Plano Independent School District

Pearson Early Childhood School

2023-2024 Improvement Plan

Board Approval Date: October 3, 2023

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 17, 2024

Demographics

Demographics Summary

We serve a wide variety of students and are able to provide the support needed.

Special Education & General Education population is about the same. RDSPD student enrollment numbers have decreased.

- The Hispanic population has decreased due to lack of bilingual classes on our campus
- ED population decreased drastically (21-22),
- EL population also decreased
- Non educationally disadvantaged population has doubled
- More males than females
- Increase in male students
- At-risk students decreased slightly
- SpEd stayed the same
- Majority of experienced teachers on campus have 11-20 years of experience
- Teachers with 1 to 5 years of experience are increasing

Across the district we see the same trend with the male to female population. Special Education & General Education population is about the same.

The student to teacher ratio is 11 to 1 teacher and 1 Teaching Assistant

Class sizes have not changed.

According to Review 360 data, the highest number of incidents are classroom disruptions, failure to follow directions, and disobedience.

Pearson's Attendance percentages are approximately 4% lower than the district average.

Demographics Strengths

1. More experienced teachers on campus (11-20 years)
2. We serve a great variety of students: SPED, Low income, ESL, CPS, state funded, military, tuition, DHH, 3-5 year olds, from the central portion of Plano, foster care, immigrant, migrant, title 1, at risk

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student attendance rates are lower than the district average.   **Root Cause:** The campus lacks a reinforcement program that provides a proactive system to educate new PK families on the importance of attendance in PK and state truancy laws while motivating them to adhere to these laws and expectations.

Student Learning

Student Learning Summary

1. Students made significant progress between the BOY (43%) and MOY(70%). They made growth in all areas. The percentage increase for this year in all math categories has been higher this year than any previous years. Our Literacy growth compared to previous years is significant.
2. The BOY data shows that students are performing at lower levels in math categories as compared to previous years at the beginning of the year.

Reading

1. Lowest overall cut score/growth is Alliteration 21% at cut score/ 17% growth
2. Letter sounds raw score grew 4.6 points, 7.35/12 MOY raw score
3. The students struggle with learning/retaining knowledge in the are of Letter sounds (affects the development of alliteration skills)

Student Learning Strengths

Math:

1. Rote Counting (increased 49%)
2. Counting Sets (increased 40%)
3. Shape Discrimination (increased 38%)
4. Shape Naming (increased 36%)

Reading:

1. Syllabication BOY-MOY high growth (31%) although the overall score is only 34%
2. Rhyming BOY-MOY high growth (30%)
3. Rapid Letter naming has the highest number at the cut score (MOY 79%)
4. Rapid Vocab second highest second highest number of student at cut score (MOY 62%)

 SEL:

1. Positive Social Behaviors (4.39) BOY-MOY
2. Emotion & Behavior Regulation (3.87) BOY-MOY
3. Overall total (14.42) was higher than any other year of data

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2022-2023 Circle Assessment data shows the least amount of growth in Number Naming at 32% for students measuring at "Meet Standards."
Root Cause: Students are not good at number/letter discrimination, lack exposure to numbers and pairing the auditory with the symbol, which is due to limited vocabulary and language development.

Problem Statement 2 (Prioritized): 2022-2023 Circle Assessment data shows the least amount of growth in Alliteration at only 28% for students measuring at "Meet Standards," in

which the lacking foundational skill is learning and retaining letter sounds.   **Root Cause:** Some letters are confusing because they do not always make the same sound or have multiple sounds; students lack exposure to letters and pairing the auditory with the symbol, which is due to limited vocabulary and language development.

Problem Statement 3 (Prioritized): 2022-2023 Review 360 data shows 57.1% of classroom behaviors reported were for "Classroom Disruptions" and 54.8% were for "Failure to Follow Directions".   **Root Cause:** The language load of multi-step directions is high coupled with first time experience in school and a structured environment.

School Processes & Programs

School Processes & Programs Summary

Based on the Heggerty Use Survey, HRS Level 2 Survey data, Walkthrough data, and the Instructional Model:

- Staff unpack the Instructional Framework Elements at staff meeting- utilizing them during planning (condensed into 1 poster with everyone's input) and housed on the shared Pearson drive: Chunking Content, Examining similarities and differences, Monitoring student progress, Organizing students to interact and collaborate, Processing content, Recording and representing content
- Data shows effective teaching strategies happening on campus
- On the classroom walkthrough data- 98% of students engaged. Utilization of engagement strategies from the Instructional Model is working.
- Differentiation- 75% are not differentiating based on walkthrough data. We need to clarify what differentiation looks and sounds like in the Instructional snapshot.

An area of need is spending more time in the designing the learning part of the instructional framework to focus on differentiation

Based on the Master Schedule and walkthrough data:

- The schedule is designed to maximize teacher planning time and keep teams together and maximize uninterrupted learning time
- Over half of what has been observed has been in a whole group setting (57%)
- Only 12.3% in small group
- Visual schedules for students are posted and use is evident 92% of the time
- 96.2% of the time all staff members are engaged
- Reduced the number of after school meetings this year to maximize collaborative time within the classroom team
- Reduced the number of class/team changes year to year so teams can grow and work well together- benefits not only teachers but kids too
- We will increase in staff and students for 2023-2024 due to addition of 3-year-old's back on our campus which will result in several different arrivals & dismissals
- Staggering first lunch year to year

Teacher Data:

- 98% of engagement- walkthrough data
- Quality indicators checklist is used in classroom teams to evaluate best practices
- Teams utilized the Think It Through document to establish routines and expectations
- Walkthrough forms are emailed directly to the teacher immediately following the observation- it gives feedback on physical environment, instructional practices and classroom management

Planning:

- Weekly planning time during the day, planning protocol that follows the framework
- 97% of our teachers can describe our predominant instructional practices
- Lesson plan requirements- still an area of weakness, not everyone is doing all of it
- Digitally collaborating on lesson plans using the "comment" feature
- More details on lesson plans is better for our TAs to execute material prep
- 92% of teachers say they have regular time to meet with other teachers to discuss effective instructional practices

Data:

- 3 times a year we do a data dive to see what areas we need to focus on
- Form small groups based off data-differentiation
- Planning teams set a goal of what to focus on based off Circle data
- Informal questioning rather than formal quick checks, etc.
- Notes on major skills (cutting, etc.) but not a lot written down
- RTI groups- teachers utilized various forms of data to refer students to group on letter skills. Data was taken during the group to see who needed to continue.
- Might be helpful to have another assessment to help know where our students are- what is worthwhile to take formal data on?

Interventions:

- SST process-teachers bring students to the committee that are in need, actionable things to implement
- Parents are invited to the meetings once there is enough data to move forward with possible eval
- Any time Review 360 is done parents should be notified
- Added support coordinator position for follow up after SST
- 3 Review 360 documentations should be done before going to SST for behavior

Behavior:

- 42 behavior incidents have been reported this year with 206 behaviors
- Document behaviors in Review 360
- CORE team or support should be called for significant behavior needs occurring in classroom
- Multiple behavior trainings
- Tier 1 instruction is zones
- Concern about incidents being of African American males higher than other ethnicities - diversity committee next year to educate all staff
- Behavior trainings, zones trainings, speech trainings
- Send out a form to get feedback on what people want to learn
- TAs requested a training on the Instructional Framework piece in the staff meetings- will happen next year

School Processes & Programs Strengths

1. Student engagement
2. Planning processes
3. SST process

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers do not know what the expectation is for differentiating instruction in the classroom.   **Root Cause:** There is not a clear definition of or planning for what differentiating should look and sound like.

Perceptions

Perceptions Summary

Based on the 31 respondents from the HRS Level 1 Survey, data reflects that the staff feels safe and content in the workplace.

Survey concerns:

Limited responses; data is not delineated by group type.

Based on Walkthrough and Attendance data, there was a significant increase in challenging behaviors in the classroom after the break.

Based on HRS Level 1 survey results, Review 360 data, walkthrough data, Pearson Circle Data, and the Classroom Quality Indicators Checklist, most incidents happen in the classroom and are displayed as classroom disruptions.

Classroom Management/Organization:

- 50% of teachers do not have objectives posted.
- 45% of centers are not distinguished or labeled.
- 54% do not have adequate materials.
- 8% of classes did not have the visual schedule posted at student eye level.

Need: Do we have these items listed in our BOY checklist? How do new teachers know to do this? One pager non-negotiables classroom checklist (requirement for structure/ organization) teachers required to sign and turn in, including fire marshall mandates.

Student Achievement Data:

- Circle scores from wave 1-2 we've increased by double digits overall. Lowest scores in phonological awareness.
- Overall if our scores are progressing, then we have good classroom management.

Take Away: The pieces of classroom organization and management that most impact student academic   progress are being provided   consistently across the campus as a whole. (In other words, the factors missing listed above, while important, are not barring students from making academic progress.)

Family/Community Involvement:

- None - we need a document that keeps track of family attendance at activities (ie. Family Nights, Parent Workshops, Lunch Volunteers, Reading Volunteers, etc.)
- Survey responses have decreased
- Smore interaction data is low

 Activities:

- Approximately 60 families at Open House
- Approximately 30 families at Game Night

 Trends/Patterns:

- Low Family Engagement in school activities, workshops, reading the Smore)
- High Parent Engagement via Seesaw

- App with a notification

Needs:

- Post-School Activities versus night activities
- Google Document by teacher that lists student/family attendance at activities to notice a pattern.
- Communications needs will change by generations/social media
- School-wide messages via Seesaw (engagement with parents highest on Seesaw so wanting to prioritize communication about parent events through that platform)

Perceptions Strengths

1. Student achievement is high.
2. We do not have a high percentage of behavior problems.
3. School is overall a safe and orderly place and perceived as such by staff and community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The percentage of parent participation at school family events, reading school communication, and responding to requests for feedback is very low. **Root Cause:** Parent schedules and responsibilities interfere with their ability to attend after school events, read communication, and respond to surveys.

Priority Problem Statements

Problem Statement 1: 2022-2023 Circle Assessment data shows the least amount of growth in Number Naming at 32% for students measuring at "Meet Standards."

Root Cause 1: Students are not good at number/letter discrimination, lack exposure to numbers and pairing the auditory with the symbol, which is due to limited vocabulary and language development.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 2022-2023 Circle Assessment data shows the least amount of growth in Alliteration at only 28% for students measuring at "Meet Standards," in which the lacking foundational skill is learning and retaining letter sounds.

Root Cause 2: Some letters are confusing because they do not always make the same sound or have multiple sounds; students lack exposure to letters and pairing the auditory with the symbol, which is due to limited vocabulary and language development.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 2022-2023 Review 360 data shows 57.1% of classroom behaviors reported were for "Classroom Disruptions" and 54.8% were for "Failure to Follow Directions".

Root Cause 3: The language load of multi-step directions is high coupled with first time experience in school and a structured environment.

Problem Statement 3 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

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
- Response to Intervention (RtI) student achievement 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
- Communications data
- Study of best practices

Goals

Revised/Approved: November 15, 2023

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 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 ELAR from 2022 baseline to 2024.

1.8 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 2022 baseline to 2024.

1.9 DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2022 baseline to 2024.

1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

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.

> **High Priority**
>
> **HB3 Goal**
>
> **Evaluation Data Sources:** Assessment results from CIRCLE on the Phonological Awareness measure.

Strategy 1 Details	Reviews		
Strategy 1: Professional staff will attend weekly collaborative planning meetings. Teams will utilize the principles of High Reliability Schools (HRS) including the Collaborative Team Framework document, the PISD Instructional Model and Pearson Instructional Snapshot, and Collaborative Planning Organizers in order to plan and create phonological awareness instruction using researched-based practices and strategies.	**Formative**		**Summative**
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Intentional planning and reflection on the teaching and learning cycle will increase student growth towards the approaching standard cut score of 21 in PA on the CIRCLE assessment by Wave 3.			
Staff Responsible for Monitoring: Instructional Specialist/Assistant Principal/Principal			
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2			

Strategy 2 Details	Reviews		
Strategy 2: Tier 2 and 3 students will receive weekly intervention through small group RTI (Response to Intervention) instruction to specifically target foundational level gaps in Phonological Awareness.	**Formative**		**Summative**
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Repetitive small group exposure to RTI instruction will increase student growth towards the Approaching standard cut score in PA on the CIRCLE assessment.			
Staff Responsible for Monitoring: Classroom Teacher/Instructional Specialist/Assistant Principal/Principal			
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2			

Strategy 3 Details	Reviews		
Strategy 3: Common Formative Assessments will be given every 9 weeks on letter sound identification to monitor progress across the campus.	**Formative**		**Summative**
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will use assessment results to identify students needing Response to Intervention (RTI), so that they will be tracked and monitored every 9 weeks.			
Staff Responsible for Monitoring: Classroom Teacher/Instructional Specialist/SpEd Team Leader/Assistant Principal/Principal			
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2			

Strategy 4 Details	**Reviews**		
Strategy 4: Collaborative Planning Teams will utilize Extended Planning to intentionally focus on processes and strategies to increase phonological awareness scores.	**Formative**		**Summative**
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teams will have clearly identified which students need RTI and differentiation and have strategies selected from the elements on Pearson's Instructional Snapshot. **Staff Responsible for Monitoring:** Classroom Teachers/Instructional Specialist/SpEd Team Leader/Assistant Principal/Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2			

Strategy 5 Details	**Reviews**		
Strategy 5: Intentionally and consistently pair the visual letter representation with the verbal letter sound in order to increase letter sound identification.	**Formative**		**Summative**
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will intentionally pair the visual with the verbal through daily Shared Writing experiences and utilizing in transitions throughout the day resulting in increased exposure and application. **Staff Responsible for Monitoring:** Classroom teachers/Instructional Specialist/SpEd Team Leader/Assistant Principal/Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2			

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: 2022-2023 Circle Assessment data shows the least amount of growth in Alliteration at only 28% for students measuring at "Meet Standards," in which the lacking foundational skill is learning and retaining letter sounds. **Root Cause**: Some letters are confusing because they do not always make the same sound or have multiple sounds; students lack exposure to letters and pairing the auditory with the symbol, which is due to limited vocabulary and language development.

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

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1.8 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 2022 baseline to 2024.

1.9 DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2022 baseline to 2024.

1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

Performance Objective 2: 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.

> **High Priority**
>
> **HB3 Goal**
>
> **Evaluation Data Sources:** Assessment results from CIRCLE on the Math measure.

Strategy 1 Details	Reviews		
Strategy 1: Professional staff will attend weekly collaborative planning meetings. Teams will utilize the principles of High Reliability Schools (HRS) including the Collaborative Team Framework document, the PISD Instructional Model and Pearson Instructional Snapshot, and Collaborative Planning Organizers in order to plan and create math instruction using researched-based practices and strategies.	**Formative**		**Summative**
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Intentional planning and reflection on the teaching and learning cycle will increase student growth towards the approaching standard cut score of 22 in Math on the CIRCLE assessment by Wave 3. **Staff Responsible for Monitoring:** Instructional Specialist/Assistant Principal/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			

Strategy 2 Details	Reviews		
Strategy 2: Tier 2 and 3 students will receive weekly intervention through small group RTI (Response to Intervention) instruction to specifically target foundational level gaps in Math.	**Formative**		**Summative**
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Repetitive small group exposure to RTI instruction will increase student growth towards the Approaching standard cut score in Math on the CIRCLE assessment. **Staff Responsible for Monitoring:** Classroom Teacher/Instructional Specialist/Assistant Principal/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			

Strategy 3 Details	Reviews		
Strategy 3: Common Formative Assessments will be given every 9 weeks on number naming to monitor progress across the campus.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Teachers will use assessment results to identify students needing Response to Intervention (RTI), so that they will be tracked and monitored every 9 weeks.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Classroom Teacher/Instructional Specialist/SpEd Team Leader/Assistant Principal/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			

Strategy 4 Details		Reviews		
Strategy 4: Collaborative Planning Teams will utilize Extended Planning to intentionally focus on processes and strategies to increase math scores.		Formative		Summative
		Nov	Feb	June
Strategy's Expected Result/Impact: Teams will have clearly identified which students need RTI and differentiation and have strategies selected from the elements on Pearson's Instructional Snapshot. **Staff Responsible for Monitoring:** Classroom Teachers/Instructional Specialist/SpEd Team Leader/Assistant Principal/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				

Strategy 5 Details		Reviews		
Strategy 5: Intentionally and consistently pair the visual number representation with the verbal number name in order to increase number naming.		Formative		Summative
		Nov	Feb	June
Strategy's Expected Result/Impact: Teachers will intentionally pair the visual with the verbal by incorporating the visual representation of a numeral in common spaces within the building, in math centers, along with utilizing in transitions throughout the day resulting in increased exposure and application. **Staff Responsible for Monitoring:** Classroom Teachers/Instructional Specialist/SpEd Team Leader/Assistant Principal/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				

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 2022-2023 Circle Assessment data shows the least amount of growth in Number Naming at 32% for students measuring at "Meet Standards." **Root Cause**: Students are not good at number/letter discrimination, lack exposure to numbers and pairing the auditory with the symbol, which is due to limited vocabulary and language development.

Goal 2: Pillar 2 - Life Ready - All Plano ISD students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways.

Strategic Plan - 2.1 Design, build and implement programs that provide expanded pathways for students to high-wage, high-demand careers that span a variety of interests.

Strategic Plan - 2.2 Provide improved marketing, communications and advising for students and families related to pathways for the future.

Strategic Plan - 2.3 Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade system).

DIP - 2.4 Plano ISD will reach and maintain the long term four-year graduation rate for All Students and all student groups at 98.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a four-year graduation rate of 92.7% or higher for all students.

DIP - 2.5 Plano ISD will reach and maintain the long term CCMR rate for All Students at 93.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a CCMR rate of 88% or higher for the all student group.

Performance Objective 1: 90% of students will obtain a cut score of at least 43, to measure 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.

Strategy 1 Details			Reviews		
Strategy 1: Professional staff will attend weekly collaborative planning meetings. Teams will utilize the principles of High Reliability Schools (HRS) including the Collaborative Team Framework document, the PISD Instructional Model and Pearson Instructional Snapshot, and Collaborative Planning Organizers in order to plan and create SEL instruction using researched-based practices and strategies.			**Formative**		**Summative**
			Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Intentional planning and reflection on the teaching and learning cycle will increase student growth towards the cut score of 43 in SEL on the CIRCLE assessment by Wave 3.
    Staff Responsible for Monitoring: Instructional Specialist/SpEd Team Leader/Assistant Principal/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 3					

Strategy 2 Details	Reviews		
Strategy 2: Common Formative Assessments will be given every 9 weeks to determine student growth and monitor progress in their ability to follow instructions and comply.	**Formative**		**Summative**
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will utilize a rubric to assess and identify students needing Tier 2 and 3 Interventions. **Staff Responsible for Monitoring:** Classroom Teacher/Instructional Specialist/Assistant Principal/Principal **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3			

Strategy 3 Details	Reviews		
Strategy 3: 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**		**Summative**
	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 3			

Strategy 4 Details	Reviews		
Strategy 4: Provide professional learning to staff regarding best practices and strategies to address Tier 2 and Tier 3 PK behaviors.	**Formative**		**Summative**
	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. **Staff Responsible for Monitoring:** Instructional Specialist/SpEd Team Leader/Assistant Principal/Principal **TEA Priorities:** Recruit, support, retain teachers and principals, 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 3			

Strategy 5 Details	Reviews		
Strategy 5: Teachers will intentionally collect data to refer students to the Student Support Team to identify students in need of additional support.	Formative		Summative
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will receive the tiered support they need via a Student Support Plan or SpEd referral. **Staff Responsible for Monitoring:** Counselor/Instructional Specialist/SpEd Team Leader/Assistant Principal/Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, 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 1, 2, 3			

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 2022-2023 Circle Assessment data shows the least amount of growth in Number Naming at 32% for students measuring at "Meet Standards." **Root Cause**: Students are not good at number/letter discrimination, lack exposure to numbers and pairing the auditory with the symbol, which is due to limited vocabulary and language development.
Problem Statement 2: 2022-2023 Circle Assessment data shows the least amount of growth in Alliteration at only 28% for students measuring at "Meet Standards," in which the lacking foundational skill is learning and retaining letter sounds. **Root Cause**: Some letters are confusing because they do not always make the same sound or have multiple sounds; students lack exposure to letters and pairing the auditory with the symbol, which is due to limited vocabulary and language development.
Problem Statement 3: 2022-2023 Review 360 data shows 57.1% of classroom behaviors reported were for "Classroom Disruptions" and 54.8% were for "Failure to Follow Directions". **Root Cause**: The language load of multi-step directions is high coupled with first time experience in school and a structured environment.

Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - The care, development and support of our Plano ISD staff are the foundation of our ability to recruit, hire and retain the necessary talent to provide a caring, nurturing yet rigorous environment for all students.

Strategic Plan - 3.1 Implement a talent recruitment, development and retention plan to ensure a highly qualified staff member in every position.

Strategic Plan - 3.2 Design and deliver a multi-pronged, aligned Professional Learning plan for onboarding and continuous growth to increase student engagement, achievement and growth.

Strategic Plan - 3.3 Design and implement systems and opportunities to strengthen the Plano ISD Leadership Pipeline for all levels of the organization.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 1: The all student and individual student group attendance rates will be maintained at 96% or higher.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 2: The district and campuses will incorporate behavior management strategies to reduce the number of discipline placements and maintain a disproportionality risk ratio of 2.0 or lower in each student group.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 3: The district and campuses will reduce the number of drug incidents (PEIMS Codes 04 & 36) and alcohol (PEIMS Code 05) incidents by 10% based on 2022-23 baseline.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 4: The district will reduce the number of bullying (PEIMS Code 61) incidents by 10% based on the 2022-23 baseline. Each campus will reduce the number of incidents by 10% or at least 1 incident based on their 22-23 baseline.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 5: All incidents requiring a threat assessment will be completed per District policy.

Goal 5: Pillar 5 - Partnerships & Strategic Resource Management - Plano ISD will maximize resources and community partnerships to achieve district goals that meet the needs of students and staff.

Strategic Plan - 5.1 Increase community partnerships to elevate student learning outcomes and experiences.

Strategic Plan - 5.2 Implement budget processes through the Strategic Allocation Model to ensure resource alignment to student needs and desired outcomes.

Strategic Plan - 5.3 Develop and implement plans to efficiently use district facilities that will provide expanded opportunities for students.

DIP - 5.4 Federal and State Mandates

Addendums

Comprehensive Needs Analysis Template
Perceptions

Comprehensive Need Analysis Template - Perceptions
- A. Send all Perceptions data listed in the Campus Improvement Plan Guiding document to Perceptions CNA members prior to the meeting for their review.
- B. Attendees should come with 3 observations from the data.
- C. Demographic CNA members will designate a scribe who will record the discussion, strengths, and problem statements on this document.

Guiding Questions	Specific Data used for discussion	Observations from discussion
How do students and staff describe school climate including: attitudes, respect, relationships, belonging, support, etc.? How does this compare across groups? Which groups responded in which manner?	1. HRS Level 1	Based on the 31 respondents, data reflects that the staff feels safe and content in the workplace. Survey concerns: Limited responses; data is not delineated by group type. break
What does data reflect regarding student behaviors, discipline, etc.?	1. Walkthrough data 2. Attendance data	Significant increase in challenging behaviors in the classroom after the break. Most incidents happen in the classroom and are displayed as classroom disruptions.
What does the data indicate regarding classroom management and organization? How does this compare to classroom student achievement data?	1. HRS level one survey 2. Walkthrough data 3. Pearson Circle Data 22-23 4. Classroom Quality Indicators Checklist	**Classroom Management/Organization:** ● 50% of teachers do not have objectives posted. ● 45% of centers are not distinguished or labeled. ● 54% do not have adequate materials. ● 8% of classes did not have the visual schedule posted at student eye level. **Need**: Do we have these items listed in our BOY checklist? How do new teachers know to do this? One pager non-negotiables classroom checklist (requirement for structure/ organization) teachers

		required to sign and turn in, including fire marshall mandates. ------------------ **Student Achievement Data:** ● Circle scores from wave 1-2 we've increased by double digits overall. Lowest scores in phonological awareness. ● Overall if our scores are progressing, then we have good classroom management. **Take Away:** The pieces of classroom organization and management that most impact student academic progress are being provided consistently across the campus as a whole. (In other words, the factors missing listed above, while important, are not barring students from making academic progress.)
What evidence exists that families and community members are involved in meaningful activities that support students' learning? What are the activities? Which parents and community members are involved? What trends and patterns do we observe?	HRS level 1 parent survey Parent Workshop Needs Assessment	**Family/Community Involvement:** ● None - we need a document that keeps track of family attendance at activities (ie. Family Nights, Parent Workshops, Lunch Volunteers, Reading Volunteers, etc.) ● Survey responses have decreased ● Smore data is low **Activities**: ● 60ish families at Open House ● 30ish families at Game Night **Trends/Patterns:** ● Low Family Engagement in school activities, workshops, reading the Smore) ● High Parent Engagement via Seesaw ○ App with a notification **Needs:**

		- Post-School Activities versus night activities - Google Document by teacher that lists student/family attendance at activities to notice a pattern. - Communications needs will change by generations/social media - School-wide messages via Seesaw (engagement with parents highest on Seesaw so wanting to prioritize communication about parent events through that platform)
What does the data show as our 3 greatest strengths and 3 greatest needs?	**What are our greatest strengths?** 1. Student achievement is high. 2. We do not have a plethora of behavior problems. 3. School is overall a safe and orderly place and perceived as such by staff and community. **What are our greatest needs?** 1. One pager non-negotiables classroom checklist (requirements for structure/ organization) teachers required to sign and turn in, including fire marshall mandates. 2. Using SeeSaw as priority communication about parent events with families w/ schoolwide messages sent. 3. Google Document by teacher that lists student/family attendance at activities to notice a pattern. 4. Increasing parent (and staff!) participation in feedback surveys, perhaps somehow offering parents incentive?	

Comprehensive Needs Analysis Template
Demographics

Comprehensive Need Analysis Template - Demographics

A. Send all demographic data listed in the Campus Improvement Plan Guiding document to Demographic CNA members prior to the meeting for their review.
B. Attendees should come with 3 observations from the data.
C. Demographic CNA members will designate a scribe who will record the discussion, strengths, and problem statements on this document.

Guiding Questions	Specific Data used for discussion	Observations from discussion
What is the profile of our campus? Who are we and who do we serve?	SPED, Low income, ESL, CPS, state funded, military, tuition, DHH, 3-5 year olds, from the central portion of plano, foster care, immigrant, migrant, title 1, at risk	We serve a wide variety of students and are able to provide the support needed.
What are the trends in enrollment over the last three years by demographics and programs (Eco Dis, EL, SPED, GT)? Are the demographics within each program proportional to the campus demographics?	Hispanic population has decreased due to lack of bilingual supports, ED population decreased drastically (21-22), EL population also decreased Non educationally disadvantaged population has doubled, more males than females, increase in male students, at-risk students decreased slightly, SPED stayed the same, 11-20 years of experienced teachers are on campus, 1 to 5 years experienced teachers are increasing	Special Education & General Education population is about the same. RDSPD student enrollment numbers have decreased. Over the district we see the same trend with the male to female population.
What are the trends in graduation over three years by ethnicity?	not applicable at this level	
What are the teacher/student ratios? How do these ratios compare to performance (discuss after all CNA groups are completed)?	11 students to 1 teacher and 1 Teaching Assistant, class sizes have not changed	Teachers and TA's discussed that they feel this is a good ratio. Teacher numbers were a little higher due to virtual classrooms
What are the trends in behavior placements (ISS, OSS, Special Programs, expulsions) within each student group?	Not applicable at this level	We have observed that the highest incidence is classroom disruption, failure to follow directions, and disobedience.

Based on the demographic trends and patterns, what are the strengths and needs of the campus?	What are our greatest strengths?
	    1. More experienced teachers on campus (11-20 years)
	    2. We serve a great variety of students
	
	What are our greatest needs?
	1. Having difficulty finding qualified teachers to hire and subs to cover
	2. Providing educational support to families to help lower the incidence of tardies/absences
	3. Charting out behaviors by ethnicity and looking into correlations/trends

Comprehensive Needs Assessment

Student Achievement

CNA FacilitatIon

1. CNA Teams
   - Divide CNA team into 2 subject areas and have them only analyze one subject.
2. Email data with guiding questions at least one day prior to meeting for the CNA team to review.
3. Meet with the CNA team to discuss observations and collect responses for each assessment.
4. Document discussion on each listed assessment. You will need this to complete the CNA Summary.
5. Complete the CNA Summary.

CNA Math:

A. Circle

- In development to match HB3 District and Board Goals.
- Percentage on track to meet Early Childhood goals at MOY and EOY.

BOY		MOY		EOY	
% at APP Standard	% at Meets	% at APP Standard	% at Meets	% at APP Standard	% at Meets
75%	43%	89%	70%		

Math CNA Summary

Once detailed assessment sections are completed:

1. Enter in a VERY brief overview of the results per assessment. *No student group info required in this part. Students made significant progress between the BOY (43%) and MOY(70%). They made growth in all areas. The percentage increase for this year in all math categories has been higher this year than any previous years. Our Literacy growth compared to previous years is phenomenal!!
2. Once all summaries have been entered, notice any issues that are consistent within and between tasks or collaborative teams to help identify strengths and areas for growth. Are there any systemic issues that need to be looked into? The BOY data shows that students are performing at lower levels in math categories as compared to previous years. Are there specific issues that need to be looked into?
3. Develop Priority Problem Statements (you can look back at the specifics you entered before the summary to help narrow down priority problem statements especially when considering specific student groups).

C. Pre-K Circle Summary:

1. Detailed summary of strengths:
   a. Rote Counting (increased 49%)
   b. Counting Sets (increased 40%)
   c. Shape Discrimination (increased 38%)
   d. Shape Naming (increased 36%)

2. Detailed summary of areas of growth:
   a. Operations (increased 21%)
   b. Number Discrimination (increased 28%)
   c. Number Naming (increased 28%)

3. Detailed summary of Priority Needs:
   a. Students seem to need more help with Operations, Number Discrimination, and Number Naming per the data.
   b. The growth shows effective teaching, and that students scored lower at BOY this year compared to others.

CNA Reading:

A. Circle

- In development to match HB3 District and Board Goals.

- Percentage on track to meet Early Childhood goals at MOY and EOY.

BOY		MOY		EOY	
% at APP Standard	% at Meets	% at APP Standard	% at Meets	% at APP Standard	% at Meets
64	10	83	36		

Reading CNA Summary

Once detailed assessment sections are completed:
1. Enter in a VERY brief overview of the results per assessment. *No student group info required in this part.
2. Once all summaries have been entered, notice any issues that are consistent within and between tasks or collaborative teams to help identify strengths and areas for growth. Are there any systemic issues that need to be looked into? Are there specific issues that need to be looked into?
3. Develop Priority Problem Statements (you can look back at the specifics you entered before the summary to help narrow down priority problem statements especially when considering specific student groups).

C. Pre-K Circle Summary:

1. Detailed summary of strengths:
   a. Syllabation BOY-MOY high growth (31%) although the overall score is only 34%
   b. Rhyming BOY-MOY high growth (30%)
   c. Rapid Letter naming has the highest number at the cut score (MOY 79%)
   d. Rapid Vocab second highest second highest number of student at cut score(MOY 62%)

2. Detailed summary of areas of growth:
   a. Lowest overall cut score/growth is Alliteration 21% at cut score/ 17% growth
   b. Letter sounds raw score grew 4.6 points, 7.35/12 MOY raw score
   c.
   d.
   e.

3.   Detailed summary of Priority Needs:
    a.   The students struggle with learning/retaining knowledge in the are of Letter sounds (affects the development of alliteration skills)
    b.   Alliteration (secondary to letter sounds)

Campus Behavior Data

Behavior CNA Instructions

Logon to Review 360 on the Webdesk.

In the menus at the top, in the "Analysis" tab, select "Incidents". Once there, run the following four reports:
- Incidents by Ethnicity
- Incidents by Behavior
- Incidents by Location

You have the option of generating additional reports as needed. Consider running reports by grade level and gender. There is also an option to select special education students only.

In the "view" menu, there is an option to view discipline data compared to similar district schools. When using this feature, select the grade levels for your school before running the report. This will give you a view of your campus compared to other campuses with the same grade levels.

All data will come from Review 360. As you review your data, please consider the following guiding questions:

1) *Is there a particular location where incidences are occurring?*
2) *Does the behavior data correlate to your academic achievement data?*
3) *Is there a need for professional development to support teachers in the area of behavior management, behavior interventions, coaching opportunities with support from SEL, MTSS, Behavior, Academics, and/or Multilingual departments.*

A. Discipline Incidents by Ethnicity

Document data collected from Review360 in the table below.
Optional: Consider running additional reports by grade level, gender, and Special Ed.

Ethnicity	Fall Checkpoint Complete in September		Winter Checkpoint Complete in January		Spring Checkpoint Complete in May/June		Year Totals Complete in June	
	# Incidents	Percent	# Incidents	Percent	# Incidents	Percent	# Incidents	Percent
Amer Indian							0	
Asian							0	
African Amer	1		47				9.3	
Hispanic							1.5	
Pac Islander							0	
Two or More							3.9	
White							1.6	
Total							42 incidents	

B. Discipline Incidents by Behavior

Document data collected from Review360 in the table below.

Optional: Consider running additional reports by grade level, gender, ethnicity, and Special Ed.

Behavior	Fall Checkpoint Complete in September		Winter Checkpoint Complete in January		Spring Checkpoint Complete in May/June		Year Totals Complete in June	
	# Incidents	Percent	# Incidents	Percent	# Incidents	Percent	# Incidents	Percent
Aggravation/ Agition of others							6	14.3
Classroom Disruption							24	57.1
Cursing							3	7.1
Defiance							17	40.5
Disobedience							20	47.6
Dress Code Violation							0	
Emotional Outburst							13	31
Failure to follow							23	54.8

directions								
Improved Behavior								
Inappropriate Verbal Response								10	23.8
Name Calling								4	9.5
Off Task Behavior								8	19
Other Teacher Managed Behavior								8	19
Out of Seat								9	21.4
Participating in Class								
Pushing and Shoving								
Responsible								
Rule Violation								1	2.4
Running								18	42.9
Talking Loudly/Excess								5	11.9

ively								
Unsafe actions							18	42.9
Vandalism/Property damage							1	2.4
Total Behaviors		■		■		■	206	
Total Incidents		■		■		■	42	■

C.

C. Discipline Incidents by Location

Document data collected from Review360 in the table below.

Optional: Consider running additional reports by grade level, gender, ethnicity, and Special Ed. An additional report can be created in the "view" menu to compare your campus to similar district schools.

Location	Fall Checkpoint Complete in September		Winter Checkpoint Complete in January		Spring Checkpoint Complete in May/June		Year Totals Complete in June	
	# Incidents	Percent	# Incidents	Percent	# Incidents	Percent	# Incidents	Percent
Classroom							32	76.2
Hall							3	7.1
Library							0	
Lunchroom							1	2.4
playground							6	14.3

Total							42	

Summary of SEL Data:
1. Summary of strengths
   a. Positive Social Behaviors (4.39) BOY-MOY
   b. Emotion & Behavior Regulation (3.87) BOY-MOY
   c. Overall total (14.42) was higher than any other year of data

2. Summary of Areas of Growth
   a. Self-Care (0.86) BOY-MOY
   b. Classroom Community & Safety (2.44) BOY-MOY
   c. Approach to Learning (2.86) BOY-MOY
      .
3. Priority Needs
   a. The data shows that our students need significant help in Self-Care growth.

11

Comprehensive Needs Analysis Template
Processes and Programs

Comprehensive Need Analysis Template - Processes and Programs

    A. Send all Processes and Programs data listed in the Campus Improvement Plan Guiding document to Processes and Programs CNA members prior to the meeting for their review.

    B. Attendees should come with 3 observations from the data.

    C. Demographic CNA members will designate a scribe who will record the discussion, strengths, and problem statements on this document.

Guiding Questions	Specific Data used for discussion	Observations from discussion
How is the campus utilizing the Instructional Framework to improve student learning? What is the evidence of the effectiveness?	Heggery Use Form Data HRS Survey Level 2 Walkthrough Data Instructional Model	Staff meeting deep dives into the Instructional Framework Elements- utilizing them during planning (condensed into 1 poster with everyone's input) Data, effective teaching strategies happening on campus On the classroom walkthrough data- 98% of students engaged! YAY! Engagement strategies from the instructional model must be working Differentiation- 75% of us are not differentiating based on walkthrough data- what is it that they are looking for? Staff meeting elements- Chunking Content, Examining similarities and differences, Monitoring student progress, Organizing students to interact and collaborate, Processing content, Recording and representing content An area of need is spending more time in the designing the learning part of the instructional framework to focus on differentiation
What does the data reflect about classes, schedules, and student/staff teams?	Master Schedule Walkthrough Data	Michelle is a brilliant, genius master scheduler The schedule is designed to maximize teacher planning time and keep teams together Over half of what has been observed has been in a whole group setting (57%)

		<mark>Only 12.3% in small group</mark> Visual schedules for students are posted and use is evident 92% of the time 96.2% of the time all staff members are engaged Our schedule is set up to maximize uninterrupted learning time (as best as we can) We tried to reduce the number of after school meetings this year to maximize collaborative time within the classroom team Reduced the number of class/team changes year to year so teams can grow and work well together- benefits not only teachers but kids too We will be experiencing natural growth with adding 3s back to our campus Lots of new staff will be joining us Several different arrivals & dismissals Staggering first lunch year to year
What structures do you have in place for collaborative teams to effectively plan together using the Collaborative Team Framework?	Coaching Questions and Prompts Agendas [Collaboratie Team Framework](#)	Weekly planning time during the day Planning protocol that follows the framework <mark>Reintroducing coaching questions- use more during planning- maybe blow one up and hang in the planning space</mark> 97% of our teachers can describe our predominant instructional practices <mark>Lesson plan requirements- still an area of weakness, not everyone is doing all of it</mark> Digitally collaborating on lesson plans using the "comment" feature More details on lesson plans is better for our TAs to execute material prep 92% of teachers say they have regular time to meet with other teachers to discuss effective instructional practices
How is data used to inform curriculum, instruction, and assessment decisions?	HRS Survey Level 2 Circle data RTI Groups for Letter Recognition/Letter	3 times a year we do a data dive to see what areas we need to focus on Form small groups based off data-differentiation Planning teams set a goal of what to focus on

	Sounds	based off Circle data Informal questioning rather than formal quick checks, etc. Notes on major skills (cutting, etc.) but not a lot written down RTI groups- teachers utilized various forms of data to refer students to group on letter skills. Data was taken during the group to see who needed to continue. <mark>Might be helpful to have another assessment to help know where our students are- what is worthwhile to take formal data on?</mark>
What does the general data reflect regarding teacher quality on the campus? How is the follow-up data regarding teacher performance provided to teachers?	Walkthrough Data HRS Survey	Amazing retention this past year! 98% of engagement- walkthrough data Quality indicators checklist is used in classroom teams to evaluate best practices Teams utilized the Think It Through document to establish routines and expectations Walkthrough forms are emailed directly to the teacher immediately following the observation- it gives feedback on physical environment, instructional practices and classroom management
What is the impact/effect of our teacher mentor program? How are new staff supported? What feedback do they provide?	New Teacher Input	Very helpful to have the special education support (from Christina) for all things ARD Instruction- asking others opinions- suitemate is most go to person Observations are helpful to see how to structure the day Michelle doing coaching/mentoring program Could get more support when it comes to creating a lesson that matches well with the guidelines Fantastic level of support (TA input)- TA meetings have been beneficial (maybe could be started earlier), funneling down of information has been good Feel like they can ask anyone questions, etc. <mark>TA connection piece in BOY schedule</mark>

		How do we keep all new TAs connected to all TAs on campus, not just 3s- could be isolation Onboarding schedule of shadowing was very helpful New Teacher Welcome with campus partner- helped to figure out what they needed to do Is there a way to help the new TAs before the first day when we are in meetings all day? Is there a document we could put together for all the stuff to get ready at BOY? Who's Who Pearson Support Staff handout to help new staff Instructional practices videos available for new staff to watch- maybe we could make/provide more of these and share out more frequently for those who need help
What systems are in place to build capacity and support the notion of continuous improvement?	HRS Levels	Next year each neighborhood will take on a party Adding a second TA leader to LT Different committees- social, campus outreach, zones, etc. Big area of need campus wide - it is a tough balancing act
What is our process for interventions? How are students identified? How is it communicated to students and parents? How are intervention resources chosen?	SST Meeting Data Incidents by Behavior Review 360	SST process- love it- teachers bring students to the committee that are in need Feedback about leaving the SST meetings with lots of actionable things to implement Parents are invited to the meetings once there is enough data to move forward with possible eval Any time Review 360 is done parents should be notified Added support coordinator position for follow up after SST How many review 360 documentations should be done before going to SST?
What is our behavior management process?	Review 360	42 behavior incidents have been reported this year with 206 behaviors

		Document behaviors in Review 360 Highest behaviors reported were- failure to follow directions, disobedience, and running CORE team or support should be called for significant behavior needs occurring in classroom Multiple behavior trainings Tier 1 instruction is zones ==Concern about incidents being of African American males higher than other ethnicities - diversity committee next year to educate all staff==
How are we using data to determine professional learning for staff? What types of professional learning have staff attended? How is implementation monitored? What impact has it had on the intended area of practice? What is the follow-up?		Behavior trainings, zones trainings, speech trainings Send out a form to get feedback on what people want to learn TAs requested a training on the Instructional Framework piece in the staff meetings- will happen next year EdCamps coming back- lots of positive feedback about them from the past
What does the data show as our 3 greatest strengths and 3 greatest needs?	What are our greatest strengths? 1. Student engagement 2. Planning processes 3. SST process What are our greatest needs? 1. Building capacity in others 2. Addressing diversity of students and parents within our instructional practices 3. Differentiation- what does that look like? Addressing it in planning groups	