns with regards to their child's services and progress

Family Community Program Services: 76% of families have participated in learning experiences to support their child's learning and development at home; Social Workers are available to respond immediately to family's concerns/needs and link families to social service organizations/resources

Mental Wellness: Guidance based on Conscious Discipline was reported effective or highly effective by 73% of respondents; Teachers reported stories and lessons are engaging and the puppet-Humberto is engaging for children; 71% of applicable staff members reported they had enough training to fully implement this year's Conscious Discipline focus strategies-Brain Smart Start and classroom routine books; 82 % percent of Conscious Discipline structures are being implemented in the classrooms and service areas at varying degrees; 91% of parents responding reported knowing how to gain access to mental health support at Head Start; Parents report Conscious Discipline is a good program due to its innate nature of human behavior and development and that the important work we do has an impact on early childhood and parenting

Perceptions Strengths

Program strengths are outlined in the [Head Start Annual Self-Assessment Summary](#)

Priority Problem Statements

Problem Statement 1: CIRCLE data reveals low performance in the area of phonemic awareness.

Root Cause 1: Many of our students come to preschool with lack of exposure to early literacy skills and parents lack the training on how to support learning at home.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: CIRCLE data reveals low performance in the area of early math skills and measures.

Root Cause 2: Intentional small group instruction in math has not been a focus of early intervention.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Effective Schools Framework data

Student Data: Assessments

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

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: October 20, 2020

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




Performance Objective 1: By May 2021, increase the percentage of PreK students scoring at or above 24 on the phonological awareness measure of the CIRCLE PM assessment from 30% to 32%. HSPPS 1302.31 (b) (1)(i-iv)


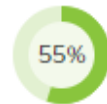





Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: CIRCLE data, common unit assessment data; performance tasks; teacher walkthrough data specific to literacy (phonological awareness) instruction

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| <p>Strategy 1: Teachers will attend weekly collaborative team planning meetings utilizing the Understanding by Design (UbD) and the PISD Collaborative Team Planning /High Reliability Schools (HRS)Framework to design explicit phonological awareness instruction in whole and small groups on a daily basis, using research-based instructional strategies.</p> <p>Strategy's Expected Result/Impact: Academic growth in the area of phonemic awareness, by an minimum of 2%, so that students gain a solid foundation of early literacy skills in preparation in becoming school ready.</p> <p>Staff Responsible for Monitoring: Head Start Director; Education Manager</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| Strategy 2: Teachers will participate in professional learning regarding researched-based strategies and best practices in phonological awareness/early literacy instruction guided by PreK Guidelines and the Head Start Early Learning Outcomes Framework (ELOF). Strategy's Expected Result/Impact: Phonological awareness training will provide teachers with a deeper understanding of the PreK Guidelines and strategies appropriate for increasing their instructional practices to ensure improvement in overall student achievement. Staff Responsible for Monitoring: Head Start Director, Education Manager Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Performance Objective 1 Problem Statements:

| Student Learning |
|---|
| Problem Statement 1: CIRCLE data reveals low performance in the area of phonemic awareness. Root Cause: Many of our students come to preschool with lack of exposure to early literacy skills and parents lack the training on how to support learning at home. |

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






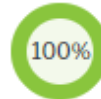




Performance Objective 2: By May 2021, increase the percentage of PreK students scoring at or above 26 on the math measure of the CIRCLE PM assessment from 27% to 30%. HSPPS 1302.31 (b) (1) (iv)

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: CIRCLE data, common unit assessment data; teacher walkthrough data specific to math instruction

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--|---|---|---|
| Strategy 1: Teachers will attend weekly collaborative team planning meetings utilizing the Understanding by Design (UbD) and the PISD Collaborative Team Planning /High Reliability Schools (HRS)Framework to design explicit math instruction in whole and small groups on a daily basis, using research-based instructional strategies. Strategy's Expected Result/Impact: By utilizing small group instruction in math, students will receive differentiated instruction that target specific skills in math and begin to gain confidence and show a minimum of a 2% increase of growth by May 2021. Staff Responsible for Monitoring: Head Start Director, Education Manager Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 2 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teachers will attend professional learning regarding researched-based strategies and best practices in math instruction, specific to the PreK Guidelines and Head Start Early Learning Outcomes Framework (ELOF). Strategy's Expected Result/Impact: Math training will provide teachers with a deeper understanding of the PreK Guidelines and strategies appropriate for increasing their instructional practices to ensure improvement in overall student achievement. Staff Responsible for Monitoring: Head Start Director, Education Manager Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Performance Objective 2 Problem Statements:

Student Learning







Problem Statement 2: CIRCLE data reveals low performance in the area of early math skills and measures. **Root Cause:** Intentional small group instruction in math has not been a focus of early intervention.








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

Performance Objective 3: By May 2021, increase the percentage of PreK students scoring at or above 55 on the SEL measure of the CIRCLE PM assessment from 54% to 57%. HSPPS 1302.31 (b) (1) (iv); 1302.45(a) (1)

Targeted or ESF High Priority

Evaluation Data Sources: CIRCLE data, teacher walkthrough data, MTSS data, anecdotal records

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| Strategy 1: Create a Conscious Discipline Committee to ensure professional learning, implementation, reflections, and feedback occur to make adjustments to the monthly implementation plan occur. Strategy's Expected Result/Impact: Committee members will be responsible for offering opportunities for staff to provide feedback on continual improvements to the implementation of CD. Staff Responsible for Monitoring: Mental Health Manager | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Increase staff understanding and implementation of the Conscious Discipline Framework and Philosophy by training staff about the brain-State model and 7 Skills and following the CD Implementation Guide to include monthly professional learning experiences throughout the school year. Strategy's Expected Result/Impact: Classroom teachers and teaching assistants will show growth in utilization of classroom environment and social emotional best practices based on the Quality Indicators Checklist. This is expected to improve consistency in campus instructional practices and effective teaching in every classroom. Staff Responsible for Monitoring: Head Start Director; Mental Wellness Manager Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Embed and strengthen one Conscious Discipline routine: Brain Smart Start. Strategy's Expected Result/Impact: By implementing Conscious Discipline, a trauma-informed, brain-based self-regulation program, combining discipline, social-emotional learning and school climate into one integrated process, Head Start will create and maintain an | Formative | | |
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|---|--|--|--|
| <p>environment of optimal learning, one component at a time.</p> <p>Staff Responsible for Monitoring: Head Start Director, Mental Wellness Manager</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> |  |  |  |
| | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

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

Performance Objective 4: Revise the Head Start and Plano ISD Interagency Agreement with the special education department to ensure students with disabilities are provided with appropriate services to meet their individual needs. HSPPS 1302.63

Evaluation Data Sources: Meeting agendas, program design definitions, new Interagency Agreement

Summative Evaluation: Significant progress made toward meeting Objective











| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| Strategy 1: Meet with district personnel, Head Start Disabilities Manager and Head Start director to outline a plan to ensure appropriate service delivery. Strategy's Expected Result/Impact: Head Start and Plano ISD will have a revised Interagency Agreement that outlines a clear plan of service delivery for our students with disabilities. Staff Responsible for Monitoring: Head Start Director, Disabilities Manager | Formative | | |
| | Nov | Feb | June |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Inform parents and community members of new service deliver model and implement new service delivery plan. Meet regularly this school year to discuss implications to ensure model is meeting the needs of our students and community. Strategy's Expected Result/Impact: New service delivery plan meets the needs of the Plano ISD community served by the Head Start program. Staff Responsible for Monitoring: Head Start Director, Disabilities Manager | Formative | | |
| | Nov | Feb | June |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

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

Performance Objective 5: Improve procedures for the safety and security of all children, staff, and families by increasing awareness and enhancing staff skills at implementing campus safety procedures. HSPPS 1302.47(a)(b)(4)(i)(G)(J)(7)(i)(ii)(8)

Evaluation Data Sources: Sign in sheets, Drill documentation/observations, First Responders discussions, Classrooms/campus common areas post emergency response roles, Feedback, Observation documentation of children proceeding without incident/know safety procedures, Staff know roles/responsibilities, Increased response times, CPR/AED certifications

Summative Evaluation: Met Objective











| Strategy 1 Details | Formative Reviews | | |
|--|---|---|---|
| Strategy 1: Train all staff members in CPR/AED, Emergency Response Plan, and all safety drills and procedures. Strategy's Expected Result/Impact: 100% staff and students will follow established protocols to ensure safety. Staff Responsible for Monitoring: Health and Safety Manager, Head Start Director | Formative | | |
| | Nov | Feb | June |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Conduct, practice, and evaluate processes and procedures after each drill and make revisions to plans, as needed. Strategy's Expected Result/Impact: Continual improvements made to ensure all protocols are followed in accordance with safety plan. Staff Responsible for Monitoring: Health and Safety Manager, Head Start Director | Formative | | |
| | Nov | Feb | June |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

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

Performance Objective 6: Create an environment of continual learning and improvement about Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) related strategies that will support year-round recruitment to ensure the Plano ISD Head Start program meets funded enrollment and sustains a healthy waitlist. HSPPS 1302.12(m)(1)(i-iii)(2); 1302.13

Evaluation Data Sources: Committee roster, sign in sheet for training, ERSEA Level One Training presentation, ERSEA roles and responsibilities document, PIR, HSPPS, PISD Policies and Procedures, Agendas, Minutes from Policy Council meetings, HS Act, Final Rule, Memorandums, Government Accountability Office reports

Summative Evaluation: Met Objective








| Strategy 1 Details | Formative Reviews | | |
|--|---|---|---|
| Strategy 1: Form and train the ERSEA Committee about policies and procedures of the Head Start program by May 2021. Strategy's Expected Result/Impact: To improve the monitoring system to address policies and procedures. It will also help improve the ERSEA system and create a functioning plan to inform staff of changes being made in the program. Staff Responsible for Monitoring: Head Start Director, ERSEA Manager | Formative | | |
| | Nov | Feb | June |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Create an ERSEA handbook to include policies and procedures related to each ERSEA component. Strategy's Expected Result/Impact: Ensure that clear and consistent communication and procedures are followed related to ERSEA so that the PISD Head Start program is in full compliance with the Office of Head Start regulations. Staff Responsible for Monitoring: Head Start Director, ERSEA Manager | Formative | | |
| | Nov | Feb | June |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

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

Performance Objective 7: Establish and maintain a school-wide model of instructional practice and use the model to create a culture of pedagogical growth for all teachers and staff. HSPPS 1302.31(a)(b)((1)(i-iv)(c)(2)

Evaluation Data Sources: Campus Snapshot document, Survey data, List of artifacts/data, formal/informal student assessment data, Meeting agenda/minutes, Walkthrough Data, T TESS, Professional Learning Certificates, Self-Assessment Results, Data/artifacts collected (PowerSchools houses evidence), Coaching logs

Summative Evaluation: Some progress made toward meeting Objective

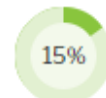
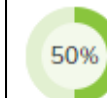
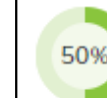

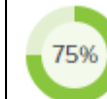
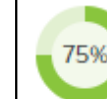




| Strategy 1 Details | Formative Reviews | | |
|--|---|---|---|
| Strategy 1: Develop and implement a campus instructional snapshot that aligns with the PISD Instructional Model and communicate with all staff and parents by May 2021. Strategy's Expected Result/Impact: Staff will understand how a highly reliable instructional framework shows how best practices work together and provide indicators to empower our school as we measure progress. Using the instructional model (campus snapshot) and indicators, our school can drive permanent, positive, and significant impacts on student achievement. Staff Responsible for Monitoring: Head Start Director, Education Manager | Formative | | |
| | Nov | Feb | June |
| |  20% |  45% |  50% |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Performance Objective 1: Fifty percent of families will work towards self-sufficiency goals in Adult Education in the community with a five percent increase every year the following five years. HSPPS 1302.52(a)(b)(c)(d)

Evaluation Data Sources: Family Partnership Agreements (FPAs); phone call and email logs from social workers

Summative Evaluation: Some progress made toward meeting Objective








| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| Strategy 1: Social Workers will identify educational institutions that provide education and training and link parents to these opportunities. Strategy's Expected Result/Impact: New partnerships will be established between community and PISD Head Start. Parents will have opportunities to improve their self-sufficiency goals to help provide for their families. Staff Responsible for Monitoring: Family Services Managers | Formative | | |
| | Nov | Feb | June |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Social workers will assist families with transportation, creating resumes, and clothing. Strategy's Expected Result/Impact: Continued support provided to families so that barriers are removed and easy access to adult education opportunities are afforded. Staff Responsible for Monitoring: Family Services Managers | Formative | | |
| | Nov | Feb | June |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Performance Objective 2: Head Start mental wellness department will work to create a minimum of two new partnerships with mental health, wellness, and healthcare providers in the community to better meet the needs of our diverse community to enhance the education of our students and the well-being of our families by May 2021. HSPPS 1302.45(a)(4)

Evaluation Data Sources: Program information Report (PIR); Mental Wellness and Parent Committee agenda/participants; feedback from Mental Health Manager

Summative Evaluation: Met Objective








| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| Strategy 1: Create a list of potential providers and make connections with two mental health and wellness and two healthcare providers in the community. Strategy's Expected Result/Impact: Improved access to healthcare and mental health services for students, staff and families. Staff Responsible for Monitoring: Mental Wellness Manager, Health and Nutrition Manager | Formative | | |
| | Nov | Feb | June |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Performance Objective 3: A minimum of 20% of our families will participate in opportunities to interact with our diverse school community and foster relationships amongst the students and families by May 2021. HSPPS 1302.50; 1302.51

Evaluation Data Sources: Sign in sheets, Feedback survey in English/Spanish, Self Assessment results

Summative Evaluation: Some progress made toward meeting Objective





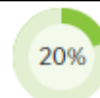
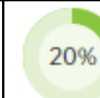

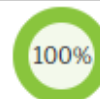
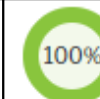




| Strategy 1 Details | Formative Reviews | | |
|--|---|---|---|
| Strategy 1: Parents and peers will participate through virtual playdates a minimum of two times in the program year. Action Steps: Research virtual play ideas; Create a plan how our face to face students and remote learners can both have virtual playdate opportunities; Select dates and create a flyer and RSVP to send to families; and create a plan that will educate and support families in creating "virtual playdates" experiences for their children on their own. Strategy's Expected Result/Impact: Families will develop and nurture a culture of empathy and caring for our diverse learning community where individuals feel connected. Staff Responsible for Monitoring: Head Start Education Manager | Formative | | |
| | Nov | Feb | June |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Performance Objective 4: Design specific efforts to identify, locate, and recruit families within the service area in order to reach the families with eligible children. This will include locating children with disabilities, homelessness and foster care, by May 2021. HSPPS 1302.13; 1302.15(b)(1)

Evaluation Data Sources: Surveys, Community assessment, Parent surveys, ChildPlus data, Sign-in sheets, Agenda and minutes, PISD data, Community research data, Community List, PIR, Record keeping data

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| Strategy 1: Establish policies and procedures to identify the district service and recruitment areas where families in need reside. Strategy's Expected Result/Impact: To ensure families are informed about the program to help create and sustain a healthy waiting list of children prior to selection that is greater than the number of enrollment. Staff Responsible for Monitoring: Head Start Director, ERSEA Manager | Formative | | |
| | Nov | Feb | June |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Create a survey to use during the eligibility and interview process for parents and community agency partners to complete to determine locations where high needs families are living. Strategy's Expected Result/Impact: To ensure the PISD Head Start program is recruiting families in greatest need in the most appropriate targeted service area. Staff Responsible for Monitoring: Head Start Director, ERSEA Manager | Formative | | |
| | Nov | Feb | June |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Work in collaboration with PISD Student, Family and Community Services, Early Childhood, and Communications departments to create a recruitment plan that includes advertising projects to ensure the Head Start program is fully enrollment by the first day of each school year. Strategy's Expected Result/Impact: Full enrollment and a healthy waiting list. Staff Responsible for Monitoring: Head Start Director, ERSEA Manager | Formative | | |
| | Nov | Feb | June |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Campus Based Leadership Team

| Committee Role | Name | Position |
|----------------------------|-------------------|-------------------------------------|
| Non-classroom Professional | Sarahbeth Holman | Mental Health Manager |
| Administrator | Denise Lohmiller | Director of Head Start |
| Classroom Teacher | Jasmine McCormick | Education Manager/Classroom Teacher |
| Non-classroom Professional | Rose Mary Garza | Social Worker |
| Non-classroom Professional | Maritza Sanchez | Social Worker |
| Non-classroom Professional | Sally Barden | Health & Nutrition Manager/Nurse |
| Classroom Teacher | Katherine Dridge | PPCD Teacher/Disabilities Manager |
| Paraprofessional | Lori Stanley | Office Manager |

Demographics CNA Committee

| Committee Role | Name | Position |
|----------------------------|------------------|---------------------------------|
| Administrator | Denise Lohmiller | Director of Head Start |
| Non-classroom Professional | Sally Barden | Health Manager/Head Start Nurse |

ERSEA Advisory Committee

| Committee Role | Name | Position |
|-----------------------------|-------------------|--|
| Administrator | Denise Lohmiller | Director of Head Start |
| Non-classroom Professional | Sarahbeth Holman | Counselor/Mental Health Manager |
| Non-classroom Professional | Rose Mary Garza | Social Worker |
| Non-classroom Professional | Maritza Sanchez | Social Worker |
| Non-classroom Professional | Jasmine McCormick | Education Manager |
| Non-classroom Professional | Sally Barden | Health & Nutrition Manager/Nurse |
| Paraprofessional | Lori Stanley | Office Manager |
| Classroom Teacher | Katherine Dridge | Disabilities Manager/SPED Team Leader |
| District-level Professional | Laurie Taylor | Executive Director of Elementary Academic Services |
| District-level Professional | Ashley Davis | Director of Early Childhood |
| District-level Professional | Chris Lillie | Assistant Director of Human Resources |
| District-level Professional | Beverly Shannon | Coordinator of Transportation |

Health Advisory Committee

| Committee Role | Name | Position |
|-----------------------------|---------------|----------------------------------|
| Non-classroom Professional | Sally Barden | Health & Nutrition Manager/Nurse |
| District-level Professional | Staci Antello | Director of Nursing |

Student Achievement CNA Committee

| Committee Role | Name | Position |
|-------------------|-------------------|--|
| Classroom Teacher | Jasmine McCormick | ECD Manager/Classroom Teacher |
| Classroom Teacher | Katherine Dridge | Disabilities Manager/Special Education Teacher |

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 | | |
|--|--|--|--|