# Plano Independent School District

# Pearson Early Childhood School

# 2019-2020

**Accountability Rating: A**



**Board Approval Date:** October 1, 2019

# 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.

# Vision

Committed to Excellence

Dedicated to Caring

Powered by Learning

Pearson Proud

# Table of Contents

# Comprehensive Needs Assessment

**Revised/Approved: May 06, 2019**

## Demographics

**Demographics Strengths**

Enrollment and student demographics have stayed consistent over the last two years.

Student ratios have maintained at an average of 17:1 over the last 5 years due to the staffing model on the PK campus.

In 2018-2019 additional parent training and educational resources were offered to ELL families and Migrant families to enhance access to high quality literacy strategies and resources for families. 27 of 31 parent/families attended the Migrant families training.

More diverse programs for parent involvement are being offered by the campus which has increased overall parent participation on campus.

The campus has targeted a need to increase the presence of male figures/volunteers on the campus through a dad's program. This program has increased participation of parents within the classroom setting and has provided male role models for students.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1**: Student attendance rates are lower than the district average and lower than that of the two additional district early childhood campuses. **Root Cause**: The campus lacks a system to educate new PK families on the importance of attendance in PK and state truancy laws.

# Student Academic Achievement

**Student Academic Achievement Strengths**

Data for 3 year old and self-contained classes was collected by teachers administering the social emotional portion of the Assessment, Evaluation, and Programming System. Based on each student's functioning level, teachers have the option of administering the Birth-3 year old or the 3-6 year old level of the assessment. The AEPS data generally reflects that ¼ of the student population reflects significant student growth (30% or more) from wave 1 to 2. Students who were administered the birth-3 year old AEPS during both wave 1 and wave 3 reflected an average growth of 11.78%. Students who were administered the 3-6 year old AEPS during both waves reflected an average growth of 18.38%.

The Circle Assessment data reflects growth between 15-36% on academic tasks with an average growth of 23.9%. Social emotional data reflects growth between .39-3.72 points with an average of 2.5 points of scored growth and 11.96 total growth points.

**Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1**: Quantitative assessment measures for student academic achievement are not uniformly applicable across populations of students and classrooms, and is therefore not comparable. **Root Cause**: PK students qualify for services under a wide criteria and there is not a form of assessment that is applicable or developmentally appropriate for all students enrolled.

**Problem Statement 2**: Research-based instructional practices to increase student achievement lack consistency across the campus. **Root Cause**: The campus has not yet established clear expectations for supporting academic and social emotional development of students through non-negotiable best practices.

# School Processes & Programs

**School Processes & Programs Strengths**

The number of participants in the HRS survey increased from 11 to 67, which allows us to get more well rounded picture and accurate data for our campus.

The staff's belief that they have input on campus decisions increased by 44%, staff feel like the decision making is becoming more transparent.

The staff's belief that there are data teams in place on our campus increase by 39%, meaning that through our collaborative team process we placed more emphasis on data in 2018-2019.

The SEL trainings offered in 2018-2019 tied to our campus goal of SEL instruction, was relevant, useful and organized according to 100% of the staff.

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1**: Common formative assessments are not utilized by collaborative teams to adjust instructional practices. **Root Cause**: Staff has not yet developed common formative assessments in their collaborative teams.

**Problem Statement 2**: Constructive feedback on instructional practices is not regularly provided to staff. **Root Cause**: The current walkthrough data template is not aligned with instructional best practices.

# Perceptions

**Perceptions Strengths**

Parent surveys indicate that Pearson has a positive school climate where students feel safe, welcome, and that our students look forward to coming to school. Parents strongly agreed that their children are treated with respect and value school feedback. Parents strongly agree that there is two-way communication between family and the teacher.

93% of staff agrees that they are treated with respect by leadership and colleagues.

97% of staff feel open to collaboration.

100% of staff feel safe at the campus.

100% of staff feel professionally supported here at Pearson.

Staff feel the school leader communicates a clear vision as to how instruction should be addressed in the school. (HRS Level 2) - 97% agreement

Staff feel support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans. (HRS Level 2) - 98% agreement

Predominant instructional practices throughout the school are known and monitored. (HRS Level 2) - 94% agreement

Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals. (HRS Level 2) - 94% agreement

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1**: 39% of teachers feel they would benefit from observing and discussing effective teaching strategies from others. **Root Cause**: The campus does not have a formalized process for teacher reflection and observation to improve and refine instructional practices.

**Problem Statement 2**: Parent involvement data shows low participation by parents at events that involve support/training for parents and school-wide decision making. **Root Cause**: Parent schedules and responsibilities interfere with their ability to attend trainings during the school day or without childcare.

# Priority Problem Statements

**Problem Statement 1**: Research-based instructional practices to increase student achievement lack consistency across the campus.

**Root Cause 1**: The campus has not yet established clear expectations for supporting academic and social emotional development of students through non-negotiable best practices.

**Problem Statement 1 Areas**: Student Academic Achievement

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

**Root Cause 2**: The current walkthrough data template is not aligned with instructional best practices.

**Problem Statement 2 Areas**: School Processes & Programs

**Problem Statement 3**: Common formative assessments are not utilized by collaborative teams to adjust instructional practices.

**Root Cause 3**: Staff has not yet developed common formative assessments in their collaborative teams.

**Problem Statement 3 Areas**: School Processes & Programs

**Problem Statement 4**: 39% of teachers feel they would benefit from observing and discussing effective teaching strategies from others.

**Root Cause 4**: The campus does not have a formalized process for teacher reflection and observation to improve and refine instructional practices.

**Problem Statement 4 Areas**: Perceptions

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Federal Report Card Data

**Student Data: Assessments**

- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

**Employee Data**

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

**Parent/Community Data**

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

**Support Systems and Other Data**

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

# Goals

**Revised/Approved: September 03, 2019**

## 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:** The campus will use the principles of High Reliability Schools (HRS) the PLC process for collaborative teams to meet, effectively analyze data and plan instruction and assessment 3 times per month.

**Evaluation Data Source(s) 1:** Frequency of Collaborative Team Meetings, Common Formative Assessments, Assessment Results from CIRCLE

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Due to the COVID19 school closure and remote learning implementation beginning in March, we will reevaluate the appropriateness of this Performance Objective after reviewing all applicable data during our CNA process using BOY and MOY data in 2020-21 school year.

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|
| | | | **Nov** | **Feb** | **June** |
| **TEA Priorities** <br> Build a foundation of reading and math <br> 1) Professional staff will attend two UbD collaborative meetings per month and 2 Self-Selected Instructional Planning team collaborative meetings per month. | Principal, Instructional Specialist | 100% of planning teams will meet collaboratively to plan. | 10% | 85% | 85% |
| **Problem Statements**: Student Academic Achievement 2 - School Processes & Programs 1 - Perceptions 1 | | | | | |
| **TEA Priorities** <br> Build a foundation of reading and math <br> 2) UbD Collaborative Planning Teams will utilize the Collaborative Team Framework and PISD Instructional Model to focus and guide the teaching and learning cycle. | Principal, Instructional Specialist, Special Education Team Leader | Campus teams will utilize the Collaborative Team Framework to guide discussions with an overall average effectiveness of 4.5 on a 5.0 scale. Teachers will increase use of effective instructional strategies and planning for instruction as discussed in collaborate teams. | 40% | 55% | 55% |
| **Problem Statements**: Student Academic Achievement 2 - School Processes & Programs 1 - Perceptions 1 | | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|
| | | | Nov | Feb | June |

| 100% = Accomplished | 0% = No Progress | ✗ = Discontinue |
|---|---|---|

**Performance Objective 1 Problem Statements:**

| **Student Academic Achievement** |
|---|
| **Problem Statement 2**: Research-based instructional practices to increase student achievement lack consistency across the campus. **Root Cause 2**: The campus has not yet established clear expectations for supporting academic and social emotional development of students through non-negotiable best practices. |

| **School Processes & Programs** |
|---|
| **Problem Statement 1**: Common formative assessments are not utilized by collaborative teams to adjust instructional practices. **Root Cause 1**: Staff has not yet developed common formative assessments in their collaborative teams. |

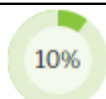| **Perceptions** |
|---|
| **Problem Statement 1**: 39% of teachers feel they would benefit from observing and discussing effective teaching strategies from others. **Root Cause 1**: The campus does not have a formalized process for teacher reflection and observation to improve and refine instructional practices. |
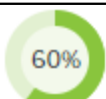
**Goal 1:** Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

**Performance Objective 2:** The campus will ensure predominant instructional practices are known, implemented and monitored by providing each professional staff member at least 3 types/forms of instructional feedback during the school year.
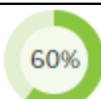
> **Evaluation Data Source(s) 2:** Classroom walkthrough data, Classroom Quality Indicators Checklists
>
> **Summative Evaluation 2:** Some progress made toward meeting Performance Objective
>
> **Next Year's Recommendation 2:** Due to the COVID19 school closure and remote learning implementation beginning in March, we will reevaluate the appropriateness of this Performance Objective after reviewing all applicable data during our CNA process using BOY and MOY data in 2020-21 school year.

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|
| | | | **Nov** | **Feb** | **June** |
| **TEA Priorities** Recruit, support, retain teachers and principals 1) Create and implement the use of instructional feedback forms in order to uniformly monitor instructional practices and provide constructive feedback to staff. | Principal, Instructional Specialist | The campus will meet 100% of the district expectation of providing 200 instances of instructional feedback to teachers, which will improve consistency in campus instructional practices and effective teaching in every classroom. | 5% | 10% | 15% |
| | **Problem Statements**: Student Academic Achievement 2 - School Processes & Programs 2 | | | | |
| **TEA Priorities** Recruit, support, retain teachers and principals 2) Professional staff will utilize the PK Quality Indicators Checklist to reflect on their own instructional practices and discuss with collaborative team, teaching team, or administrator three times during the school year. | Principal | 100% of classrooms will have instructional best practices firmly in place and will utilize the checklist to reflect on and refine their instructional practices in order to improve consistency in campus instructional practices and effective teaching in every classroom. | 10% | 60% | 60% |
| | **Problem Statements**: Student Academic Achievement 2 - Perceptions 1 | | | | |
| 100% = Accomplished | 0% = No Progress | ✗ = Discontinue | | | |

**Performance Objective 2 Problem Statements:**

| Student Academic Achievement |
|---|
| **Problem Statement 2**: Research-based instructional practices to increase student achievement lack consistency across the campus. **Root Cause 2**: The campus has not yet established clear expectations for supporting academic and social emotional development of students through non-negotiable best practices. |

| School Processes & Programs |
|---|
| **Problem Statement 2**: Constructive feedback on instructional practices is not regularly provided to staff. **Root Cause 2**: The current walkthrough data template is not aligned with instructional best practices. |

| Perceptions |
|---|
| **Problem Statement 1**: 39% of teachers feel they would benefit from observing and discussing effective teaching strategies from others. **Root Cause 1**: The campus does not have a formalized process for teacher reflection and observation to improve and refine instructional practices. |

**Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.**

**Goal 3: Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.**

**Goal 4: 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.**

**Goal 5: Strategic Resource Management: As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.**

# SBIC Committee

| Committee Role | Name | Position |
|---|---|---|
| Non-classroom Professional | Christina Robins | Special Education Team Leader |
| Non-classroom Professional | Michelle Matthews | Instructional Specialist |
| Administrator | Jen Haugh | Principal |
| Classroom Teacher | Amy Olivero | Teacher |
| Classroom Teacher | Amanda Gerrard | Teacher |
| Paraprofessional | Jami Hirst | Teaching Assistant |
| Classroom Teacher | Elizabeth Nestman | Teacher |
| Community Representative | Ariel Isaac | Community Member |
| Parent | Barbara Farris | Parent |
| Parent | Carol Perez | Parent |
| Parent | Lauren Ayers | Parent |
| Parent | Tiffany Miller | Parent |
| Parent | Monica Ramirez | Parent |
| Parent | Ella Rigoulot | Parent |
| Community Representative | Jana Sandall | Community Member |
| Business Representative | Whitney Gohlke | Business Representative |
| District-level Professional | Smita Pais | Deaf Education Team Leader |
| Classroom Teacher | Kelly Ann Frederick | Teacher |
| Classroom Teacher | Linda Matthews | Teacher |
| Classroom Teacher | Beatriz Mejia | Teacher |
| Business Representative | Tim O'Neill | Business Representative |

# 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.

| MANDATE | REFERENCES | LEA PERSON RESPONSIBLE | LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION) |
|---|---|---|---|
| 1. **Bullying**<br>**Staff Prevention**<br>• Identify high risk areas<br>• Monitor high risk areas<br>• Follow campus rules/expectations<br>**Staff Education**<br>• Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking<br>• Review referral process<br>**Staff Intervention**<br>• Establish recommended intervention strategies for classroom/campus<br>• Implement campus referral plan<br>• Utilize Discipline Management strategies<br>**Student Prevention**<br>• Clearly state student expectations/campus rules/citizenship<br>• Monitor high risk areas<br>**Student Education**<br>• Explain referral process/contacts<br>• Anonymous Tip Line<br>**Student Intervention**<br>• Apply classroom interventions<br>• Employ discipline interventions<br>• Use other intervention strategies as necessary/appropriate<br>• Conference with parents/students | TEC 11.252(a)(3)(E) | Principal | The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB. |

| MANDATE | REFERENCES | LEA PERSON RESPONSIBLE | LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION) |
|---|---|---|---|
| **2. Coordinated Health Program**<br>**Coordinated School Health**<br>• K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.<br>• K-8 Include at least one Parent on Campus Wellness Team.<br>• 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.<br>• K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.<br>• K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.<br>**Fitness**<br>• 3-8 Pre and Post Assess all eligible students using fitness test components.<br>• 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.<br>**Physical Activity Requirements**<br>• K-8 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.<br>• K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors.<br>• 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. | TEC 11.253(d)<br>Board Policy FFA(Local) | Principal | The school will follow Board Policies: FFA and EHAA. |

| MANDATE | REFERENCES | LEA PERSON RESPONSIBLE | LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION) |
|---|---|---|---|
| • K-5 Ensure students are receiving daily unstructured play during recess.<br>• K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.<br>**Attendance**<br>• K-8 Monitor attendance of students and follow up on prominent and chronic absences. | | | |
| 3. **Recruiting Certified Teachers and Highly-Qualified Paraprofessionals**<br>• 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.<br>• Funding source: State and Local | ESSA | Principal | |
| 4. **Parent Involvement**<br>• 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<br>• 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<br>• Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local<br>• Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local<br>• Utilize social media to keep parents and community informed. Funding source: State and Local<br>• PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local<br>• Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). Funding source: State and Local<br>• Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA | | Principal | |

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