Plano Independent School District



Isaacs Early Childhood School

2026-2027 Campus Improvement Plan

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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.

Value Statement

Plano ISD Core Beliefs

We Believe:

- ALL students are at the heart of our decisions.
- High expectations lead to growth and achievement for each student and staff member.
- Graduates must possess the skills and knowledge that prepare them to become responsible citizens and successful leaders.
- All students will utilize social, emotional and academic skills in order to become resilient and resourceful lifelong learners.
- The highest levels of learning occur when students are engaged in work that is relevant,

authentic and challenging.
- Equity and access to equal opportunities are essential to reaching the highest levels of student achievement.
- As good stewards, we provide access to resources that enable each student to reach his/her aspirations.
- Our diverse, innovative and future-focused employees are the most valuable resource vital to the growth, care and success of each student.
- We embrace families, staff, students, and our community in the shared responsibility of educating our children.
- Developing meaningful, collaborative relationships in a welcoming, safe and caring environment is essential for student success.
- Quality public education is the foundation of a thriving community.

Isaacs Core Beliefs

We believe:

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

ALL Isaacs students will succeed!

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Comprehensive Needs Assessment

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, served in foster care, 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 - 252 students
- Special Education
    - 553%

Isaacs employs 90 staff members.

Demographics:

- Isaacs serves a diverse population of students in Plano ISD.
- Isaacs students leave the Early Childhood School to attend 13 different Elementary Schools that feed into Plano East Senior High.
- Isaacs dual Language students receive 50% of instruction in Spanish (Moving to 50% in 26-27)
- The student-to-teacher ratio is higher than most elementary schools.
- Teachers are required to be highly qualified and have multiple certifications.
- Attendance scores have increased from the 2024-2025 school year to 92.61% in the 2025-26 year. Teachers have focused on stressing the importance of attendance at the beginning of the year and doing frequent follow-ups following a student absence. Attendance rates are 1.5% lower than the district average; however, Isaacs has increased by 2%.
- When reviewing Review360, data showed that behavior incidents primarily occurred with students receiving special education services. The majority of the incidents were reported on Monday, Wednesday, and Friday.

Strengths

Demographics:

- Isaacs serves a diverse population of students in Plano ISD.
- Isaacs students leave the Early Childhood School to attend 13 different Elementary Schools that feed into Plano East Senior High.
- Isaacs dual Language students receive 50% of instruction in Spanish (Moving to 50% in 26-27)
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- Teachers are required to be highly qualified and have multiple certifications.
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- When reviewing Review360, data showed that behavior incidents primarily occurred with students receiving special education services. The majority of the incidents were reported on Monday, Wednesday, and Friday.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	ESL students in the monolingual classrooms are not instructed in their native language.	
2	Lack of transportation options limit student access to our program.	

★ = Priority

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 acquisition, social-emotional development, phonemic awareness, mathematics, as well as many other lifelong skills. Developmentally appropriate instruction and interventions are student-centered and include a strong home-school connection.

Special education students are making progress toward their IEP goals.

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

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.

Spanish:
EOY score: 96%

- Strengths: Shape Discrimination, Number Recognition

- Areas of Growth: Operations (79%), Rote Counting

English:
EOY score: 90%

- Strengths: Shape Discrimination, Shape Naming, Number Naming

- Areas of Growth: Rote Counting, Operations (46%)

Spanish:
EOY Score: 89% (Phonological Awareness)

- Strengths: Rhyming (93%), Letter Sound Correspondence (88%)

- Areas of Growth: Vocabulary (60%),

English:
EOY Score: 80% (Phonological Awareness)
- Strengths: Letter Sound Correspondence (84%)

- Areas of Growth: Vocabulary (54%), Rhyming (48%)

Strengths

Spanish:
EOY score: 96%
- Strengths: Shape Discrimination, Number Recognition

English:
EOY score: 90%
- Strengths: Shape Discrimination, Shape Naming, Number Naming

Spanish:
EOY Score: 89% (Phonological Awareness)
- Strengths: Rhyming (93%), Letter Sound Correspondence (88%)

English:
EOY Score: 80% (Phonological Awareness)
- Strengths: Letter Sound Correspondence (84%)

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	The students had a 48% in English, 93% in Spanish on track rate in Phonological Awareness - Rhyming (Pillar 2).	
2	The students had a 49% in English, 63% in Spanish on track rate in Phonological Awareness - Alliteration (Pillar 2).	
3 ★	The students had a 65% in English, 75% in Spanish on track rate in Math Rote Counting (Pillar 2).	

★ = Priority

School Processes & Programs

Summary

Strengths:

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 previously administered an assessment that is 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 and 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.

Areas of Growth:

Teacher teams need support utilizing the collaborative team framework to intentionally plan for all students. The HRS survey indicated a need to strengthen data collection processes.

Strengths

Strengths:

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Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Teachers do not effectively use the Collaborative Framework during PLC (Pillar 1).	
2	Our Dual Language students will encounter a new language program of 50/50.	

★ = Priority

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 a 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:

- All staff warmly 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.
- New teachers do not have the background knowledge to implement all curriculum, including Heggerty.

Strengths

Perceptions:

- All staff warmly 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	Root Cause
1 ★	Limited opportunities for parent involvement in the school setting (Pillar 4).	
2	Parents have limited access to learn about curriculum and school culture.	
3	New teachers do not have the background knowledge to implement all curriculum, including Heggerty.	

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	The students had a 65% in English, 75% in Spanish on track rate in Math Rote Counting (Pillar 2).	
2 ★	Teachers do not effectively use the Collaborative Framework during PLC (Pillar 1).	
3 ★	Limited opportunities for parent involvement in the school setting (Pillar 4).	

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Section 504 data**
- [x] **Homeless data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Professional development needs assessment data**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

☑ **Parent surveys and/or other feedback**

Support Systems and Other Data

☑ **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Priorities

Priority 1

Pillar 1: Teaching & Learning ~ Objective 1.2
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.

Goal 1

Teachers will effectively use the Collaborative Framework during professional learning community lesson planning.

Performance Target: Students will improve to 60% in English on rhyming and alliteration as demonstrated on the Circle Assessment.

Expected Result: Teachers will create aligned lesson plans targeted to improve student performance in rhyming and alliteration.

Strategy 1

Teachers will utilize informal assessments to guide instruction. Informal assessments will be noted in teacher lesson plans.

Staff Responsible for Monitoring: Administrators, teachers, instructional coach

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 2

Teachers will use informal assessment data to drive small group instruction as monitored by classroom walk throughs and teacher lesson plans.

Staff Responsible for Monitoring: Administrators, teachers, instructional coach

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Teachers do not effectively use the Collaborative Framework during PLC (Pillar 1).	

Priority 2

Pillar 1: Teaching & Learning ~ Objective 1.2
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.

Goal 1

Teachers will effectively use the Collaborative Framework during professional learning community lesson planning.

Performance Target: Students will improve to 75% in English on rote counting as demonstrated on the Circle Assessment.

Expected Result: Teachers will create aligned lesson plans targeted to improve student performance in rote counting.

Strategy 1

Teachers will utilize informal assessments to guide instruction. Informal assessments will be noted in teacher lesson plans.

Staff Responsible for Monitoring: Administrators and instructional coach.

Problem Statements: Student Learning 3

Formative Reviews

November	February	June

Strategy 2

Teachers will use informal assessment data to drive small group instruction as monitored by classroom walk throughs and teacher lesson plans.

Staff Responsible for Monitoring: Administrators and instructional coach

Problem Statements: Student Learning 3

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	The students had a 65% in English, 75% in Spanish on track rate in Math Rote Counting (Pillar 2).	

Priority 3

Pillar 4: Safety, Wellness & Community Engagement ~ Objective 4.3 ~ ATTENDANCE
Create a culture of belonging for all members of the Plano ISD community.

Goal 1

Improve attendance rate from the current attendance rate of 92.61% making progress toward the district average of 94%

Performance Target: Isaacs will meet or surpass the district average of 94% attendance.

Expected Result: Isaacs ECS will maintain or improve daily attendance rate.

Strategy 1

Provide monthly attendance tips to parents.

Staff Responsible for Monitoring: Administration, newsletter coordinator.

Problem Statements: Perceptions 1

Formative Reviews

November	February	June

Strategy 2

Classroom teachers will provide attendance visuals to students in the classroom along with whole-class motivators for attendance.

Staff Responsible for Monitoring: Classroom teachers, administrators

Problem Statements: Student Learning 3

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	The students had a 65% in English, 75% in Spanish on track rate in Math Rote Counting (Pillar 2).	

Goal 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Limited opportunities for parent involvement in the school setting (Pillar 4).	

Priority 4

Pillar 4: Safety, Wellness & Community Engagement ~ Objective 4.2 ~ BEHAVIOR
Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Goal 1

Increase parent engagement by hosting family curriculum fun nights, including sessions on improving preschool aged students behavioral and social skills.

Performance Target: Reduce the number of Behavior/Discipline referrals in Review 360 by 20% to 24.

Expected Result: By providing parents with the tools we use at school to teach and support positive social and behavioral skills, we will decrease the number of behavioral referrals we have at school during the day.

Strategy 1

Host 2 Family Curriculum Fun Nights, where students and parents can come to school and engage in make and take activities focused on math, reading, and social/behavioral skills.

Staff Responsible for Monitoring: Campus team leaders, administrators, instructional coach, counselor

Problem Statements: Perceptions 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Limited opportunities for parent involvement in the school setting (Pillar 4).	