

Plano Independent School District
Pearson Early Childhood School
2021-2022



Board Approval Date: November 3, 2021

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 4
 - Demographics 4
 - Student Learning 6
 - School Processes & Programs 8
 - Perceptions 10
- Priority Problem Statements 12
- Comprehensive Needs Assessment Data Documentation 13
- Goals 15
 - Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standards on STAAR/EOC Reading and STAAR Writing from 2020 to 2022. 16
 - Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2020 to 2022. 19
 - Goal 3: DIP - Plano ISD graduates will possess the skills and knowledge that enable them to be life ready citizens and leaders in the global workforce. 21
- SBIC Committee 23
- Campus Funding Summary 24
- Addendums 25

Comprehensive Needs Assessment

Revised/Approved: September 22, 2021

Demographics

Demographics Summary

Campus Student Information

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

2019-20

Total No. of students- 256

Early Childhood - 123 PK - 133

M - 159 F - 97

White - 38.7%, Hispanic - 19.1%, Black - 12.5%, Asian 25.8%, 2+ - 3.9%

Economically Disadvantages - 73, ELL - 102, Special Education - 144

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%, Pearson: 92.8%, 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%, Pearson: 91.7%, Beaty: 92.5%, Isaacs: 93%

Pearson: 2019-2020: 1st 6 weeks: 95%, 2nd 6 weeks - 92.6%, 3rd 6 weeks - 89.1%, 4th 6 weeks - 90.9%, 5th 6 weeks - NA, 6th 6 weeks - NA (no attendance due to COVID)

District 2019-2020: 96.1%, Pearson: 91.7%, Beaty: 92.2%, Isaacs: 92.4%

Pearson: 2020-2021: 1st 6 weeks - 96.9%, 2nd 6 weeks - 96.5%, 3rd 6 weeks - 96.5%, 4th 6 weeks - 94.6%, 5th 6 weeks - 97.8%, 6th 6 weeks - 96.1%

District 2020-2021: 97.6%, Pearson: 95.9%, Beaty: 94.2%, Isaacs: 95.2%

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

2018-19: 7.0 campus; 11.4 district, 6.3 state

2019-20: 8.4 campus, 11.7 district, 11.1 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. **Root Cause:** The campus lacks a proactive 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.

2019-2020:

It is important to note there is no EOY data for the school year 2019-2020 as Pearson closed in March 2020 due to the COVID pandemic. While instruction resumed in a virtual setting, EOY assessments were not conducted this year. Therefore there is no growth data or EOY/EOY data for comparison.

2020-2021:

The Leadership team met in Summer of 2021 to participate in a root cause analysis of all current/relevant student data, including Circle EOY data from 2020-2021. The team evaluated the greatest student learning needs on campus as well as considered all possible causes and/or factors correlated with current student learning.

The data below was reviewed:

Phonological Awareness

students tested: 71 - Approaches 75% - Meets 21%

Math

students tested: 171 - Approaches 88% - Meets 56%

SEL

students tested: 222 - Approached 49% - Meets 50%

Students grew 17% in letter naming from BOY to MOY in 2020-2021. In regards to the Phonological Awareness Measure, Pearson was able to test 71 students at BOY and again at EOY. Data showed 75% of students were at the approaching level in PA and 21% of students met the meets standard level on PA.

The difference in the number of students tested on each measures is due to learning environment selection: PA could only be done for in-person students who where on campus during

BOY and EOY assessment dates. Math includes students in both settings who were here at BOY and EOY. SEL includes all students from BOY and EOY regardless of when they entered Pearson or how much of the year they completed instruction. SEL also includes parents assisting with scoring for virtual students. This may skew the data for this measure.

It is important to note during this school year students had the ability to choose in-person or virtual learning each 9 weeks. The ratios of students changing each 9 weeks, caused the campus to have to redistribute individual students and/or whole classrooms of students multiple times between settings and between teachers throughout the year. Two teachers moved from instructing virtually to instructing in-person during the school year. The learning environment choices greatly impacted student learning. It is also important to note that students in the virtual environment did not take all 6 Phonological Awareness subtests as not all subtests were able to be administered in this environment. For this reason, Pearson only has overall PA scores for students who were in the in-person learning environment at the time the test was administered. The team identified multiple reasons for this data: virtual learning, COVID protocols, lack of opportunity to instruction (increase in student behaviors on campus), lack of capacity/skill set of staff, lack of consistent student and staff attendance, lack of effective instructional practices, lack of student readiness to learn, lack of student basic needs being met, student trauma from external factors (increase in homelessness, parent loss of jobs, lack of parent employment, financial stress, family illness due to COVID), lack of motivation/mindset in staff and students due to COVID and external factors, lack of proximity and nurturing due to COVID protocols. Through the use of protocols causation that is not within the control of staff was omitted from further analysis. The campus identified lack of effective instructional practices as the top priority within our control.

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 1/4 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.

2020-2021:

Students BOY Math CIRCLE results were at 6% for "Meets Standard" and grew by 50% to 56% meeting "Meets Standard" at EOY.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2020-2021 Circle Assessment data shows only 21% of students met the "Meets Standard" Phonological Awareness measure at end of year. **Root Cause:** The campus has not yet established effective instructional practices in the area of Phonological Awareness.

Problem Statement 2 (Prioritized): Based on 2020-2021 CORE team data, there was a high percentage of behavior dysregulation among students and staff. **Root Cause:** There is inconsistent campus-wide development of meaningful relationships and implementation of appropriate SEL teaching strategies.

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 it 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 feel 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.

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: 2020-2021 Circle Assessment data shows only 21% of students met the "Meets Standard" Phonological Awareness measure at end of year.

Root Cause 1: The campus has not yet established effective instructional practices in the area of Phonological Awareness.

Problem Statement 1 Areas: Student Learning

Problem Statement 4: Common formative assessments are not utilized by collaborative teams to adjust instructional practices.

Root Cause 4: Staff has not yet developed common formative assessments in their collaborative teams.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 3: 39% of teachers feel they would benefit from observing and discussing effective teaching strategies from others.

Root Cause 3: The campus does not have a formalized process for teacher reflection and observation to improve and refine instructional practices.

Problem Statement 3 Areas: Perceptions

Problem Statement 2: Based on 2020-2021 CORE team data, there was a high percentage of behavior dysregulation among students and staff.

Root Cause 2: There is inconsistent campus-wide development of meaningful relationships and implementation of appropriate SEL teaching strategies.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- 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

- 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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: September 22, 2021





Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standards on STAAR/EOC Reading and STAAR Writing from 2020 to 2022.

Performance Objective 1: Increase the percentage of students scoring on-track to meet standard for English PA from 21% to 24% percent on Wave 3.

HB3 Goal

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional staff will attend weekly UbD collaborative meetings and additional Unit Meetings prior to the beginning of each new instructional unit in teams of 5-6. Teams will utilize the principals of High Reliability Schools (HRS), the Collaborative Team Framework document, the PISD Instructional Model and new Unpacking Guidelines Organizers in order to plan and create phonological awareness instruction using researched-based practices and strategies.</p> <p>Strategy's Expected Result/Impact: Intentional planning and reflection on the teaching and learning cycle will increase student growth towards the meet standard score in PA on the CIRCLE assessment by 3%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will implement the use of a newly adopted phonemic and phonological awareness curriculum, Heggerty, to provide daily phonological awareness instruction to all students.</p> <p>Strategy's Expected Result/Impact: Intentional instruction with the use of a researched-supported curriculum will increase student learning and understanding of phonological awareness and will result in an increase in student growth on the meets standard progress measure by 3% over last year.</p> <p>Staff Responsible for Monitoring: Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Increase the quantity and utilization of diverse texts for classroom read alouds and resources materials available in order to support ELL students in development of literacy and phonological skills.</p> <p>Strategy's Expected Result/Impact: Intentional instruction with the use of developmentally-appropriate, targeted read aloud texts to solidify student understanding will increase student understanding and mastery of literacy and phonological awareness concepts.</p> <p>Staff Responsible for Monitoring: ESL Specialist, Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Developmentally-appropriate texts that support literacy for ELL students - 199 Bilingual/ESL/ELL - \$684</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 1: 2020-2021 Circle Assessment data shows only 21% of students met the "Meets Standard" Phonological Awareness measure at end of year. Root Cause: The campus has not yet established effective instructional practices in the area of Phonological Awareness.</p>
School Processes & Programs
<p>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.</p>
Perceptions
<p>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.</p>

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standards on STAAR/EOC Reading and STAAR Writing from 2020 to 2022.

Performance Objective 2: Increase the percentage of students scoring on-track to approaching standard for English PA from 75% to 78% percent on Wave 3.

HB3 Goal

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional staff will attend weekly UbD collaborative meetings and additional Unit Meetings prior to the beginning of each new instructional unit in teams of 5-6. Teams will utilize the principals of High Reliability Schools (HRS), the Collaborative Team Framework document, the PISD Instructional Model and new Unpacking Guidelines Organizers in order to plan and create phonological awareness instruction using researched-based practices and strategies.</p> <p>Strategy's Expected Result/Impact: Intentional planning and reflection on the teaching and learning cycle will increase student growth towards the approaches standard score in PA on the CIRCLE assessment by 3%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will implement the use of a newly adopted phonemic and phonological awareness curriculum, Heggerty, to provide daily phonological awareness instruction to all students.</p> <p>Strategy's Expected Result/Impact: Intentional instruction with the use of a researched-supported curriculum will increase student learning and understanding of phonological awareness and will result in an increase in student growth on the approaches standard progress measure by 3% over last year.</p> <p>Staff Responsible for Monitoring: Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: 2020-2021 Circle Assessment data shows only 21% of students met the "Meets Standard" Phonological Awareness measure at end of year. Root Cause: The campus has not yet established effective instructional practices in the area of Phonological Awareness.</p>

School Processes & Programs

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.

Perceptions





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.

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2020 to 2022.

Performance Objective 1: Increase the percentage of students scoring on-track to meet standard for English Math from 88% to 90% percent on Wave 3.

HB3 Goal

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional staff will attend weekly UbD collaborative meetings and additional Unit Meetings prior to the beginning of each new instructional unit in teams of 5-6. Teams will utilize the principals of High Reliability Schools (HRS), the Collaborative Team Framework document, the PISD Instructional Model and new Unpacking Guidelines Organizers in order to plan and create math instruction using researched-based practices and strategies.</p> <p>Strategy's Expected Result/Impact: Intentional planning and reflection on the teaching and learning cycle will increase student growth towards the meet standard score in math on the CIRCLE assessment by 2%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will implement the use of a newly adopted Math curriculum, Hand2Mind, to provide targeted small group math instruction to all students.</p> <p>Strategy's Expected Result/Impact: Intentional instruction with the use of a researched-supported curriculum will increase student learning and understanding of math and will result in an increase in student growth on the meets standard progress measure by 2% over last year.</p> <p>Staff Responsible for Monitoring: Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:





School Processes & Programs
<p>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.</p>
Perceptions
<p>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.</p>

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2020 to 2022.

Performance Objective 2: Increase the percentage of students scoring on-track to approaching standard for Math PA from 56% to 58% percent on Wave 3.

HB3 Goal

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional staff will attend weekly UbD collaborative meetings and additional Unit Meetings prior to the beginning of each new instructional unit in teams of 5-6. Teams will utilize the principals of High Reliability Schools (HRS), the Collaborative Team Framework document, the PISD Instructional Model and new Unpacking Guidelines Organizers in order to plan and create math instruction using researched-based practices and strategies.</p> <p>Strategy's Expected Result/Impact: Intentional planning and reflection on the teaching and learning cycle will increase student growth towards the approaches standard score in Math on the CIRCLE assessment by 2%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will implement the use of a newly adopted Math curriculum, Hand2Mind, to provide targeted small group math instruction to all students.</p> <p>Strategy's Expected Result/Impact: Intentional instruction with the use of a researched-supported curriculum will increase student learning and understanding of Math and will result in an increase in student growth on the approaches standard progress measure by 2% over last year.</p> <p>Staff Responsible for Monitoring: Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:





School Processes & Programs
<p>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.</p>
Perceptions
<p>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.</p>

Goal 3: DIP - Plano ISD graduates will possess the skills and knowledge that enable them to be life ready citizens and leaders in the global workforce.

Performance Objective 1: Increase the percentage of students scoring on-track on Social Emotional Behaviors from 50% to 53% percent on Wave 3.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will implement the use of a newly adopted social emotional learning curriculum, Changemakers, to provide solid Tier 1 social emotional instruction to all students.</p> <p>Strategy's Expected Result/Impact: Intentional instruction with the use of a researched-supported curriculum will increase student learning and understanding of social emotional concepts, skills development, and self-regulation.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will implement the use of the Zones of Regulation framework and strategies to provide solid Tier 1 social emotional instruction to all students.</p> <p>Strategy's Expected Result/Impact: Intentional instruction with the use of a researched-supported curriculum will increase student learning and understanding of social emotional concepts, skills development, and self-regulation.</p> <p>Staff Responsible for Monitoring: Instructional Specialist, Special Education Team Leader</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide professional learning to staff regarding best practices and strategies to address Tier 2 and Tier 3 PK behaviors.</p> <p>Strategy's Expected Result/Impact: PL targeted to develop teacher capacity to support dysregulation in students will overall impact the readiness of students to learn, increase ability to attend to instruction and support academic and social emotional growth of students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Increase the number and utilization of developmentally appropriate texts on campus for classroom read alouds to support student understanding of Zones of Regulation.</p> <p>Strategy's Expected Result/Impact: Intentional instruction with the use of developmentally-appropriate, intentional texts to solidify student understanding will increase student learning of social emotional concepts, skills development, and self-regulation.</p> <p>Staff Responsible for Monitoring: Counselor, SPED Team Leader, Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Read Aloud texts in alignment with Zones of Regulation - 199 State Comp Ed - \$1,180</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: Based on 2020-2021 CORE team data, there was a high percentage of behavior dysregulation among students and staff. Root Cause: There is inconsistent campus-wide development of meaningful relationships and implementation of appropriate SEL teaching strategies.</p>

SBIC Committee

Committee Role	Name	Position
Classroom Teacher	Christina Robins	Special Education Team Leader
Classroom Teacher	Michelle Matthews	Instructional Specialist
Administrator	Jen Haugh	Principal
Business Representative	Whitney Gohlke	Business Representative
Business Representative	Amy Aughinbaugh	Business Representative
Non-classroom Professional	Mariana Lucero	Counselor
Non-classroom Professional	Smita Pais	RDSPD Team Leader
Administrator	Deanna Murray	Assistant Principal
Classroom Teacher	Jessica Williams	Focus Teacher
Classroom Teacher	Linda Matthews	Teacher
Classroom Teacher	Deborah Cherry	Elevate Teacher
Classroom Teacher	Mandy Gerrard	Teacher
District-level Professional	Sarah Robinson	SpEd EC Instructional and Campus Support
Parent	Emily O'Neal	Parent
Parent	Muthukkumari Lakshminarayanan	Parent
Parent	Sarita Dahiya	Parent
Parent	Summer Robinson	Parent
Parent	Robin Fuller	Parent
Community Representative	Amanda Jackson	Community Representative
Community Representative	Cynthia Flores-Harris	Community Representative

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4	Read Aloud texts in alignment with Zones of Regulation		\$1,180.00
Sub-Total					\$1,180.00
Budgeted Fund Source Amount					\$1,180.00
+/- Difference					\$0.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Developmentally-appropriate texts that support literacy for ELL students		\$684.00
Sub-Total					\$684.00
Budgeted Fund Source Amount					\$684.00
+/- Difference					\$0.00
Grand Total					\$1,864.00

Addendums

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p>Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> ● Explain referral process/contacts ● Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> ● Apply classroom interventions 	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>Coordinated Health Program Coordinated School Health</p> <ul style="list-style-type: none"> ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. ● K-8 Include at least one Parent on Campus Wellness Team. ● K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. ● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. ● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> ● 3-8 Pre and Post Assess all eligible students using fitness test components. ● 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> ● K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. ● K-8 Measure MVPA and physical activity time 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> ● K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. ● K-5 Ensure students are receiving daily unstructured play during recess. ● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> ● K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. ● Funding source: State and Local 	ESSA	
Principal	<p>Parent Involvement</p> <ul style="list-style-type: none"> ● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local ● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local ● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local ● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local ● Utilize social media to keep parents and 		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none">● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		
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