

Irving Independent School District
Pierce Early Childhood School
2023-2024 Campus Improvement Plan



Mission Statement

Pierce Early Childhood School exists to support all children's academic, social, emotional and ethical development for life long success.

Vision

To set our students up for life long success, we envision a school in which staff:

- Pursue continuous professional growth through professional development and collaboration
- Continually assess, monitor feedback and reflect to ensure student progress
- Act as role models with consistency in all areas
- Provide engaging learning experiences
- Build the student's foundation at their personal level of need based on differentiation and awareness

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Pierce Early Childhood School has a diverse population. Our students must qualify to attend. Students qualify by income, family situation, living situation or if they have a language other than English spoken in the home. The programs that PK 3 and PK 4 students can enroll in consist of the following: Tuition based, Early Childhood Special Education, PreK 3 Half Day and/or PK4 Full Day. The demographics of our school allow us to impact the youngest learners in Irving Independent School District. Our PreK 3 classrooms have a student ratio of 18 students to 2 adults and the PreK 4 classrooms have a student ratio of 22 students to 2 adults.

Our population for the 2022-23 school year of our 294 students is distributed as outlined below:

African American	4.42 %
Hispanic	86.05%
White	7.14 %
American Indian	0.34 %
Asian	2.04% %
Eco. Dis.	93.88 %
Limited English Proficient	67.35 %

SPED: 24 students
Homeless: 8 students

Demographics Strengths

One strength in demographics is that our teacher and staff population mirror that of our student population in language. Students and parents see teachers and staff of similar backgrounds and they serve as mentors for them.

Students at Pierce are exposed to diversity of cultures, races, and abilities, which will prepare them for their world.

There are 7 different languages spoken in the homes of our students.

The African American population has stayed the same.

Hispanic population has decreased by 4%

White population has increased by 6%

American Indian Population has decreased minimally

Asian Population remained the same

Economically Disadvantaged decreased by 1%

LEP has decreased by 3%

Problem Statements Identifying Demographics Needs

Problem Statement 1: There are 7 different languages spoken in the homes of our students. Translation is only provided in Spanish and English. **Root Cause:** There is no one on campus to translate into the other languages.

Student Learning

Student Learning Summary

Pierce Early Childhood School strives to provide students with a strong foundation that will lead to a successful transition to kindergarten.

For Annual Yearly Progress, Pierce is paired with Gilbert Elementary, which received a B rating and two distinctions for the 2021-2022 school year.

2022-2023 Essential Standards Results:

PK 4:

85% Identifies 20 capital letters

83% Identifies 20 lowercase letters

81% Identifies 20 letter sounds

90% Identifies numbers 0-9

86% writes own name

76% rote counts to 30

PreK 4 Circle Data:

92% of students of students were on target with rapid letter naming

78% of students were on target with rapid vocabulary

72% of students were on target with phonological awareness

82% of students were on target with writing skills

88% of students were on target with math skills

79% of students were on target with social/emotional skills

2022-2023 Essential Standards Results:

PreK 3:

92% of students were able to identify 10 letters

94% of students were able to rote count to 10

95% of students were able to identify 3 shapes

PK 3 Circle Story retell:

87% of students were on target with Story Retell which measures Oral Language acquisition

Student Learning Strengths

The staff at Pierce work diligently to implement rigorous developmentally appropriate lessons to meet the needs of the whole child. The lessons include small groups, hands-on work stations, and independent learning. The beauty of working with the young child is that they are learning from their entire environment all the time. Every encounter in their environment is new and filled with opportunities for learning. Students at this age learn by doing, and this stands as the fundamental method of teaching and learning on our campus.

Strengths:

PK 4:

Data indicates that teachers do an effective job with teaching letter awareness, such as letter names and sounds, which is the foundation for next level reading skills. Data also indicates a high level of students are on target with writing skills.

PreK 3:

At the Beginning of the year, only 53% of our PreK 3 students were on target with story retell skills, which is represented through oral language development. By the end of the school year, 87% of our PreK 3 students were on target.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students enrolling in PreK after the first semester have a major gap in learning, as PreK is usually their first year of school and have had no previous schooling. **Root Cause:** Most of the students enrolled after the first semester are from another country and or from a homeless situation that have never attend school.

Problem Statement 2 (Prioritized): Students are unable to manage emotions, which impacts their learning and the learning of those around them. **Root Cause:** When students are screaming and throwing items in the room, because they are unable to manage their emotions, this disrupts the learning environment for all students.

Problem Statement 3 (Prioritized): Circle data indicates that Phonological Awareness is an area of concern. **Root Cause:** The subset of skills tested for the overall phonological awareness portion of the Circle Assessment consists of alliteration, syllabification, onset rime, and rhyming.

Problem Statement 4 (Prioritized): The math portion of the Circle Assessment provides an overall success rate based on 7 math skills: rote counting, shape naming, number discrimination, number naming, shape discrimination, counting sets, and operations. **Root Cause:** There are 7 sets of math skills that must be mastered in order be considered proficient that are built throughout the school year.

Problem Statement 5 (Prioritized): Math skills are built throughout the school year. **Root Cause:** Students need multiple exposures to math skills in order for them to master concepts.

Problem Statement 6 (Prioritized): Early childhood learning requires that students be exposed to new academics and social emotion learning repeatedly. **Root Cause:** It takes

several repeated exposures of new skills in order for students to understand different concepts. Academics and social emotional learning are skills that will be built on throughout the school year.

School Processes & Programs

School Processes & Programs Summary

All Irving ISD Pre-K classrooms use the SAAVAS resource to help teach the Pre-K Guidelines. The resource is aligned with the Pre-K Guidelines and was created with input from experts in early childhood education. Additionally, the district has recruited Pre-K teachers to collaborate to write curriculum for Irving ISD. PreK 3 uses the Frog Street resource to teach PK 3 competencies.

In PK 4, CIRCLE Assessment data will determine students who need accelerated math and/or reading instruction and/or students who are at risk. In PreK 3, one portion of the Circle Assessment data, Story Retell, is used to identify if student's language acquisition is on target for their age. The data from CIRCLE as well as a sub-set of report card school readiness skills will be used to determine students' growth from beginning of the year (BOY) to the end of the year (EOY). Campus wide data talks will occur during Guiding Coalition and Purposeful Planning meetings throughout the school year. Weekly data talks will occur during Collaborative Team Time throughout the year. Individual teacher data talks will occur twice a year, one in the fall and one in the spring.

The teachers meet weekly to plan lessons to address areas of the curriculum. We consistently focus on rigor and increasing student engagement. Special education teachers use objectives outlined in students' IEPs (Individualized Education Program) in addition to the Pre-K Guidelines and the Frog Street curriculum resource to design instructional activities and measure progress. All teachers need additional strategies for meeting the needs of English Language Learners (ELLs) and sped students receiving inclusion time in the general education classroom.

Collaborative Teams, which support the PLC process, are an integral part of the school and our organization. Collaboration amongst the professionals on campus helps to maximize student learning. Although our data points are based on learning at a local level, we analyze student data to monitor and adjust instruction as needed. Our primary job is to get our earliest learners ready to be successful in kindergarten, whether that is a general education setting or a self-contained special education setting, or anything in between. We fully understand that closing the learning gap is important in preparing students for success. All students are expected to be ready to attend college, if they so choose!

All Instructional Assistance have been trained using the Conscious Discipline Brain research that provides information on emotional management of self and students. This training will help support Instructional Assistants as they support students who struggle with managing their emotions.

At Pierce, teachers have access to many of the latest technology tools to teach our students for a world beyond what we know now. Each teacher has access to his/her own laptops, iPad, and a large interactive flat screen TV to use with their students. Every students is assigned an iPad for learning in the classroom. We support technology with the Digital Learning Coach (also our librarian) and our Campus Technician (shared between the three Pre-K schools.)

Pierce was named a Model PLC Campus in August of 2021 and continues to hold that annual distinction for school year 2023-2024. Our Guiding Coalition modified the group Norms that we believe are vital for effectively moving forward collaboratively as a campus:

- Have positive intentions while actively participating by abstaining from side conversations.
- Be mindful of time restrictions by following the agenda.
- Approach problems with solutions in mind.
- Act as role models by exhibiting professional practices and demeanor.

The Guiding Coalition has also implemented a different type of agenda this school year to include a time frame and roles for members in order to help teams stay on task and focused on student learning. The agenda also includes the four questions that guide the collaborative team meetings that include: What students are suppose to Learn? How do we know if they have learned it? What do we do if they don't get it? and What do we do if they do get it?

School Processes & Programs Strengths

The curriculum utilizes a variety of resources including SAAVAS and Frog Street curriculum, which was created by top experts in early childhood. Frog Street Curriculum has Conscious Discipline strategies embedded in the teaching in order to support social/emotional learning for our PreK students. The Pre-K Guidelines are taught to some degree each six weeks, and previously taught guidelines are spiraled throughout the year. The report card, Guidelines and curriculum resources are aligned, and parents receive accurate information on what their children are actually learning through report cards every six weeks. Our teachers utilize CIRCLE to identify students who are At Risk.

We will continue to ensure our Collaborative Teams are focused on developing their own Essential Standards and Common Formative Assessments. Data is reviewed within the collaborative team meetings, during our Guiding Coalition meetings, during staff meetings, and with teachers individually. Sharing amongst the different groups allows the whole Learning Community to celebrate student success.

Professional learning communities are in place and structured to support and increase student learning. Teachers meet in their teams at least once a week for PLC's and use the designated PLC days throughout the year to plan and analyze classroom data.

SeeSaw is our learning platform.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): All teachers need additional strategies for meeting the needs of special education students receiving inclusion time in the general education classroom. **Root Cause:** More training, modeling, and more general education/special education teacher collaboration is needed to ensure that strategies are understood and utilized in the general education classroom.

Problem Statement 2 (Prioritized): At the beginning of the school year, more than 50% of our PreK 3 students are unintelligible or have no language at all. It is very hard to understand what they need. This school year 35% of our students were receiving speech therapy. **Root Cause:** A big percentage of PreK 3 students do not come to school with intelligible language.

Problem Statement 3 (Prioritized): Very young students are unaware of germs and most have not been in big groups to be exposed to communicable sicknesses. **Root Cause:** Very young students are susceptible to communicable illnesses, especially when it is their first time being exposed to a larger group of their peers, which impacts attendance.

Problem Statement 4 (Prioritized): Currently, there is a teacher shortage. **Root Cause:** There are very few teachers that are applying for posted positions.

Perceptions

Perceptions Summary

Pierce was named a Model PLC Campus in August of 2021 and continues to hold that annual distinction for school year 2023-2024. Our Guiding Coalition modified the group Norms that we believe are vital for effectively moving forward collaboratively as a campus:

- Have positive intentions while actively participating by abstaining from side conversations.
- Be mindful of time restrictions by following the agenda.
- Approach problems with solutions in mind.
- Act as role models by exhibiting professional practices and demeanor.

The Guiding Coalition has also implemented a different type of agenda this school year to include a time frame and roles for members in order to help teams stay on task and focus on student learning.

In 2022-2023, our campus implemented a Parent Teacher Organization. Information was shared with parents during parent orientation night about the different ways that they can participate in their child's school experience.

In 2022-2023, our campus implemented an All Pro Dad's organization that was held 4 times during the school year. Our counselor leads this group in discussions that support a strong father to child relationship.

Pierce Early Childhood has a highly qualified professional staff. When prospective personnel are interviewed, priority is given to those with knowledge of child development and teaching strategies for early learners.

Our staff continues to be a Professional Learning Community, learning and growing together to be the best teachers they can be for our students. There is traditionally very little turnover. Attendance rates for staff are good overall, with individuals experiencing problems in this area being addressed as needed. Our Guiding Coalition is used to facilitate our programs within the school, with this group functioning as a school wide leadership team as well. Ongoing professional development is embedded into our meeting structures and Collaborative Teams meet weekly to address ongoing instructional needs. Teachers are evaluated using the T-TESS system, and teachers in need of assistance are addressed in a supportive and timely manner.

The Foundation of Pierce Early Childhood School

Mission

Pierce Early Childhood School exists to support all children's academic, social, emotional and ethical development for lifelong success. #EveryPandaEveryDay

Vision

To set our students up for lifelong success, we envision a school in which staff:

- Pursue continuous professional growth through collaboration and professional development
- Continually assess, monitor feedback and reflect on student data to ensure student progress for all students
- Provide engaging learning experiences
- Build the student's foundation at their personal level of need based on differentiation and awareness

Collective Commitments

To achieve the shared vision of our school, Pierce Early Childhood staff have made the following commitments:

1. We will provide a consistent environment that recognizes and accepts the students' academic, social-emotional and cultural needs.
2. We will commit to creating a positive culture that fosters relationships among all stakeholders.
3. Within our Teams we will support each other with honesty, an open mind and a positive mindset.
4. We will model positive attitudes, values and ethics.
5. We will learn and understand our students' backgrounds and treat them as individuals.
6. We will commit to embrace change with a focus on what we can control.

Schoolwide Instructional Focus

At Pierce Early Childhood School, we will support all students in developing emergent literacy skills and language development.

The campus has several community partners that help meet the needs of both our students, parents, and staff throughout the school year.

Perceptions Strengths

Professional learning communities are in place and structured to support and increase student learning. Teachers meet in their teams at least once a week for PLC's and use the designated PLC days throughout the year to plan and analyze classroom data.

During Parent Orientation, the administrative team will present volunteer opportunities to parents. Parents will be informed about our PTO, campus volunteer opportunities, and background checks that are mandatory in order to volunteer on campus. Volunteer opportunities will be presented at every PTO meeting and will be listed in the monthly parent letters.

Both professional and paraprofessional staff have the opportunity to receive professional development opportunities. These training's enhance the teaching and learning that is happening in each classroom. Teachers are able to collaborate through Collaborative Team Meetings, and content area PreK in Action Meetings. Instructional aides received social emotional development training along with their classroom partner teachers at the beginning of the school year through Capturing Kids Hearts. Instructional aides have all received Conscious Discipline Brain Research training to support students who struggle with managing their emotions.

We have grown together as a staff and continue to work to implement the best research-based instructional strategies in every classroom. We have developed instructional leaders in content areas and best practices for early learners to help provide growth toward instructional improvement and, in turn, to foster independent thinkers.

Teachers and support staff are invited to participate in the interview process, establishing the characteristics for the right fit for our campus.

Community Partners include the following organization:

Westfork Village: clothing donations, book donations, support for celebrating teachers during the BOY and during Teacher Appreciation Week

Senior Heritage Center: Angel Tree, where adults select students to purchase presents for

Irving HS student council (project adoption): students purchase presents for students

Singley Academy HS student council (project adoption): students purchase presents for students

Nimitz HS CTE students: students come to volunteer time in classrooms that are interested in becoming teachers

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): First year PTO organization had no more than 5 to 6 members attend meetings throughout the school year. **Root Cause:** It was our first year implementing a PTO at our campus.

Problem Statement 2: This school year, we have had between 2-5 parent volunteers help out at the campus. **Root Cause:** This is a residual effect from Covid. The two years previous to this one, parents were not allowed to volunteer at the campus.

Professional Development Implementation

Professional Development Implementation Summary

Pierce is a Professional Learning Community. Through weekly Collaborative Team time, after school on Wednesdays, and a variety of learning opportunities both before and after school and during planning periods, Pierce staff are provided a variety of professional learning opportunities. Many staff members will attend outside adult learning opportunities through Region X and other providers and then return to Pierce to share their learning with the rest of the staff. Topics for growth include: Literacy, Math, Differentiation, Special Education strategies, English Language Learning strategies, behavior strategies and general early childhood learning strategies. Emphasis will be on our vision, which involves developing a love of learning, which means professional development should focus on brain-based strategies to engage students in age-appropriate learning. Implementation of professional learning will be monitored through walk throughs and student work.

Professional Development Implementation Strengths

Pierce staff are eager to learn new strategies and share them with each other. This Professional Learning Community environment ensures that our students are receiving the best practices in instruction and teachers who are focused on engaging learning experiences. Each year our PD covers the 10 domains of the Pre K Guidelines, which aligns with requirements from the HB 4 Law.

Priority Problem Statements

Problem Statement 1: All teachers need additional strategies for meeting the needs of special education students receiving inclusion time in the general education classroom.

Root Cause 1: More training, modeling, and more general education/special education teacher collaboration is needed to ensure that strategies are understood and utilized in the general education classroom.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: At the beginning of the school year, more than 50% of our PreK 3 students are unintelligible or have no language at all. It is very hard to understand what they need. This school year 35% of our students were receiving speech therapy.

Root Cause 2: A big percentage of PreK 3 students do not come to school with intelligible language.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: First year PTO organization had no more than 5 to 6 members attend meetings throughout the school year.

Root Cause 3: It was our first year implementing a PTO at our campus.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Students enrolling in PreK after the first semester have a major gap in learning, as PreK is usually their first year of school and have had no previous schooling.

Root Cause 4: Most of the students enrolled after the first semester are from another country and or from a homeless situation that have never attend school.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students are unable to manage emotions, which impacts their learning and the learning of those around them.

Root Cause 5: When students are screaming and throwing items in the room, because they are unable to manage their emotions, this disrupts the learning environment for all students.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Circle data indicates that Phonological Awareness is an area of concern.

Root Cause 6: The subset of skills tested for the overall phonological awareness portion of the Circle Assessment consists of alliteration, syllabification, onset rime, and rhyming.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: The math portion of the Circle Assessment provides an overall success rate based on 7 math skills: rote counting, shape naming, number discrimination, number naming, shape discrimination, counting sets, and operations.

Root Cause 7: There are 7 sets of math skills that must be mastered in order be considered proficient that are built throughout the school year.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Math skills are built throughout the school year.

Root Cause 8: Students need multiple exposures to math skills in order for them to master concepts.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Early childhood learning requires that students be exposed to new academics and social emotion learning repeatedly.

Root Cause 9: It takes several repeated exposures of new skills in order for students to understand different concepts. Academics and social emotional learning are skills that will be built on throughout the school year.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Very young students are unaware of germs and most have not been in big groups to be exposed to communicable sicknesses.

Root Cause 10: Very young students are susceptible to communicable illnesses, especially when it is their first time being exposed to a larger group of their peers, which impacts attendance.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Currently, there is a teacher shortage.

Root Cause 11: There are very few teachers that are applying for posted positions.

Problem Statement 11 Areas: School Processes & Programs

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Student Data: Assessments

- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Behavior and Other Indicators

- Attendance data

Goals






Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 1: Performance Objective 1:

*Increase the percentage of PK students who are Proficient on Rapid Letter Naming on the Circle assessment (English/Spanish combined) from 91% to 95% by May 2024.

HB3 Goal

Evaluation Data Sources: Common Formative & Summative Assessment Data
 PLC Essential Standards Data
 Circle Progress Monitoring Data

Strategy 1 Details	Reviews			
<p>Strategy 1: PK 4 Teachers will focus on teaching letter naming to mastery and record data in their Essential Skill document in collaboration with Early Childhood Special Education teachers, whose students also focus on letter naming mastery. PK 4 Teachers will design Common Formative Assessments and classroom activities each 6 weeks to build rapid letter naming.</p> <p>Strategy's Expected Result/Impact: Students will know 20 letters in preparation for Kindergarten.</p> <p>Staff Responsible for Monitoring: Teachers, Academic Specialist, Administrators</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6</p>	Formative			Summative
	Nov	Feb	Apr	July
	 5%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

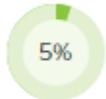




Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 6: Early childhood learning requires that students be exposed to new academics and social emotion learning repeatedly. Root Cause: It takes several repeated exposures of new skills in order for students to understand different concepts. Academics and social emotional learning are skills that will be built on throughout the school year.</p>

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 2: Performance Objective 2:

*Increase the percentage of PK students who are Proficient on Phonological Awareness in the Circle assessment (English/Spanish combined) from 72% to 77% by May 2024.

Strategy 1 Details	Reviews			
<p>Strategy 1: PK 4 Teachers will focus on teaching phonological awareness to mastery and record data in their Essential Skill documents in collaboration with Early Childhood Special Education teachers, whose students also focus on phonological awareness mastery. PK 4 Teachers will design Common Formative Assessments and classroom activities each 6 weeks to build phonological awareness.</p> <p>Strategy's Expected Result/Impact: Students will be proficient in phonological awareness skills in order to be ready for Kindergarten.</p> <p>Staff Responsible for Monitoring: Teachers, Academic Specialist, Administrators</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	July
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 3: Circle data indicates that Phonological Awareness is an area of concern. Root Cause: The subset of skills tested for the overall phonological awareness portion of the Circle Assessment consists of alliteration, syllabification, onset rime, and rhyming.</p>






Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 3: Performance Objective 3:

*Increase the percentage of PK students who are Proficient in Math on the Circle assessment (English/Spanish combined) from 88% to 93% by May 2024.

HB3 Goal

Evaluation Data Sources: Essential Standard Data
Common Formative Assessment Data
Circle Progress Monitoring Data

Strategy 1 Details	Reviews			
<p>Strategy 1: PK 4 Teachers will focus on teaching math skills to mastery and record data in their Essential Skill document in collaboration with Early Childhood Special Education teachers, whose students also focus on math skills. PK 4 Teachers will design Common Formative Assessments and classroom activities each 6 weeks to build math skills.</p> <p>Strategy's Expected Result/Impact: Math skills will build until the end of the school year.</p> <p>Staff Responsible for Monitoring: Teachers Administrators Academic Specialist</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Feb	Apr	July
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 4: The math portion of the Circle Assessment provides an overall success rate based on 7 math skills: rote counting, shape naming, number discrimination, number naming, shape discrimination, counting sets, and operations. Root Cause: There are 7 sets of math skills that must be mastered in order be considered proficient that are built throughout the school year.</p>






Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 4: Performance Objective 4:

*Increase the percentage of PK students who are Proficient on Social Emotional Behaviors on the Circle assessment (English/Spanish combined) from 79% to 84% by May 2024.

HB3 Goal

Evaluation Data Sources: Essential Standard Data
Common Formative Assessment Data
Circle Progress Monitoring Data

Strategy 1 Details	Reviews			
<p>Strategy 1: PK 4 Teachers will focus on teaching age appropriate social emotional skills. Teachers will review and analyze data and design classroom activities each 6 weeks to increase social emotional learning.</p> <p>Strategy's Expected Result/Impact: Students will learn social emotion skills that are appropriate for PreK 4 students and build on those skills throughout the school year.</p> <p>Staff Responsible for Monitoring: Teachers Counselor Academic Specialist Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 2: Students are unable to manage emotions, which impacts their learning and the learning of those around them. Root Cause: When students are screaming and throwing items in the room, because they are unable to manage their emotions, this disrupts the learning environment for all students.</p>






Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 5: Performance Objective 5:

*Increase the percentage of PK students who are Proficient in Early Writing Skills on the Circle assessment (English/Spanish combined) from 82% to 87% by May 2024.

HB3 Goal

Evaluation Data Sources: Common Formative & Summative Assessment Data
 PLC Essential Standards Data
 CIRCLE Progress Monitoring Data

Strategy 1 Details	Reviews			
<p>Strategy 1: PK 4 Teachers will focus on teaching proficient writing skills. PK 4 Teachers will design CFA's and classroom activities each 6 weeks to build proficient writing skills.</p> <p>Strategy's Expected Result/Impact: Students will be at a proficient level of writing in order to be ready for kindergarten.</p> <p>Staff Responsible for Monitoring: Teachers, Academic Specialist, Administrators</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6</p>	Formative			Summative
	Nov	Feb	Apr	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 6: Early childhood learning requires that students be exposed to new academics and social emotion learning repeatedly. Root Cause: It takes several repeated exposures of new skills in order for students to understand different concepts. Academics and social emotional learning are skills that will be built on throughout the school year.</p>

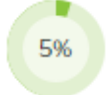




Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 6: Performance Objective 6:

*Increase the percentage of PK 3 students who are Proficient in Story Retell on the Circle assessment (English/Spanish combined) from 87% to 90% by May 2024.

HB3 Goal

Evaluation Data Sources: Common Formative & Summative Assessment Data
PLC Essential Standards Data

Strategy 1 Details	Reviews			
<p>Strategy 1: PreK3 teachers will collaborate in Professional Learning Communities to focus on story retell by using hand gestures, visuals that represent story elements, and encourage students to speak in a full sentence when answering story retell questions.</p> <p>Strategy's Expected Result/Impact: Students will be at a proficient level of retelling a story, which will increase their oral language development in literacy.</p> <p>Staff Responsible for Monitoring: Teachers, Academic Specialist, Administrators</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: At the beginning of the school year, more than 50% of our PreK 3 students are unintelligible or have no language at all. It is very hard to understand what they need. This school year 35% of our students were receiving speech therapy. Root Cause: A big percentage of PreK 3 students do not come to school with intelligible language.</p>






Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 7: Performance Objective 7:

*Increase the percentage of PK 3 students who are Proficient in rote counting to 10 (English/Spanish combined) from 89% to 92% by May 2024.

HB3 Goal

Evaluation Data Sources: Essential Standard Data
Common Formative Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborative teams will develop Common Formative Assessments to increase numeracy every 6 weeks that focuses on rote counting to 10.</p> <p>Strategy's Expected Result/Impact: Students will be able to rote count to 10.</p> <p>Staff Responsible for Monitoring: Teachers Academic Specialist Administration</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5</p>	Formative			Summative
	Nov	Feb	Apr	July
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






Performance Objective 7 Problem Statements:

Student Learning
<p>Problem Statement 5: Math skills are built throughout the school year. Root Cause: Students need multiple exposures to math skills in order for them to master concepts.</p>

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 8: Increase the annual attendance rate of PK students from 91% to 94% by May 2023.

Evaluation Data Sources: Weekly and Six Weeks Attendance Data

Strategy 1 Details	Reviews			
<p>Strategy 1: #EveryPandaEveryDay Attendance Initiatives will continue with weekly prizes, six weeks prizes, EOY prizes, attendance celebrations, perfect attendance picture posting on the attendance wall and certificates for both parents and students.</p> <p>Strategy's Expected Result/Impact: Maintain and or exceed the district's goal of 94% attendance.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Attendance Clerk Attendance Committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Nov	Feb	Apr	July
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 8 Problem Statements:






School Processes & Programs
<p>Problem Statement 3: Very young students are unaware of germs and most have not been in big groups to be exposed to communicable sicknesses. Root Cause: Very young students are susceptible to communicable illnesses, especially when it is their first time being exposed to a larger group of their peers, which impacts attendance.</p>

Goal 2: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1: The campus will conduct PTO meetings throughout the school year to inform parents of the many different volunteer opportunities that they can participate in at Pierce.

Counselor and Librarian will collaborate throughout the year to foster a strong family & school commitment.

Evaluation Data Sources: Parent Meeting Agendas and sign in sheets
PTO Meeting Agenda and sign in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: The administrative team will collaborate on helpful information that will be presented at monthly PTO and Parent Meetings.</p> <p>Strategy's Expected Result/Impact: Parents will learn best practices for supporting their child in school. Parents will be informed of volunteer opportunities at the campus.</p> <p>Staff Responsible for Monitoring: Administrators Librarian Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	July
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: First year PTO organization had no more than 5 to 6 members attend meetings throughout the school year. Root Cause: It was our first year implementing a PTO at our campus.</p>

Goal 3: In Irving ISD, we will attract, develop, and maintain life changing educators committed to each student.

Performance Objective 1: The campus will attract, develop, and maintain educators committed to students by attending all job fair opportunities held by the district. Once new teachers are hired, they will be assigned effective mentors for the first two years. The campus will continue the Professional Learning Community (PLC) process to ensure there is collaboration of teachers for embedded professional development.

Evaluation Data Sources: HR invites to job fair opportunities
 District Connect-Ed Mentoring Program
 Collaboration Team Time Agendas

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that all new teachers are supported during their first and second year of teaching by doing the following: Assign an experienced and trained mentor for support Academic specialist support will be provided via check ins, modeling, providing any instructional material needed, collaboration in creating intense RTI plans for students Team leads will support new teachers with embedded professional development during collaborative team time. Administrative check-ins for additional supports needed</p> <p>Strategy's Expected Result/Impact: Teachers will receive supports needed throughout the school year. Staff Responsible for Monitoring: Teachers Team Leads Mentors Academic Specialist Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Nov	Feb	Apr	July
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 4: Currently, there is a teacher shortage. Root Cause: There are very few teachers that are applying for posted positions.</p>

2023-2024 Campus Improvement Team

Committee Role	Name	Position
Administrator	Tracy Gonzales	Principal
Administrator	Randall Pliker	AP
Parent	Carolina Posada	Parent
District-level Professional	Gale Wortham	District Personnel
Classroom Teacher	Gabriela Lopez	teacher
Classroom Teacher	Yumeeka Jenkins	Teacher
Classroom Teacher	Lauren Dixon	Teacher
Business Representative	Sandy Waller	Business Rep (Lifetouch)
Parent	Anais Lopez	Parent
Business Representative	Maureen Zeilke	Business Rep from Westfork Village
Community Representative	Richard Wiese	Community Representative
Community Representative	Susan Wiese	Community Representative
Classroom Teacher	Maria Chaivra	Teacher
Paraprofessional	Zandra Alonso	Paraprofessional