



Plano Independent School District Campus Improvement Plan

Pearson Early Childhood School

4000 Eagle Pass Drive

Plano, TX 75023

2018-2019

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Vision and Mission Statements for District and Campus

Plano ISD Vision Statement

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

Plano ISD Mission Statement

The mission of the Plano Independent School District is to provide an excellent education for each student.

District Goals

Plano ISD has two major ongoing district goals:

- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

Campus Mission Statement

At Pearson ECS, we lay the foundation for early learners by supporting families, fostering a love of learning through play, developing the whole child, and providing a nurturing, safe haven for all.

Campus Information

Administration Team

Principal, Jen Haugh

Principal,

About Us

Welcome to Lena Bishop Pearson Early Childhood School!

"Our school is a child-focused educational environment committed to preparing each student for life-long learning!"

With state-of-the-art facilities and developmentally appropriate curriculum and materials, the educators of Pearson ECS strive to create a safe, nurturing, and positive learning environment for all of our youngest learners. The children are excited to be part of a great place to learn and call their school!

Campus Status

X Non-Title I Campus

Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 08/28/2018 03:15 pm

Meeting 2: Progress monitoring and review of strategic plan - 01/30/2019 03:15 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/14/2019 03:15 pm

State Goals and Objectives

The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.

Objective #2 - Students will be encouraged and challenged to meet their full educational potential.

Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.

Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Strategic Priorities

Goal #1 - **Recruit, support, and retain** Teachers and Principals.

Goal #2 - Build a **foundation** of **reading** and **mathematics**.

Goal #3 - Connect high school to **career** and **college**.

Goal #4 - **Improve** low-performing schools.

Information regarding the TEA Strategic Plan may be accessed here: http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

Site-Based Improvement Committee Members

| Committee Member Name | Role | 1st Year on SBIC | Meeting 1 Attendance | Meeting 2 Attendance | Meeting 3 Attendance |
|-----------------------|-----------------------------------|------------------|----------------------|----------------------|----------------------|
| Cie Hom | Faculty Member | 2018-2019 | X | X | |
| Smita Pais | Faculty Member | 2018-2019 | X | X | X |
| Elizabeth Nestman | Faculty Member | 2018-2019 | X | X | X |
| Bonney Dennis | Faculty Member | 2017-2018 | X | X | |
| Melissa Bolash | Faculty Member | 2017-2018 | X | | |
| Christina Robins | Faculty Member, Special Ed | 2017-2018 | X | X | X |
| Jen Haugh | Principal | 2018-2019 | X | X | X |
| Lynette Vanhorn | District Professional | 2018-2019 | X | | |
| Michelle Matthews | Campus Professional, Non-teaching | 2009-2010 | X | | X |
| Rita Cordero | Support Staff Member | 2017-2018 | X | X | X |
| Kelly Wilson | Parent-Selected by PTA | 2018-2019 | | | |
| Amanda Clark | Parent-Selected by Principal | 2018-2019 | | | |
| Ana Rodriguez | Parent | 2018-2019 | | | |
| Ella Rigoulot | Parent | 2018-2019 | | | |
| Sana Ighneim | Parent | 2018-2019 | | | |
| Robin Pennington | Parent | 2018-2019 | | | |
| Lisa McMillen | Community Member | 2018-2019 | X | X | |
| Kristin Walsh | Community Member | 2010-2011 | X | | |
| Doug Haugh | Business Representative | 2018-2019 | | | |
| Trace Mitchell | Business Representative | 2018-2019 | X | | |
| Liza Akerley | Faculty Member | 2018-2019 | X | X | X |

| Committee Member Name | Role | 1st Year on SBIC | Meeting 1 Attendance | Meeting 2 Attendance | Meeting 3 Attendance |
|-----------------------|-----------------------------------|------------------|----------------------|----------------------|----------------------|
| Beatriz Mejia | Faculty Member | 2002-2003 | X | X | X |
| Mariana Ruiz | Campus Professional, Non-teaching | 2018-2019 | | X | X |

State Compensatory Education Program Information

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD's compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state's eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

SCE Program Funding

| | | |
|------------------|--------------|---|
| SCE Total | \$201,847.53 | State Compensatory Ed funds allocated for allowable supplemental resources and 3 staff. |
|------------------|--------------|---|

Comprehensive Needs Assessment Summary

| Area Reviewed | Summary of Strengths What were the identified strengths? | Summary of Needs What were the identified needs? | Priorities What are the priorities for the campus, including how federal and state program funds will be used? |
|----------------------------|---|---|---|
| Demographics | <p>Do not have a high mobility rate</p> <p>Diverse student population (ethnicity and at risk)</p> <p>low teacher to student ratio, 18:1</p> <p>92% and above per 9 weeks - student attendance rates</p> <p>56% of teachers with 6+ years of experience</p> <p>42% of teachers have a Masters degree</p> | <p>Low number of students who are not at-risk</p> <p>More diversity in teaching staff (ethnicity and gender); 82% white</p> | <p>Male figures and diverse ethnicities to be positive presences in the classroom and school.</p> |
| Student Achievement | <p>Student growth from BOY to EOY in phonological areas ranged from 25%-53%</p> <p>Student growth from BOY to EOY in mathematical areas ranged from 32% - 60%</p> <p>Highest growth rates in the areas of rote counting and syllabication</p> | <p>Social/emotional development (2nd year with new curriculum)</p> <p>Better way to measure S/E growth</p> <p>Increasing significant behaviors in SPED population</p> <p>Consistency of implementation of S/E curriculum across the school in all classes with all students</p> | <p>Increasing numbers of significant behavior in students</p> <p>Expectations for use of S/E curriculum</p> <p>Staff education on appropriate developmental practices for teaching social emotional skills to lower functioning students</p> <p>More staff dev on use of behavior regulation strategies</p> |

| Area Reviewed | Summary of Strengths What were the identified strengths? | Summary of Needs What were the identified needs? | Priorities What are the priorities for the campus, including how federal and state program funds will be used? |
|--|--|--|---|
| School Culture and Climate | <p>Staff feels that school is safe and orderly (strongly agree - 1.1 on HRS)</p> <p>School has clear and specific rules for safety procedures (strongly agree - 1.1 on HRS)</p> <p>Staff perceives students feel safe at school. (strongly agree - 1.2 on HRS)</p> <p>Frequent opportunities for family involvement 9 Family First Fridays 22 Parent opportunities for involvement</p> <p>73% of families feel the school encourages families to volunteer</p> | <p>More community resources for families</p> <p>Multicultural school events</p> <p>Social emotional training/support for families and teachers</p> | <p>Social emotional training and support for families to carryover skills learned at school</p> |
| Staff Quality/ Professional Development | <p>56% of teachers with 6+ years of experience (avg yrs of exp. 7.5)</p> <p>42% of teachers have a Masters degree</p> <p>Specialized staff (sped certified, ESL certified, SLPs)</p> <p>Diverse programs (BIL, ESL, PPCD, Deaf Ed, CSC, ALC/ELC, Full Day)</p> | <p>Quality planning time</p> <p>A formal outline into decision making process (HRS 1.3)</p> <p>Acknowledgement of staff individual accomplishments (HRS 1.7)</p> <p>Share why decisions are made with staff</p> <p>Staff cohesiveness/ community building (staff survey)</p> | <p>Quality time in planning</p> |
| Curriculum, Instruction, Assessment | <p>Utilize CLI Circle Assessment and Reports</p> | <p>Consistency in structuring a PLC process</p> | <p>Collaborative teams meet regularly to review instructional process</p> |

| Area Reviewed | Summary of Strengths What were the identified strengths? | Summary of Needs What were the identified needs? | Priorities What are the priorities for the campus, including how federal and state program funds will be used? |
|---|--|--|---|
| | <p>Observed play was developmentally appropriate and meaningful (walk-through data)</p> <p>98.9% of play was shared and reciprocal (walk-through data)</p> | <p>Ensuring the instructional planning cycle is used</p> <p>Collecting data to inform decision-making</p> | |
| Family and Community Involvement | <p>School utilizes website, Facebook, & Twitter to reach parents</p> <p>Teachers utilized Remind to increase parent involvement</p> <p>Teachers use social networking to involve parents and community</p> <p>Frequent opportunities for family involvement</p> <p>9 Family First Fridays</p> <p>22 Parent opportunities for involvement</p> <p>73% of families feel the school encourages families to volunteer</p> | <p>More involvement of community businesses</p> <p>Regularly gathering feedback from parents and the community</p> | <p>Gathering feedback from parents and the community</p> |
| School Context and Organization | <p>Regular meetings</p> <p>Website for parents</p> <p>Celebrate school accomplishments</p> | <p>Goals/Agenda for meetings</p> <p>Celebrate individual accomplishments</p> <p>Decisions made with teacher input</p> <p>Formal ways to provide input from staff and community</p> | <p>Opportunities for staff & parents to provide meaningful input to feel ownership of decisions made for the school</p> |

| Area Reviewed | Summary of Strengths What were the identified strengths? | Summary of Needs What were the identified needs? | Priorities What are the priorities for the campus, including how federal and state program funds will be used? |
|-------------------|---|--|--|
| Technology | <p>The mobile computer lab is provided to families many times throughout the year and has had consistent visitors</p> <p>There is a wide variety of technology resources on our campus including iPads in every room, projector screens, a hatch table, bee bots, touch screen computers, Swivl, and Osmos</p> <p>We have many students on assistive technology devices and the staff working with the students receive training on how to correctly use the device</p> <p>Teachers on our campus have social media accounts to communicate messages with their families and share exciting things going on in the classroom</p> <p>There is a program we have available to all families called Computers at Home that allows parents to be able to take a computer home for family personal use</p> <p>Our district wide assessments are all performed online and are able to generate easy to read reports for families</p> | <p>Our staff would like more instruction on how to use some of the technology we have available on our campus</p> <p>We could make all families more aware of the technology programs we have available on our campus</p> <p>Increase the staff use of technology in classrooms by providing more instruction and having more developmentally appropriate technology</p> <p>New headphones</p> <p>The wifi on our campus constantly has issues. We need consistent use of the internet</p> | <p>Developmentally appropriate technology resources for use in classrooms (ex. apps for iPads, games for computers)</p> <p>Trainings for staff</p> |

Critical Action #1

| | |
|--------------------------------|---|
| Problem Statement | The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform PLC process (policies and practices). |
| Root Cause and Strategy | We will address the need for teacher teams and collaborative groups to effectively address curriculum, assessment, instruction and the achievement of all students by ensuring that PLC process is implemented consistently using the districts' PLC protocols with fidelity. |
| Goal | Increase student achievement by implementing the PLC process and attain success with HRS Critical Commitment Level 1. |
| Project Lead | Campus Administrator, Instructional Specialist, Special Education Team Leader, Teacher Leader, Deaf Education Team Leader |
| Staff, Title I Staff | All Teachers, SLPs, Teaching Assistants |
| Materials and Resources | Pre-Kindergarten Guidelines, District Curriculum, Planning Protocol document, |

| Action Step(s) | Resource Description | Type | Amount | Implementation Timelines | Implementation Evidence | Outcome | Monitoring Short Term | Monitoring Intermediate | Monitoring Long Term |
|--|----------------------|------|--------|---|--|--|--|---|--|
| Professional Learning will be provided on the High Reliability Schools, PLC, and Collaborative Team processes. | | | | Initial staff training August 2018, supplemental training at staff meetings in September 2018, January 2019, May 2019 | Professional Learning Powerpoint, MLP Attendance Sign-In, Meeting Agenda | Increase staff understanding of High Reliability Schools and the Professional Learning Community Process | On Track to Make Progress Initial trainings with staff took place on 8/3/18, 8/8/18, and 9/26/18. | Some Progress Subsequent training was provided to all staff to correct misunderstandings on 1/9/19 after completion of staff survey regarding HRS. Of 47 responses, 67.1% of staff believed they have been a part of a collaborative team and 38.3% of respondents shared | Significant Progress UbD training through the Curriculum Development Institute was provided to teaching staff. This training was to support staff with the implementation of backward design lesson planning utilizing the PLC/collaborative team process. Each teacher attend two training days. All |

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| Action Step(s) | Resource Description | Type | Amount | Implementation Timelines | Implementation Evidence | Outcome | Monitoring Short Term | Monitoring Intermediate | Monitoring Long Term |
|--|----------------------|------|--------|--|--|---|--|--|--|
| | | | | | | | | they had not been a part of a collaborative team. | staff attended on 2/18/19 and each staff member also attended on one of the four following dates: 3/5/19, 3/26/19, 4/2/19, or 4/9/19. |
| Collaborative teams will be established and will meet twice a month for collaborative team meetings. | | | | August 2018, Bi-monthly meetings from August 2018-May 2019 | Collaborative Team Assignments Google Document | Improve teacher collaboration and deepen understanding of PreK guidelines and planning protocols to improve instruction | On Track to Make Progress Collaborative Teams were established on 8/21/2018 and were emailed to staff. | Some Progress Based on staff survey feedback Collaborative Teams were renamed Planning Teams in January 2019 to clear up misunderstandings. Planning teams met on the following dates: 8/21/18, 9/4/18, 9/25/18, 10/2/18, 10/16/18, 11/6/18, 12/4/18, 1/7/19, 1/22/19 | Significant Progress Planning teams continued to meet throughout the year to discuss understanding of guidelines and expectations for students in regards to instruction and learning targets. Team met on 2/5/19, 2/19/19, 3/5/19, 4/2/19, 4/16/19, and 5/7/19. Leadership reflected on the collaborative team process during the leadership retreat in May 2019 and have proposed adjustments to the planning model in order to more closely align planning for Understanding By Design and the Collaborative Team Framework. |
| Planning protocol will be designed to guide effective collaborative team meetings. | | | | August 2018 | Collaborative Team Planning Protocol Document | Increase quality of time and richness of discussion in teacher planning | On Track to Make Progress The planning protocol document was designed and emailed to staff on 8/21/18. It is designed to be a | Some Progress In order to capture and review discussion during Planning Team meetings, each team was asked to begin taking minutes in | Significant Progress Minutes from each collaborative planning team are stored on the Google drive where campus leadership has access to review and |

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|--|----------------------|------|--------|---------------------------|---------------------------|--|---|---|---|
| | | | | | | | guiding document for discussion on PreK guidelines, student instruction & assessment. | December 2018. Minutes are stored on the Google Drive and are reviewed by a committee once per month. The committee will meet on 2/1/19 to review minutes from December and January meetings. | evaluate. Each month the campus leadership reviews the planning team protocol minutes for better understanding of the collaborative discussions that are occurring on campus. The planning protocol utilized this year was reevaluated to determine any adjustments in order to refine clarity and the process for how it is used. This document, along with the Collaborative Team Framework document, were provided to the leadership team at the team leader retreat in May 2019 for leadership to compare and discuss. |
| Staff survey will be designed and distributed to collect feedback on the collaborative team process. | | | | December 2018, April 2019 | Survey and Survey Results | Increase the use of data to drive instructional processes. Review, revisit, and refine collaborative teams | On Track to Make Progress A committee collaborated to create a staff survey to collect feedback on the current process. The survey was finalized in December 2018. | Significant Progress The survey was distributed to staff on 12/17/18. 30 responses were collected. Survey Results on a 1-5 scale: 83.3% responded with a 4 or 5 to meeting goals are clearly defined. 83.4% responded with a 4 or 5 indicating they are | Some Progress A second survey was distributed to staff on 4/30/19 to evaluate the effectiveness and perceptions of the planning teams. 21 responses were collected from this survey. Survey Results on a 1-5 scale: 71.4% responded with a 4 or 5 to |

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| Action Step(s) | Resource Description | Type | Amount | Implementation Timelines | Implementation Evidence | Outcome | Monitoring Short Term | Monitoring Intermediate | Monitoring Long Term |
|----------------|----------------------|------|--------|--------------------------|-------------------------|---------|-----------------------|--|--|
| | | | | | | | | <p>gaining a deeper understanding of what students should learn.</p> <p>76.6% responded with a 4 or 5 indicating they are gaining a deeper understanding of how students can show what they've learned.</p> <p>83.3% responded with a 4 or 5 indicating the teams purpose/goals are achieved.</p> <p>86.6% responded with a 4 or 5 indicating conversations are positive and produce effective strategy suggestions.</p> | <p>meeting goals are clearly defined.</p> <p>61.9% responded with a 4 or 5 indicating they are gaining a deeper understanding of what students should learn.</p> <p>42.8% responded with a 4 or 5 indicating they are gaining a deeper understanding of how students can show what they've learned.</p> <p>90.5% responded with a 4 or 5 indicating meetings start and end in a timely manner.</p> <p>47.6% responded with a 4 or 5 indicating the teams purpose/goals are achieved.</p> <p>66.6% responded with a 4 or 5 indicating conversations are positive and produce effective strategy suggestions.</p> <p>Summary: The spring survey scores appear lower than mid-year survey results. The committee feels a number of factors influenced the</p> |

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|----------------|----------------------|------|--------|--------------------------|-------------------------|---------|-----------------------|-------------------------|--|
| | | | | | | | | | results including: less responses to the survey, fewer number of collaborative meetings in the spring semester, district meetings being scheduled that interfered with all teachers participating in each meeting (lower attendance and therefore less collaboration). |

Critical Action #2

| | |
|--------------------------------|--|
| Problem Statement | There has been an increase in behavior that disrupts and impacts the quality of the learning environment. |
| Root Cause and Strategy | We will address the responsiveness for student needs by implementing the Settle Your Glitter curriculum with fidelity. |
| Goal | Increase the quantity and quality of SEL (Social Emotional Learning) via the Settle Your Glitter Curriculum. |
| Project Lead | Campus Administrator, Instructional Specialist, Counselor |
| Staff, Title I Staff | All Teachers, SLPs, Specialists |
| Materials and Resources | District Curriculum, Settle Your Glitter Curriculum |

| Action Step(s) | Resource Description | Type | Amount | Implementation Timelines | Implementation Evidence | Outcome | Monitoring Short Term | Monitoring Intermediate | Monitoring Long Term |
|---|----------------------|------|--------|--|--|---|--|--|--|
| Train new staff and reinforce and review Settle Your Glitter curriculum implementation with existing staff. | | | | Training for new staff in July 2018, Supplemental training at staff meetings (scheduled 3 times during the year) | Lesson plans with documentation of SYG or SEL lessons and strategies | Increase Teacher Knowledge and Strategies for Supporting Behavior; Improve Student Social-Emotional Wellbeing | On Track to Make Progress August 2018 - Establish dates for training of new employees and select dates for follow-up trainings throughout the year. | Significant Progress All new staff attended a Settle Your Glitter Initial Training on 7/26/18 facilitated by district trainers. SEL EdCamp style training was provided by campus on 1/7/19. Staff chose to attend 3 sessions from the following SEL topics: Incredible Flexible You Joint Attention Routines Conscious Discipline Rage to Reason Basics of Reinforcement Settle Your Glitter Strategy Cards/Mindfulness Second Step | Significant Progress Weekly emails continue to be sent to staff each week by the Instructional Specialist highlighting SEL strategies, lessons, relevant research/articles, and links to resources for current lessons. Each collaborative planning team reviewed and discussed social emotional guidelines during their collaborative meetings held on a bi-monthly basis. Training was provided to all staff on 2/6/19 by a district Occupational Therapist in the area of behavior and |

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| Action Step(s) | Resource Description | Type | Amount | Implementation Timelines | Implementation Evidence | Outcome | Monitoring Short Term | Monitoring Intermediate | Monitoring Long Term |
|--|----------------------|------|--------|--|--------------------------|--|--|--|--|
| | | | | | | | | <p>Staff was surveyed after training on 1/7/19. 26 responses were collected. The sessions were relevant and useful (20 strongly agreed, 6 agreed) The experience helped me be more effective in teaching/implementing SEL strategies (17 strongly agreed/9 agreed) Time allocated for the sessions was sufficient (13 strongly agreed, 9 agreed, 1 neutral, 3 disagreed - need more time for Rage to Reason)</p> <p>A weekly email is sent to staff with specific SEL strategies, lessons, relevant articles/research, links to videos/media that pertain to current weeks lesson.</p> | <p>sensory needs in the classroom.</p> <p>Spring faculty meetings have featured SEL support activities that can be implemented in the classroom to reinforce campus SEL initiative.</p> <p>3/6/19- Mindfulness Circle 4/3/19- Mindful breathing</p> <p>Representatives from campus schedule a tour and training day at the Momentous Institute on 4/16/19 to identify practices for supporting social emotional development of students.</p> |
| Collaborate with all Early Childhood Schools to adapt Settle Your Glitter Curriculum for 3 year old and self-contained students. | | | | August 2018, monthly Instructional Specialist Meetings | Planning & meeting notes | Increase Quantity and Quality of Social-Emotional Learning | On Track to Make Progress September 19, 2018 - Meet with Instructional Specialists and Principals from all campuses that have an Early Childhood program to discuss SEL strategies. | On Track to Make Progress Immediately after goal setting for the year, Pearson received a 3 year old modified Settle Your Glitter Curriculum. The 3 year old classes have been implementing it. | Some Progress Weekly emails continue to be sent to staff each week by the Instructional Specialist highlighting SEL strategies, lessons, relevant research/articles, and links to |

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|---|----------------------|------|--------|--------------------------------|--|---|--|--|---|
| | | | | | | | Instructional Specialists were in beginning stages of communication within the 3 ECS schools to establish a plan to work collaboratively in moving forward with addressing developmentally appropriate lessons and strategies for 3 year-old classrooms. | The Campus Instructional Specialists from each EC campus have been sending out weekly "In A Nutshell" that contains links and information for implementing Settle Your Glitter for 3s and 4s. | resources for current lessons. Each collaborative planning team reviewed and discussed social emotional guidelines during their collaborative meetings held on a bi-monthly basis. Instructional Specialists from all 3 ECS campuses met regularly throughout the year to write curriculum and imbed SEL guidelines and strategies within the new planning framework. |
| Counselor will provide parent trainings on social-emotional strategies from Settle Your Glitter to use at home. | | | | Monthly, October 2018-May 2019 | Monthly parent meetings, Attendance Sign-In sheets | Increase Family and Community Engagement, Increase Parent Knowledge and Use of Strategies | On Track to Make Progress September 2018 - Make a schedule for parent trainings and identify staff/district resources who can aid in delivery. | Some Progress The counselor provided training to parents in attendance 10/25/18 during family game night. Parents learned the breathing strategies students are using at school in the classroom. Additional Parent Training Topics on strategies for parents: September: Helping Children Develop Social Skills (34 parents attended) October: Setting Limits and Following | Some Progress 2/12/19 - Counselor led two sessions of an SEL Parent Academy. Parents were provided with breathing strategy visual magnets to use with their child at home. Strategies and tips for parents were provided each month via the Smore Newsletter that was emailed to all parents twice each month. This article highlighted the social emotional content and instruction taking place for their |

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|---|----------------------|------|--------|--------------------------------|-------------------------|---|---|---|--|
| | | | | | | | | Through - Effective Discipline (7 parents attended) November: I've Never Planned to Yell So Much (21 parents attended) | child in the classroom and provided parents with ideas for supporting this learning at home. |
| Settle Your Glitter strategies will be provided to parents through monthly campus newsletter. | | | | Monthly, October 2018-May 2019 | Smore Newsletter | Increase Parent Knowledge and Use of Strategies | On Track to Make Progress Review Settle Your Glitter scope and sequence to identify topics and strategies that would be appropriate and relevant to parents. | Significant Progress The Campus Instructional Specialist has been writing up monthly summaries about what the students are learning through Settle Your Glitter and why it is important, including strategies to use at home. This newsletter is sent to parents on the 1st of every month. Strategies & topics: September - Mindfulness October - The Brain & Impulse Control November - Gratitude December - Optimism | Significant Progress Mindful breathing techniques featured in SWIVL video on Counselor newsletter. Monthly newsletter- Each month counselor has featured an "SEL Tip of the Month" to encourage parents SEL awareness/support. The Campus Instructional Specialist has been writing up monthly summaries about what the students are learning through Settle Your Glitter and why it is important, including strategies to use at home. This newsletter is sent to parents on the 1st of every month. Strategies & topics: January - Grit February - Resilience March - Understanding Others |

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| Action Step(s) | Resource Description | Type | Amount | Implementation Timelines | Implementation Evidence | Outcome | Monitoring Short Term | Monitoring Intermediate | Monitoring Long Term |
|----------------|----------------------|------|--------|--------------------------|-------------------------|---------|-----------------------|-------------------------|---|
| | | | | | | | | | April - Being a Changemaker May - Hope |

Violence Prevention and Bullying

VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (Required Action Steps per HB 283)

STAFF PREVENTION

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|---------------------------|--|-----------------------------|---------------------------------|---|--|
| | | | | Short Term | Long Term |
| Identify high risk areas. | Principal/Admin Intern/Asst. Principal | Staff feedback/ survey | August 2018, as the need arises | Use Zone Method for staff supervision on playground. | Parents were surveyed in October 2018 regarding School Safety. 100% of the parents indicated they felt their child was safe at school. 100% of staff surveyed through HRS Level 1 in March 2019 feels the campus is a safe and orderly place. |
| Monitor high risk areas. | Principal Designee | Staff assignments/ schedule | August 2018, daily | August 2018 - Duty schedule created for monitoring all arrival and dismissals to ensure student | January 2019 - Duty schedule reevaluated based on students needs and an updated second semester |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|-----------------------------------|--------------|---|-------------------------|--|--|
| | | | | Short Term | Long Term |
| | | | | safety. Training provided to all staff on procedures in August 2018. | schedule was created. |
| Follow Campus Rules/Expectations. | Principal | Code of Conduct, District Handbook Campus Handbook | August 2018, daily | August 2018 - Campus expectations were discussed with and provided to all staff during professional development. | January 7, 2018 - Staff training and reminders were discussed again with professional staff at a campus PDH day. |

STAFF EDUCATION

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|---|-----------------------|----------------------|-------------------------|---|---|
| | | | | Short Term | Long Term |
| Participate in annual staff training on bullying/sexual harassment. | Principal or designee | Handouts/ PowerPoint | August 2018 | August 2018 - Staff completed online bullying and sexual harassment training through SafeSchools. | November 7, 2018 - Counselor presented a training with information on bullying/suicide in a meeting with all staff. |

STAFF INTERVENTION

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|---|---|----------------------------|-------------------------|--|--|
| | | | | Short Term | Long Term |
| Establish recommended intervention strategies for classroom/campus. | Principal or designee (campus discipline staff) | Discipline Management Plan | August 2018 | Teachers have support of Instructional Specialist and Special Education Team Leader to consult, observe and suggest appropriate RTI for student behaviors. Plan delivered during August 2018 PDH. August 2018 - CORE Team established and trained on appropriate techniques to assist students in crisis. | Teachers meet bi-monthly in collaborative teams to discuss intervention strategies and share supports with each other. Each team is lead by a campus leadership team member. CORE Team campus training and review on 9/13/18. |

STUDENT PREVENTION

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|--|-----------------------|--|---------------------------------|---|---|
| | | | | Short Term | Long Term |
| Clearly state student expectations/campus rules/citizenship. | Principal or designee | Code of Conduct/ Student-Parent Handbook | August 2018, as the need arises | August 2018 - Expectations established during | January 7, 2018 - Staff training and reminders were discussed again |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|--------------------------|--------------|-------------------------|-------------------------|---|---|
| | | | | Short Term | Long Term |
| | | | | professional development. Teachers will specifically teach and post classroom expectations by August 31, 2018. | with professional staff at a campus PDH day. |
| Monitor high risk areas. | All staff | Schedule (if necessary) | Daily | Staff are present in high-risk areas including, outside at arrival/dismissal, activity room, playground, and in hallways/classroom doorways to monitor students at all times. Training delivered to all staff in August 2018. | Duty schedules to monitor high-risk areas were reviewed and modified for staff in January of 2019. Information was emailed to regular Pearson substitutes to provide information and training to them on expectations for supervision in high risk areas in January 2019. Principal monitors high risk areas and evaluates needs for additional |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|---|--------------|------------------|-------------------------|---|---|
| | | | | Short Term | Long Term |
| | | | | | training/communication on safety for students. |
| Guidance lesson on bullying prevention. | Counselor | Counselor lesson | March 2019 | Students are aware of age-appropriate strategies to prevent and resolve conflicts with others. Guidance lessons on November 2018. | March/April 2019- Counselor guidance lesson on conflict/resolution and respecting boundaries. |

STUDENT INTERVENTION

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|--------------------------------|--------------|---|-------------------------|--|--|
| | | | | Short Term | Long Term |
| Apply classroom interventions. | All teachers | All Teachers, Speech Language Pathologists, Teaching Assistants | Daily | Classroom expectations are established in August 2018 and delivered through specific teaching strategies within the classroom. | SEL Training for professionals was provided in an EdCamp format on January 7, 2019. Calm down areas are established in every classroom, breathing techniques have been taught to students, and the Settle Your Glitter |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|----------------------------------|------------------|---|-------------------------|---|--|
| | | | | Short Term | Long Term |
| | | | | | <p>Curriculum is utilized in every classroom to teach age-appropriate interventions.</p> <p>2/25/19 - Three leadership team members attend a full day online training on Reducing Disruptive Behaviors to identify additional strategies and supports for possible classroom implementation.</p> |
| Employ discipline interventions. | Designated staff | All Teachers, Speech Language Pathologists, Teaching Assistants | Daily | Strategies and redirection for behaviors are individualized and differentiated to meet the needs of all learners. | <p>SEL Training for professionals was provided in an EdCamp format on January 7, 2019.</p> <p>Additional training was provided in the</p> |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|-----------------------------------|-------------------------|-----------------|--|--|---|
| | | | | Short Term | Long Term |
| | | | | | spring on 2/6/19 to include behavior strategies, de-escalation and supporting sensory needs of students. |
| Conference with parents/students. | Teachers or other staff | All Teachers | October 2018, February 2019, additionally as the need arises. Meetings as required by IEP or driven by programming needs. | Parents will be offered opportunities to meet individually with their child's teach in October 2018. | Parent-Teacher conferences are scheduled to be held from February 4 - February 15th. Individual conferences with parents/students are also held throughout the year, as needed. |

Parent Involvement

The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|--|----------------|--------------------------------------|--|--|--|
| | | | | Short Term | Long Term |
| Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. | Parent Liaison | Principal, Counselor, Parent Liaison | August 2018, January 2019, ongoing throughout registration | Mobile Computer Lab helped parents with registration, volunteer applications, meal applications at Pearson on August 14th and August 16th, 2018. | October through November 2018- mobile computer lab attended Pearson ECS to provide technology classes to families. Parents had access to Rosetta Stone, Microsoft Office, and other resources. |
| Communicate information through eNews and through hard copies when internet access is not available. | Principal | Principal, CTA, Teachers | Monthly | Monthly Smore Newsletters are sent to all parents. The newsletter can be translated into over 100 different languages. | Smore Newsletters have been published bi-monthly and are sent by email to every parent, posted on Facebook, Twitter and the school website. |
| Utilize social media to keep parents and community informed. | Principal | Principal, Teachers | Monthly, As the need arises | The principal posts monthly | Throughout the year, principal |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|---|--------------|-----------------|---------------------------------|--|---|
| | | | | Short Term | Long Term |
| | | | | <p>newsletters on Facebook and Twitter as well as information on programs as the need arises. Newsletters are also sent through School Messenger.</p> <p>Teachers will establish classroom platforms on the social media of their choice to communicate with parents. Most teachers are utilizing SeeSaw, private Facebook pages, or Remind.</p> | <p>posts on Pearson ECS social media special events and activities at school.</p> <p>This year events were created on Facebook to increase parent awareness. Parents had the ability to respond to the event, share they were coming, share the event with others, and ask questions regarding the event.</p> |
| Upgrade and maintain the campus website for easy access and increased communication with the community. | CTA | Principal, CTA | August 2018, As the need arises | The CTA is revamping the school website to include a bio and picture for every staff member. | Throughout the year, families have access to faculty information, websites, and school updates. The campus CTA |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|--|--------------|--------------------------------------|-------------------------|---|---|
| | | | | Short Term | Long Term |
| | | | | A Twitter feed has been linked to the Pearson website to ensure parents have access to the most recent information and newsletters. | keeps the website up to date and reviews periodically to ensure accuracy of information and content. |
| Partner with local community organizations to offer parental programs on a variety of topics (academic, social, etc...). | Counselor | Principal, Counselor, Parent Liaison | Monthly meetings | Pearson representatives attend Early Childhood Coalition meetings once a month. | Coffee with the Principal: 9/25/18 - 35 in attendance. 10/23/18 - 7 in attendance. Counselor and Parent Liaison attended ECCC meetings on: 8/29/18, 9/19/18, 10/24/18, 11/28/18, 1/23/19, 2/27/19, 3/27/19, 4/24/19. Principal attended on 8/29/18 and 5/29/19. 5/3/19 Principal and Counselor |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|-------------|--------------|-----------------|-------------------------|-------------------|--|
| | | | | Short Term | Long Term |
| | | | | | <p>attended Collaborative Community meeting to partner with community agencies in hopes of empowering our families.</p> <p>Pearson has established a relationship with Plano Public Library to encourage parents to attend monthly events to support students and build capacity in parents. Monthly schedules are highlighted through the Pearson Newsletter and Librarian/Counsel or Newsletter.</p> <p>District parent trainings:</p> |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|-------------|--------------|-----------------|-------------------------|-------------------|--|
| | | | | Short Term | Long Term |
| | | | | | <p>10/23/18 Setting Limits and Following Through: Positive Discipline Techniques</p> <p>05/03/19 Prepare Your Child for Kindergarten</p> <p>4/26/19 Partnered with North Texas Food Bank to take parents on a grocery store tour to promote a healthy lifestyle</p> <p>9/28/18 Goodies with Grandparents</p> <p>In conjunction with PTA: 10/11/18 - Family Picnic 1/24/19 - Teddy Bear Mobile 3/21/19 - Super Hero Night 4/26/19- Family School Carnival</p> |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|--|--------------|-------------------------------------|---|--|---|
| | | | | Short Term | Long Term |
| Principal meets with the PTA on a regular basis to gain insight to student/parent needs. | Principal | Principal, PTA | Monthly meetings | The PTA has established a calendar to meet with principal regarding needs. Principal attends monthly PTA board meetings. | Principal and PTA have met formally on: 7/20/18, 9/18/18, 10/11/18, 10/22/18, 12/3/18, 12/17/18, 1/17/19, 1/24/19, 2/21/19, 2/26/19, 3/21/19, 4/10/19, 4/26/19, 5/1/19, 5/10/19. additional communication has transpired via email, as needed, throughout the year. |
| Publicize and assist parents in signing up for Ready Rosie, where they will receive 2 minute video modeled instructional activities to do with their children. | Principal | Counselor, Parent Liaison, Teachers | August 2018, September 2018, As the need arises | Parents are provided information and education on Ready Rosie at Parent Orientation, Meet the Teacher and during Parent Conferences. | Parents are provided information and education on Ready Rosie at Parent Orientation, Meet the Teacher and during Parent Conferences. |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|---|--------------|---|-------------------------|--|---|
| | | | | Short Term | Long Term |
| Dad's program at school to have male role models in classrooms. | Principal | Principal, Teachers, Deaf education Team Leader | October 2018, Monthly | 'Dad's Kick-Off Breakfast' was held on October 2, 2018 to to introduce the program. 43 dad's attended. Dad's Day is scheduled for 11 Thursdays throughout the school year. Each classroom was provided a Sign-Up Genius for dad's to register for the program. This link was distributed by individual classroom teachers. | Approximately 4 - 8 dads attended every Dad's Day. The scheduled days were - October 18, 2018 - 8 dads attended November 1, 2018 - 8 dads attended November 15, 2018 - 7 dads attended November 29, 2018 - 7 dads attended December 13, 2018 - 5 dads attended January 10, 2019 - 6 dads attended February 7, 2019 - 5 dads attended February 21, 2019 - 6 dads attended March 7, 2019 - 4 dads attended March 28, 2019 - 6 dads attended April 18, 2019 - 5 dads attended |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|--|--------------|---------------------------------------|-------------------------|---|---|
| | | | | Short Term | Long Term |
| | | | | | A survey was given to dads at the end of the dad's program. Received feedback form 8 dads. Dads provided feedback as they were welcomed in class and did benefit from the program. They suggested that they needed more time and opportunities in classrooms and more information at the beginning of the year. |
| Provide quick surveys to parents to receive feedback on topics like Communication, Safety, Social Environment/School Culture, Child's Progress, and Parent Involvement Activities. | Principal | Principal, Deaf Education Team Leader | Monthly | Parents take a quick survey every month to help school improve parent partnership. Surveys are distributed on the 1st day of each month and run | Review of results from monthly parent surveys: 90 parents responded to the School safety survey. 100% of the parents agreed their child |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|-------------|--------------|-----------------|-------------------------|---|---|
| | | | | Short Term | Long Term |
| | | | | <p>through the last day of the month. surveys are distributed through campus newsletter, available for parents to take in the office on an iPad, and through quick checks to parents as they wait in the carpool pickup line.</p> <p>October: School Safety November: School Culture & Climate December: School Communication January: Student Progress February: Parent Involvement/Participation in School Activities</p> | <p>was safe at school. 77 parents responded to the school culture and climate survey. 99% of the parents agreed they were welcome, treated with respect and their input was valued. 96% of the parents felt they always or most of the time have good communication with the teachers and receive information. Received responses from 96 parents for school communication survey. 78% of the parents felt they always or most of the time, receive positive feedback</p> |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|-------------|--------------|-----------------|-------------------------|-------------------|--|
| | | | | Short Term | Long Term |
| | | | | | <p>regarding their child.</p> <p>87 parents responded to the student progress survey. 82% agreed that they receive valuable information regarding their child's progress, always or most of the time.</p> <p>Received feedback from 102 parents for parent involvement/participation in school activities survey. 70% parents felt they were always notified about various events at school which involved all family members. 42% families participated in school events most of the time and 33% families attended</p> |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|-------------|--------------|-----------------|-------------------------|-------------------|---|
| | | | | Short Term | Long Term |
| | | | | | <p>sometimes. 70% agreed that they were notified regarding school/district activities</p> <p>Based on parents feedback for school participation, another survey was provided in the month of April to get more clarification to help support parents in future, regarding the time parents would prefer to attend school activities/training , if they needed child care, and what format of training they would like. 50 parents provided feedback. 25% parents required child care services. 19</p> |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|---|--------------|--|-------------------------|--|---|
| | | | | Short Term | Long Term |
| | | | | | parents suggested a time of 6-7 was convenient. 50% parents agreed any would attend a web-based training. |
| Partner with the Community to have volunteers for the S.T.E.A.M. project. | Principal | Principal, Deaf Education Team Leader, Librarian | Monthly | Began implementation of a STEAM project in November 2018. They are scheduled to be held in the library for 11 Fridays throughout the school year for the 4 year old classes. | As of January 2019, 9 volunteers from the community have signed up who regularly help in preparing materials and help students to be challenged by providing an enriched, fun, hands on experience with STEAM activities. 9 volunteers from the community regularly helped interacting and challenging our 4-year-old students all 11 Fridays. |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|-------------|--------------|-----------------|-------------------------|-------------------|--|
| | | | | Short Term | Long Term |
| | | | | | <p>The STEM program was scheduled on November 30, December 14, January 18, January 25, February 8, February 22, March 8, March 29, April 12, April 26.</p> <p>A survey based on a rating scale of 1-5 (1 being least and 5 being most) was provided to teachers to review how students benefited with the STEAM program. Received feedback from 5 teachers who attended the program at least 3 times. Teachers provided a rating of 4 and 5 in the</p> |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|----------------------|--------------|---------------------|-------------------------|---|--|
| | | | | Short Term | Long Term |
| | | | | | areas of developing collaborative skills, curiosity, turn taking behavior, critical thinking, problem solving skills, higher order thinking, vocabulary and language, and interacting with peers and volunteers. |
| Family First Fridays | Principal | Principal, Teachers | Monthly | Establish a schedule to invite families to walk in with their children once per month to increase involvement and comfort level with the campus and provide additional contact between teacher and parents. | Family First Friday occurs on the first Friday of every month. Attendance data for each month: October 2018- 63 November 2018- 57 December 2018- 49 January 2019- 51 February 2019- 45 parents March 2019- 48 parents |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|-------------|--------------|-----------------|-------------------------|-------------------|---|
| | | | | Short Term | Long Term |
| | | | | | April 2019- 59 parents May 2019- 64 parents The campus received feedback from parents at Family First Friday that this was their favorite event and/or opportunity of the year. |

Transition

The campus will assist students in making a successful transition between early childhood school to elementary school.

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|---|--|--|----------------------------------|---|---|
| | | | | Short Term | Long Term |
| Pre-Kindergarten staff works collaboratively with Kindergarten staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions) | Principal, Special Education Team Leader | 4 year old Teachers (PPCD, RDSPD, Prek Extended) | As the need arises | PreK staff work in collaboration with Kindergarten teachers at receiving campuses to establish appropriate programming for students served through the ARD, 504 and CMIT process. | Transition meetings are held for individual students based on their IEP timeline. Elementary school staff participates in each transition meeting along with ECS staff and student's parent(s). |
| Preschool teachers provide the future kindergarten teacher with children's portfolios or a written record of their learning during preschool. | Principal | Teachers, Secretary | October 2018, As the need arises | Cum files are started for each student upon enrollment at Pearson ECS. All educational records for each student, including assessment data, are kept secure and will be transferred to the child's elementary | CIRCLE Parent Report goes to Kindergarten in each student's Cum Folder. |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|--|--------------|-----------------|-------------------------|---|--|
| | | | | Short Term | Long Term |
| | | | | school when appropriate. | |
| Parent orientations are held to explain the kindergarten program to parents. | Principal | Teachers | Spring 2018 | Campus will coordinate with elementary schools to obtain information on when Kindergarten Round-Up and Parent Orientations will be scheduled. | Kindergarten Round-Up was publicized through Pre-K communications & Newsletter in February & March 2019. Kindergarten Round-Up is scheduled for 3/22/19. This information is also communicated individually to each family during parent conferences in February where they are given a flier with Kindergarten Round-Up dates and locations for all feeder elementary schools. |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|---|--------------|--------------------------------|-------------------------|---|--|
| | | | | Short Term | Long Term |
| Transition books are used with students and families to provide pictorial support during transition | Principal | Librarian, Counselor, Teachers | As the need arises | Appropriate transition books are identified and held as a resource for students and families who need transitional support. | Appropriate transition books are created for students entering Pearson and identified with special needs. Social stories are provided to parents when entering school at Pearson. Additional stories are written and provided to parents by teachers to aid in the transition between the early childhood and elementary environments. These are provided to parents in May 2019 for use over the summer. |

State Certified Teachers and Highly Qualified Paraprofessionals

The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|--|--|--|-------------------------|---|---|
| | | | | Short Term | Long Term |
| 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. by the Title I Component 4 and 5 Funding source: State and Local | Professional Learning Department, Curriculum Department, and Campus Administrators | Campus Administrator, Instructional Specialist/Mentor Liaison, Special Education Team Leader, Speech Language Pathologist Team Leader, Mentor Teachers, Mentor Speech Language Pathologists, SLPs, Teachers, Paraprofessionals | As the need arises | Mentor Program for 1st & 2nd year teachers. 15 hours of Professional Learning - 7.5 campus; 7.5 personal | District Mentor Liaison Meeting occurred on 8/29/18. New Staff Training at campus on 7/30/18 and on 7/31/18-8/1/18 by district. SMU Training for 0 Year teachers and mentors on 10/26/18 & 11/2/18. Settle Your Glitter initial training provided to new staff on 7/26/18. Staff Survey on 10/17/18 to collect input on current PDH and |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|-------------|--------------|-----------------|-------------------------|-------------------|---|
| | | | | Short Term | Long Term |
| | | | | | <p>suggestions for future PDH.</p> <p>PDH Hours for staff based on goals & campus needs:</p> <p>Math Guidelines Training - 11/7/18 & 12/4/18</p> <p>Writing Guidelines Training - 1/9/19</p> <p>SEL EdCamp - 1/7/19</p> <p>Student Behavior Strategies - 1/9/19</p> <p>Curriculum Development Institute and UbD Training - 2/18/19 and one of four following dates: 3/5/19, 3/26/19, 4/2/19 or 4/9/19.</p> <p>Sensory Needs and Behavior Training - 2/6/19</p> <p>Mindfulness SEL Training - 3/6/19</p> |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|-------------|--------------|-----------------|-------------------------|-------------------|---|
| | | | | Short Term | Long Term |
| | | | | | SEL/Community Connection Training - 4/3/19 Fine Motor and Pre-Writing Training - 4/25/19 |