Plano Independent School District

Pearson Early Childhood School

2022-2023 Improvement Plan

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

Revised/Approved: April 25, 2022

Demographics

Demographics Summary

Campus Student Information

2021-2022

Total No. of Students - 221

Early Childhood - 71 PK - 150

M - 133   F - 88

White - 31.7%, Hispanic - 15.4%, Black - 16.7%, Asian 28.5%, 2+ - 5.9%

Economically Disadvantages - 77, ELL - 66, Special Education - 108

Attendance

Pearson: 2021-2022: 1st 6 weeks: 85.68%; 2nd 6 weeks: 89.87%, 3rd 6 weeks: 90.72%, 4th 6 weeks: 87.45%, 5th 6 weeks: 88.10%, 6th 6 weeks: 91.19%, Total: 88.84%

District 2021-2022: 93.74%, Pearson: 88.84%, Beaty: 86.88%, Isaacs - 90.53%

Avg. years experience of teachers

*2021-2022 information is not available until TAPR released.

2020-21: 9.7 campus, 11.8 district, 11.2 state

Demographics Strengths

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

Student ratios have increase over the last couple of years from an average of 11:1 in 2020-2021 to 12:1 in 2021-2022 due to the available government and medical resources provided after the COVID19 pandemic.

In 2020-2022 additional parent training and educational resources were offered to all students through the Welcome and Enrollment Center. Pearson parents met with staff virtually to receive this training.

In the fall of 2021-2022, Pearson Parent Partners was established to support SpEd families through monthly meetings. 2-4 parents attended each meeting.

More diverse programs for parent involvement are being reintroduced after COVID-19. Parent involvement is steadily increasing with the reintroduction of library and lunch volunteers.

Administrative inquiries regarding student absences have increased, along with implementation of interventions to decrease truancy.

The Student Support Team (SST) meetings are multidisciplinary; looking at the whole child (academics, behavior, SEL, culture).

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) and Wave 3 (May) in 2021-2022:

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.

2021-2022:

The staff conducted a Campus Needs Assessment in April of 2022 to analyze data all current/relevant student data, inlcuding Circle EOY data from 2021-2022. The staff evaluated the greatest student learning needs on campus as well as considered all possible causes and/or factors correlated with currrent student learning.

The data below was reviewed:

Phonological Awareness

students tested: 137 - Approaches 76% - Meets 39%

Math

students tested: 137 - Approaches 87% - Meets 56%

SEL

students tested: 137 - Approached 15% - Meets 85%

Students grew the most in Onset/Rime at 33% from BOY to MOY in 2021-2022 due to use of Heggerty phonological awareness lessons. About 60% of integrated classrooms are using Heggerty. Longitudinal data (eliminating 2020-2021 due to Covid) shows that 21-22 MOY mastery is consistent within 7-10% in all literacy areas. Overall scores are lower than needed to meet STAAR levels.

Our Tier 3 population needs more intense intervention in the areas of Shape Naming, Number Discrimination, and Operations.

Student Learning Strengths

2021-2022:

The Circle Assessment data reflects overall growth of 19% on Phonological Awareness, an average of 8.68 points of scored growth in Math, and Social emotional data reflects an average of 18.22 points of scored growth.

Students BOY Math CIRCLE results were at 40% for "Meets Standard" and grew by 11% to 51% for "Meets Standard" at MOY.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2021-2022 Circle Assessment data shows only 39% of students met the "Meets Standard" Phonological Awareness measure at end of year. **Root Cause:** There is inconsistent campus-wide implementation of Heggerty strategies and Tier 3 intervention in the areas of Vocabulary and Alliteration.

Problem Statement 2 (Prioritized): 2021-2022 Review 360 data shows 60.9% of classroom behaviors reported were for "Classroom Disruptions" and 56.5% were for "Failure to Follow Directions".   **Root Cause:** There is inconsistent campus-wide development in strategies on how to avoid power struggles with students and resolve conflicts.

School Processes & Programs

School Processes & Programs Summary

The average years of experience for teachers is 9.7 years in 2020-2021. (2021-2022 data not available until TAPR released)

March 2022 HRS Level 1 Survey (26 people surveyed)

84.26% of staff strongly agree that our school is a safe place.

76% of staff agree or strongly agree that is is clear which types of decisions will be made with direct teacher input

88% of staff agree or strongly agree that data and information is collected on a regular basis

60% of staff agree or strongly agree that notes and reports exist documenting how teacher input was used to make decisions

96% of staff agree or strongly agree that a professional learning community (PLC) process is in place at our school.

76% of staff agree or strongly agree that our schools PLC collaborative teams create common (formative) assessments

72% of people feel that data teams are in place on our campus

80% of people feel that school leaders collect and review minutes.

Walkthrough Data (2021-2022)

There were 204 walkthroughs completed in the 2021-2022 school year. These provide teachers with immediate feedback.

100% of walkthrough data showed positive mutual respect between the teacher and students.

71.8% of walkthrough data showed positive mutual respect between the teacher and students and students to students.

98.1% of all staff members are actively engaged in instruction, data collection, student support, and/or student-led play.

HRS level 2 Survey (3/2022 - 23 people surveyed)

30% of staff agree that they can explain the components of the school wide model of instruction.

60% of staff agree that we look at data to inform instruction.

40% of staff agree that we do not regularly view and discuss videos of teaching strategies.

86.95% of staff agree and strongly agree that our school has a common language for talking about teaching and instruction.

95.66% of staff agree or strongly agree that there is available instructional coaching relevant to their instructional growth goals.

Parent Workshop Needs Assessment (42 responses)

83.3% of parents are most interested in a workshop on supporting the social and emotional needs of their children.

Coachability Quotient Survey (5 responses - Neighborhood Team Leaders)

60% of team leaders strongly agree that their team demonstrates an openness to feedback.

40% of team leaders strongly agree that their team actively seeks out opportunities to learn.

60% of team leaders strongly agree that their team attempts to incorporate new approaches or changes into their professional practice.

School Processes & Programs Strengths

The staff's belief that they follow the Collaborative Team Framework very well through our PLC's due to the structure for effective planning.

 The Zones trainings offered in 2021-2022 tied to our campus goal of SEL instruction, was relevant, useful and organized.

The structure and support of the Student Support Team meetings improved behavior management and decreased incident reports.

Behavior Incidents for Pearson in 2021-2022 were 44% lower than the district average.

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.

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

Walkthrough data - Weekly walkthroughs observing implementation of Zones, curriculum, student and teacher engagment/collaboration, Phonological Awareness, Math, Centers

Coachability Quotient Survey - Team Leader perceptions in whether or not their teams are coachable

Attendance data

Parent and community involvement: Open House, Parent Teacher Conferences, Parent-Only Trainings, SEL Parent Workshop, 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 we can increase parent involvement through Seesaw (ie. parents send in videos of themselves reading a story to share with the class).

Most parents prefer virtual parent education (workshops/training, etc. - pre-recorded was their first choice).

According to the Coachability survey, teams are actively willing to improve their practice and incorporate new approaches into their professional practice.

Walkthrough data shows around 90% of classes have clear safe spaces; classrooms are structured to support student behaviors in a developmentally appropriate way, supportive of emotional health.

Attendance data shows a high percentage (almost 50%) of students absences are SpEd students and ELL students. 39% of the students that were absent were at risk. Around 25% of the total absences were unexcused. Based on school campus data in edugence, 30% of campus students are ELL and 24% are at risk. Therefore, a disproportionate number of student absences are from ELL and at risk students (50% of our campus students are SpEd students, so they are not over represented in student absences)

Based on discipline data reports there have been zero office referrals for 2021-2022 school year. There were 40 in-class teacher managed incidents in 2021-2022. 97% of the teacher managed incidents were male students.

HRS Level 1 survey indicates that both parents and teachers rate the school over 4 out of 5 in terms of being a safe and orderly place.

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

HRS Level 2 survey indicates that 43% of staff do not agree or neither agree/disagree that school leaders use mutliple sources of information to give them feedback and evaluate them, including direct observation, teacher self-reports, video analysis, student reports, and peer feedback from other teachers.

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

Parents stated a need for training centered around parent-child communication: supporting Social-emotional, listening and responding

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 primary language spoken by families that attend Pearson is English. However, the most prominant languages after English is split between Spanish, Telegu and Arabic at 5% each. All school communications are translated in English and Spanish.

The campus newsletters sent each month has the ability to be translated into 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.

Overall, Pearson scored 4.0 and above on the majority of the HRS level 1 survey areas.

Parents feel like teachers acknowledge and celebrate their child's progress.

Classrooms are structured with visuals and areas to support students from a Zones framework. Teachers are trained in how to use these areas to support students.

Staff feel the school leader communicates a clear vision as to how instruction should be addressed in the school. (HRS Level 2) - 96% agreement

Staff feel support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans. (HRS Level 2) - 100% agreement

Predominant instructional practices throughout the school are known and monitored. (HRS Level 2) - 95% agreement

Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals. (HRS Level 2) - 95% 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: 2021-2022 Circle Assessment data shows only 39% of students met the "Meets Standard" Phonological Awareness measure at end of year.

Root Cause 1: There is inconsistent campus-wide implementation of Heggerty strategies and Tier 3 intervention in the areas of Vocabulary and Alliteration.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 2021-2022 Review 360 data shows 60.9% of classroom behaviors reported were for "Classroom Disruptions" and 56.5% were for "Failure to Follow Directions".

Root Cause 2: There is inconsistent campus-wide development in strategies on how to avoid power struggles with students and resolve conflicts.

Problem Statement 2 Areas: Student Learning

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

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework data
- Accountability Distinction Designations

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 rates of progress between groups
- 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

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

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: 75% of students will obtain a cut score of at least 21, meeting the Approaching Standard measure for English PA on Wave 3 of the CIRCLE assessment.
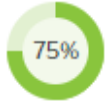
HB3 Goal

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Due to changes in district cut scores in the middle of the year for the approaching standard measure in ECS, we will continue with the same performance objective in phonological awareness for 2023-2024.

Strategy 1 Details	Formative Reviews		
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.	**Formative**		
	Nov	Feb	June
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 2%. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	50%	75%	100%

Strategy 2 Details	Formative Reviews

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.

	Formative		
	Nov	**Feb**	**June**

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 2% over last year.

Staff Responsible for Monitoring: Instructional Specialist

TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Learning 1

40%	75%	85%

Strategy 3 Details	Formative Reviews

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.

	Formative		
	Nov	**Feb**	**June**

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.

Staff Responsible for Monitoring: ESL Specialist, Instructional Specialist

TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction

Funding Sources: Developmentally-appropriate texts that support literacy for ELL students - 199 Bilingual/ESL/ELL - $480

40%	60%	100%

Strategy 4 Details	Formative Reviews

Strategy 4: Teachers will have access to opportunities for Learning Walks through a formal process including a clear objective, thought partner/coach, time for reflection, opportunity to debrief, and plan for application.

	Formative		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Observing and learning best practices to improve pedagogy and collective efficacy among staff.

Staff Responsible for Monitoring: Instructional Specialist

TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Perceptions 1

20%	70%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Tier 2 and 3 students will be pulled every week for small group RTI (Response to Intervention) instruction to specifically target foundational level gaps in Phonological Awareness.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Repetitive small group exposure to RTI instruction will increase student growth towards the meet standard score in PA on the CIRCLE assessment by 2%. **Staff Responsible for Monitoring:** Librarian/Principal/Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	30%	60%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 2021-2022 Circle Assessment data shows only 39% of students met the "Meets Standard" Phonological Awareness measure at end of year.   **Root Cause**: There is inconsistent campus-wide implementation of Heggerty strategies and Tier 3 intervention in the areas of Vocabulary and Alliteration.

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: 90% of students will obtain a cut score of at least 22, meeting the Approaching Standard measure for Math on Wave 3 of the CIRCLE assessment.

HB3 Goal

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Due to changes in district cut scores in the middle of the year for the approaching standard measure in ECS, we will continue with the same math performance objective for 2023-2024.

Strategy 1 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**June**
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 3%. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	50%	70%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will have access to opportunities for Learning Walks through a formal process including a clear objective, thought partner/coach, time for reflection, opportunity to debrief, and plan for application.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Observing and learning best practices to improve pedagogy and collective efficacy among staff. **Staff Responsible for Monitoring:** Instructional Specialist **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Perceptions 1	20%	70%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: S.T.E.M. (Science, Technology, Engineering, and Math) activities will be integrated into Centers every week.	**Formative**		
Strategy's Expected Result/Impact: Increased knowledge of S.T.E.M. related guidelines will increase student growth towards the approaches standard score in Math on the CIRCLE assessment by 3%. **Staff Responsible for Monitoring:** Librarian/Principal/Assistant Principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	**Nov**	**Feb**	**June**
	30%	60%	95%

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

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 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: 90% of students will score on-track in the Social Emotional Learning measure on Wave 3 of the CIRCLE assessment.

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

   Summative Evaluation: Exceeded Objective

   Next Year's Recommendation: Continue to use similar strategies for 2023-2024.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will implement the use of the Zones of Regulation framework, scenarios, and strategies to provide solid Tier 1 social emotional instruction to all students.	**Formative**		
	Nov	**Feb**	**June**
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. **Staff Responsible for Monitoring:** Instructional Specialist, Special Education Team Leader **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 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	50%	70%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide professional learning to staff regarding best practices and strategies to address Tier 2 and Tier 3 PK behaviors.	**Formative**		
	Nov	**Feb**	**June**
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. **Staff Responsible for Monitoring:** Principal, Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	30%	70%	85%

Strategy 3 Details	Formative Reviews

Strategy 3: Increase the number and utilization of developmentally appropriate texts and books on campus for classrooms to support lower functioning students for them to be able to access the Zones curriculum in a modified way.	Formative		
	Nov	Feb	June
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. **Staff Responsible for Monitoring:** Counselor, SPED Team Leader, Instructional Specialist **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** Read Aloud texts and tools in alignment with Zones of Regulation - 199 State Comp Ed - $820	60%	100%	100%

Strategy 4 Details	Formative Reviews

Strategy 4: Teachers will have access to opportunities for Learning Walks through a formal process including a clear objective, thought partner/coach, time for reflection, opportunity to debrief, and plan for application.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Observing and learning best practices to improve pedagogy and collective efficacy among staff. **Staff Responsible for Monitoring:** Instructional Specialist **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Perceptions 1	20%	70%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: 2021-2022 Review 360 data shows 60.9% of classroom behaviors reported were for "Classroom Disruptions" and 56.5% were for "Failure to Follow Directions".   **Root Cause**: There is inconsistent campus-wide development in strategies on how to avoid power struggles with students and resolve conflicts.

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.

Campus Funding Summary

199 State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3	Read Aloud texts and tools in alignment with Zones of Regulation		$820.00
				Sub-Total	$820.00
				Budgeted Fund Source Amount	$820.00
				+/- 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		$480.00
				Sub-Total	$480.00
				Budgeted Fund Source Amount	$480.00
				+/- Difference	$0.00
				Grand Total Budgeted	$1,300.00
				Grand Total Spent	$1,300.00
				+/- Difference	$0.00

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	**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		

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
Principal, 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, District Coordinator K-12 Health and Physical Education, District Health Services	**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. [Campus Wellness Plan](#) ● 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.	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	● K-8 Measure MVPA and physical activity time 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, Human Resources	**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, Executive Director for Student and Family Services	**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		