Plano Independent School District

Pearson Early Childhood School

Campus Improvement Plan

2020-2021

Board Approval Date: October 20, 2020

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

(2017-2018 snapshot report data)

Total No. of students - 295

Economically disadvantaged- 71; ESL-97; at-risk- 100; Special Ed. -163

Teacher student ratio - 17:1

2018-19

Total No. of students- 341

AM students - 225 PM students - 120

M - 192 F - 149

White - 39.3%, Hispanic - 22%, Black - 12.6%, Asian 22.9%, 2+ - 3.2%

Pearson has families that speak 33 different languages.

Spoken languages in the homes of families with the highest percentages are: English: 56.6%, Spanish - 9.1%, Mandarin - 4.1%, Urdu - 4.1%, Arabic - 3.8%, Hindi - 3.5%, Kurdish - 2.9%

Spoken languages by students with the highest percentages are: English - 66.6%, Spanish - 7.3%, Urdu - 3.8%, Mandarin - 3.8%

Tuition - 16 Income Eligible - 44, ESL - 82 Bilingual - 16 Special Education - 131

Attendance

Pearson: 2017-2018: 1st 6 weeks: 95.9%; 2nd 6 weeks: 92.9%, 3rd 6 weeks: 92.2%, 4th 6 weeks: 90.3%, 5th 6 weeks: 93%, 6th 6 weeks: 92%, Total: 92.8%

District 2017-2018: 96.17%, Beaty: 92.3%, Isaacs - 93%

2018-2019: 1st 6 weeks: 95%; 2nd 6 weeks: 93.5%, 3rd 6 weeks: 90.6%, 4th 6 weeks: 92.2%, 5th 6 weeks: 89.9% ; 6th 6 weeks - 90%, Total: 91.65%

District 2018-2019: 96.1%, Beaty: 92.5%, Isaacs: 93%

Avg. years experience of teachers

2016-17: 7.5 campus; 11.1 district, 10.9 state

2017-18: 7.4 campus; 11.3 district, 10.9 state

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 Learning

Student Learning Summary

Based on the data for Circle Assessment Wave 1 (September) and Wave 2 (January) in 2018-2019:

Each of the data sources to which we have access examines different populations, criteria, subject matter, etc. therefore, the data is not comparable. Growth would have to be examined by individual assessment for each population of students.

The social emotional domain of AEPS data hinders our ability to look at overall class growth because scores for students who receive services for a partial year (entry data) is being factored into overall class growth data with students who have been receiving services since the first day of school or longer. The ability to pull a data report based on students' ages and/or duration of provided services would allow for the ability to truly compare data.

The Circle Assessment data reflects progress for students across the board. Tasks that are heavily dependent on listening skills reflect the least amount of growth . The 4 year old teachers met in February to discuss the trends in data and created a plan to support listening skills in order to see more significant growth in these areas during wave 3.

Student Learning 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 Learning 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 (Prioritized): 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 Summary

The average years of experience for teachers is 7.4 years in 2018-2019.

May 2018 HRS Survey (11 people surveyed)

27% of staff agree that it is clear which types of decisions will be made with direct teacher input

33% of staff agree that data and information is collected on a regular basis

41% of staff agree that notes and reports exist documenting how teacher input was used to make decisions

30% of people feel that data teams are in place on our campus

39% of people feel that school leaders collect and review minutes

March 2019 HRS Survey (67 people surveyed)

71% of staff agree or strongly agree that is is clear which types of decisions will be made with direct teacher input

80% of staff agree or strongly agree that data and information is collected on a regular basis

61% of staff agree or strongly agree that notes and reports exist documenting how teacher input was used to make decisions

56% of staff agree or strongly agree that our schools PLC collaborative teams create common (formative) assessments

69% of people feel that data teams are in place on our campus

64% of people feel that school leaders collect and review minutes.

Walkthrough Data (2018-2019)

There were 84 walkthroughs completed in the 2018-2019 school year, these provide teachers with immediate feedback.

98.8% of walkthrough data showed play/instruction was developmentally appropriate and meaningful. 90.5% of students are actively engaged.

Control Environment Survey (2/25/2019)

90% of people feel they have the necessary training to perform their job

57% of people feel they are encouraged to research and learn from other campuses, school districts or other resources.

30% of staff feed they are free to have a dissenting opinion and it is valued by the principal (27% of staff believe it will not change the way the principal thinks)

17% of people feel they can only sometimes go to the principal

SEL Training Campus Feedback

100% of people said it was relevant and useful, organized and easy to follow and it will help them be more effective in teaching SEL strategies.

Some suggestions that were then followed up on with additional trainings were; how to teach dysregulated children, rage to reason (behavior chaining), how to implement social/emotional skills in the classroom.

Staff Feedback Survey (Spring 2019)

1 new staff member gave feedback on the mentor program that they did not have a relationship or help from their mentor

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 (Prioritized): 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 (Prioritized): 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 Summary

This committee has analyzed the following data:

Parent perception surveys - Monthly surveys to parents regarding school safety, communication, parent involvement, social environment/school culture, child's progress, parent participation in school activities.

Staff perceptions surveys- School climate survey, HRS surveys Level 1 and Level 2, Campus Control Survey

Parent and community involvement: Dad's Days Program, Open House, Parent Teacher Conferences, Parent-Only Trainings, SEL Parent Workshop, Family First Fridays, Carnival, Family Picnic, Game Night for Families, Parent Academy for ESL Parents, Training for Immigrant Families. The committee discussed opportunities for parent involvement, and feel the majority of events offered to parents focus on celebration activities. The committee feels there would be a benefit from including additional trainings related to building parent capacity and/or including parents in the classroom (training on academic/instructional approaches to benefit their child).

Based on discipline data reports there have been zero office referrals for 2018-2019 school year.

HRS Level 2 survey indicates that staff agrees that academic expectations are clearly communicated.

Staff also feels supported in enhancing their pedagogical skills through reflection and professional growth plans.

Parent training opportunities and additional resources, including learning games and manipulatives, are available to parents and families that are bilingual/ESL.

Opportunities for parents of special needs students are offered on an ongoing basis through the special education department and are directly communicated with parents through each child's teacher.

The two primary languages spoken by families that attend Pearson are English and Spanish (65.7% of all students). All school communications are translated in English and Spanish.

The next most common languages spoken are Urdu and Mandarin, each at 4.1%. The campus newsletters sent each month has the ability to be translated into both of these languages as well.

School newsletter can be translated to other household languages as needed via Smore.

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 (Prioritized): 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 Learning

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

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

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

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject
- School safety data

Employee Data

- 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
- T-PESS data

Goals

Revised/Approved: October 1, 2020

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

Performance Objective 1: Reading: Increase the percentage of PreK students scoring at or above 24 on the phonological awareness measure of the CIRCLE PM assessment from 45% to 47%.

HB3 Goal

Evaluation Data Sources: Assessment results from CIRCLE on the Phonological Awareness measure.

Summative Evaluation: None

Strategy 1: Professional staff will attend weekly UbD collaborative meetings in teams of 5-6 utilizing the principals of High Reliability Schools (HRS), the Collaborative Team Framework document and the PISD Instructional Model in order to plan and create phonological awareness instruction using researched-based practices and strategies.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Intentional planning and reflection on the teaching and learning cycle will increase student growth in PA on the CIRCLE assessment by 2%.	Nov	Feb	June	June
Staff Responsible for Monitoring: Principal, Instructional Specialist				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Strategy 2: Teachers will attend training regarding researched-based, developmentally-appropriate strategies and best practices in PreK phonological awareness/reading instruction.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Training will provide teachers with a deeper understanding of PreK phonological awareness/reading guidelines and strategies appropriate for increasing their instructional practices in the area of math.	Nov	Feb	June	June
Staff Responsible for Monitoring: Principal, Instructional Specialist				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 2: Math: Increase the percentage of PreK students scoring at or above 26 on the math measure of the CIRCLE PM assessment from 57% to 59%.

HB3 Goal

Evaluation Data Sources: Assessment results from CIRCLE on Math measure.

Summative Evaluation: None

Strategy 1: Professional staff will attend weekly UbD collaborative meetings in teams of 5-6 utilizing the principals of High Reliability Schools (HRS), the Collaborative Team Framework document and the PISD Instructional Model in order to plan and create math instruction using researched-based practices and strategies.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Intentional planning and reflection on the teaching and learning cycle will increase student growth in math on the CIRCLE assessment by 2%.	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Principal, Instructional Specialist				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Strategy 2: Teachers will attend training regarding researched-based, developmentally-appropriate strategies and best practices in PreK math instruction.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Training will provide teachers with a deeper understanding of PreK math guidelines and strategies appropriate for increasing their instructional practices in the area of math.	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Principal, Instructional Specialist				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				
0% No Progress　　100% Accomplished　　→ Continue/Modify　　✕ Discontinue				

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

Performance Objective 3: SEL: Increase the percentage of PreK students scoring at or above 55 on the SEL measure of the CIRCLE PM assessment from 53% to 55%

 Evaluation Data Sources: Assessment results from CIRCLE on SEL measure.

 Summative Evaluation: None

Strategy	Reviews			
Strategy 1: Create and implement the use of instructional feedback forms in order to uniformly monitor instructional practices and provide constructive feedback to staff on SEL practices.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: 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.	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Principal, Instructional Specialist				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				
Strategy 2: Professional staff will utilize the PK Quality Indicators Checklist to reflect on their classroom environment and social emotional practices and discuss with collaborative team two times during the school year.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Classroom teachers will show growth in utilization of classroom environment and social emotional best practices on the Quality Indicators Checklist. This is expected to improve consistency in campus instructional practices and effective teaching in every classroom.	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Principal				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

SBIC Committee

Committee Role	Name	Position
Classroom Teacher	Christina Robins	Special Education Team Leader
Classroom Teacher	Michelle Matthews	Instructional Specialist
Administrator	Jen Haugh	Principal
Classroom Teacher	Amy Olivero	Teacher
Community Representative	Jana Sandall	Community Representative
Business Representative	Whitney Gohlke	Business Representative
District-level Professional	Gerry Shows	ESL Specialist
Classroom Teacher	Kelly Ann Frederick	Teacher
Classroom Teacher	Beatriz Mejia	Teacher
Business Representative	Amy Aughinbaugh	Business Representative
Community Representative	Oscar Mejia	Community Representative
Paraprofessional	Rita Cordero	Paraprofessional
Parent	Latanya Zeno	Parent
Parent	Jennifer Galvan	Parent
Classroom Teacher	Linda Matthews	Teacher
Non-classroom Professional	Mariana Lucero	Counselor
Parent	Eunice Amoje	Parent
Parent	Lalitha Manasa Panchagnula	Parent
Parent	Stephanie Dressel	Parent
Parent	Sisay Teketele	Parent
Non-classroom Professional	Smita Pais	RDSPD Team Leader

Addendums

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	**Bullying** **Staff Prevention** ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations **Staff Education** ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process **Staff Intervention** ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies **Student Prevention** ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas **Student Education** ● Explain referral process/contacts ● Anonymous Tip Line **Student Intervention** ● Apply classroom interventions	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	• Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students		
Principal	**Coordinated Health Program** **Coordinated School Health** • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • K-8 Include at least one Parent on Campus Wellness Team. • K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. **Fitness** • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. **Physical Activity Requirements** • K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. • K-8 Measure MVPA and physical activity time	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	using pedometers and heart rate monitors. ● K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. ● K-5 Ensure students are receiving daily unstructured play during recess. ● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. **Attendance** ● K-8 Monitor attendance of students and follow up on prominent and chronic absences.		
Principal	**Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** ● Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. ● Funding source: State and Local	ESSA	
Principal	**Parent Involvement** ● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local ● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local ● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local ● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local ● Utilize social media to keep parents and		

	community informed. Funding source: State and Local ● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local ● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). Funding source: State and Local ● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		