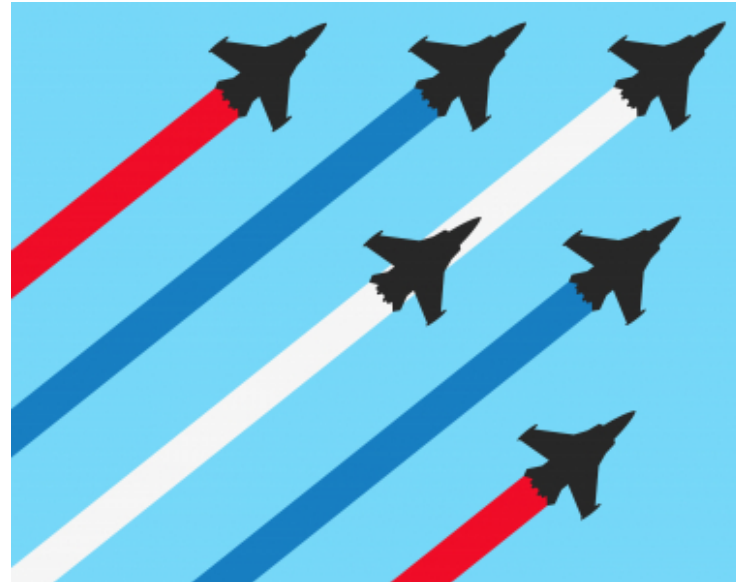


**Sherman Independent School District
Perrin Early Childhood Center
2022-2023 Campus Improvement Plan**



Mission Statement

We partner together to build academic foundations in a nurturing school family. We are fueled by uplifting relationships with staff, students, families and community partners to be an engaged and successful learning community. We focus on purposeful, playful and positive learning for academic and social emotional on-going growth.

Perrin Jets Soar!

Vision

Perrin Jets soar together as they learn about themselves, the world, and the gifts they have to share for lifelong learning.

Value Statement

Perrin Early Childhood Center is a squadron of educators and families who work together to help each student soar!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Perrin Early Childhood Center opened fall of 2021 as a full day Early Childhood Center. We are one of two Early Childhood Campuses in Sherman ISD. All our 171 students are either 3 or 4 years old. 146 of these of these have qualified for free public PreK or Head Start, and an additional 25 students supported in Early Childhood Special Education. 82% of Perrin students qualify as Economically Disadvantaged, with 9% qualifying as Homeless. 62% of Perrin students are Academically at Risk.

Our ethnicity distribution is as follows:

35% Hispanic

29% White

20% Black or African American

9% 2 or more races

4% Asian

3% American Indian

We have 6 PreK classrooms, and 5 Head Start classrooms, including 1 Bilingual Head Start classroom. Each of these classrooms have a teacher and a full time teacher assistant. Perrin's Early Childhood Special Education classrooms, are Structured Learning Classrooms, serving children with autism. These classrooms each have 1 specialized Special Education teacher and 2 teacher assistants. Growing numbers of students being tested and qualifying as a child with autism will lead us to open a fourth SLC classroom this year Perrin shares a Special Education Diagnostician, Speech Language Pathologist, and an Assistant Speech Pathologist with Fred Douglass Early Childhood Center.

We have a full time Licensed Nurse, a Library Associate, and share a School Counselor, Instructional Coach, and Assistant Principal with Fred Douglass Early Childhood Center, our sister ECC campus for Sherman ISD. Our classroom teachers fall into three groups: 40% have 8 years or less of teaching experience, 60% have 10 or more years experience, with 20% of this group having over 25 years or more in the classroom. The administrators have of 30 years of classroom and administrative experience.

Demographics Strengths

Head Start is a federal program, which provides additional supports and services to each Head Start family. At Perrin, 45% of all students qualify for Head Start services, which includes additional health and speech screenings, language and emotional health supports, and parent engagement opportunities. All Perrin families, not just Head Start families are invited and welcomed to participate in parent learning opportunities. Region 10 Head Start program provided additional resources to all students, such as free health resources (tooth brushes, and first aid kits) and additional food supports for Parent Engagement events.

Head Start teachers have additional staff development resources through training sessions and programming staff. Teachers have access to HS Educational Consultants, Disabilities Consultant, Bilingual Consultant, and Mental Health Consultants.

Problem Statements Identifying Demographics Needs

Problem Statement 1: A significant number of Perrin families are impacted with lack of resources and seek assistance with transportation, food support, and finances. **Root Cause:** 82% of students qualify as Economically Disadvantaged

Student Learning

Student Learning Summary

All PreK and Head Start students are tested in CLI Engage CIRCLE Pre-K Progress Monitoring in 3 Waves - BOY, MOY and EOY. Perrin 's 21-22 CLI Overall data include 3 and 4 year olds assessed and scored at their chronological/developmental levels. Students scored 67% on Rapid Letter Naming, 68% on Rapid Vocabulary and 70% on Overall Math.

Students in the Structured Learning Classrooms of ECSE are taught and assessed using STAR (Strategies for Teaching Based on Autism Research). Student achievement rates are reported in Individualized Educational Plans, or IEPs and progress is reported to families and SISD.

Student Learning Strengths

Frog Street Press Curriculum is viable and used daily with fidelity. This curriculum includes Conscious Discipline strategies imbedded daily for social/emotional development as well as academic standards aligned to Texas PreKindegaten Guidelines.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Despite teacher support and interventions, many students struggle with academic and social/emotional development. **Root Cause:** 23% of Perrin students are 3 years old.

School Processes & Programs

School Processes & Programs Summary

Frog Street Press Curriculum is Perrin's state adopted curriculum, and implemented for all PreK and Head Start Classrooms. This is both an academic curriculum and a Social Emotional Learning Curriculum. The SEL component is Conscious Discipline, a recognized and research based intertwined curriculum which has a significant positive impact on student behavioral outcomes and academic achievement. The curriculum for students in the SLC classrooms is STAR, and this is also an academic as well as social/emotional development curriculum.

Our staff is provided early childhood professional development in line with Texas PRE-K guidelines. Now 4 Forever Early Childhood Training was attended by 67% of professional staff and 60% of teacher assistants in July. Further, All Head Start teachers and teacher assistants attended 4 days of Head Start training in July, with a combined focus on PreK Guidelines, Head Start Early Outcomes Frameworks, and other compliance training for the federal program of Head Start. Texas requirements of Highly Qualified PreK educators require 15 hours of specific early childhood staff development, and the majority of Perrin educators receive well over this minimum standard. Any teachers that were hired after these trainings received additional staff development to meet early childhood teaching standards.

Perrin and Sherman ISD are part of Region 10's PreK Coop, and this allows the staff access to various trainings at no cost or at a reduced price. These trainings are specific and appropriate for our Early Childhood Program. SISD Special Education Department also provides specific staff development for our SLC teachers and assistants, both in July and throughout the year.

Perrin has a Leadership Team, comprised of lead teachers, counselor, and administrators. The Perrin Leadership Team has met for two summer retreats with Fred Douglass ECC, as well as independent quarterly meetings to plan, implement, revise and review learning goals, family engagement activities, and school wide programs and celebrations. Perrin uses a PBIS

Professional Learning Communities, or PLCs take place 4 times monthly at after-school meetings. These meetings focus on what students are learning, where gaps exist in student outcomes, and how to differentiate for struggling students, as well as those exceeding expectations. PLC work is driven by student outcomes named in the PreK Guidelines.

School Processes & Programs Strengths

Perrin educators are supported by Administrators and an Instructional Coach which focus specifically on early childhood curriculum and outcomes. Professional development opportunities are provided by Region 10 Early Childhood Programs, specialized staff development on staff development calendar days, and participation in professional organizations such as TAASPYC (Texas Association of Administrators and Supervisors of Programs for Young Children), ASCD (Association of Supervision and Curriculum Development), and NAEYC (National Association for the Education of Young Children)>

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Two Perrin PreK teachers lack official Texas teacher certification and have been hired as part of SISD District of Innovation. **Root Cause:** Regional shortage of early childhood teachers with Texas teacher certificate.





Priority Problem Statements

Goals

Goal 1: Sherman ISD will hire, train and retain high-quality personnel in a supportive working environment.

Performance Objective 1: Ongoing support and professional development opportunities will be provided to all teaching staff related to the school wide model expectations of instructional practices through high performing collaborative PLCs

Evaluation Data Sources: Reviews of PLC Notes kept in our Google Folder. All teaching staff has access to the notes for their own review.

| Strategy 1 Details | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------|------------|------------------|
| Strategy 1: Make a Difference Training with all staff on 9/26/22 Strategy's Expected Result/Impact: Increase instructional tool box of all staff to help them communicate with each other and parents across the generations, Staff Responsible for Monitoring: Principal | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 1: Sherman ISD will hire, train and retain high-quality personnel in a supportive working environment.

Performance Objective 2: Specialized staff development opportunities will be provided on behavior and social/emotional development.

Evaluation Data Sources: PBIS documentation, TTESS goal attainment, reduced behavior disruptions to classroom learning

Goal 2: Sherman ISD will demonstrate positive and proactive leadership that inspires teamwork and collaboration.

Performance Objective 1: Both Sherman Early Childhood Campuses will have a joint leadership retreat to plan for the coming year.

Evaluation Data Sources: Feedback from faculty attending retreat.

Goal 3: Sherman ISD will provide a high-quality curriculum, research-based instructional practices and resources to ensure progress in student achievement.

Performance Objective 1: The 2022-2023 CLI Engage Data will show overall growth from the beginning to the end of the year.





Evaluation Data Sources: Waves 1, 2, and 3 data on student learning achievement

Goal 4: Sherman ISD will continue to integrate instructional technology in classrooms at all campuses and grade levels.

Goal 5: Sherman ISD will address the diverse needs of students to maximize their academic achievements.

Performance Objective 1: The 2022-2023 Discipline Data will reflect diminished disruptive behaviors in classrooms from beginning of the year to end of year.

Evaluation Data Sources: Google Document of Behavior Reports by teachers

| Strategy 1 Details | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p>Strategy 1: Teachers use a Google document to record student behavior concerns and data is reviewed by administrators, counselors, and behavior specialists.</p> <p>Strategy's Expected Result/Impact: Consultation between behavior support team and teachers will result in increased teacher effectiveness and student emotional self-regulation increases.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 6: Sherman ISD will empower, engage and equip students for success in a diverse and complex world.

Performance Objective 1: The Counselor will have small groups with children who are struggling with behavior .

Evaluation Data Sources: Counselor schedule review, teacher survey

Goal 6: Sherman ISD will empower, engage and equip students for success in a diverse and complex world.

Performance Objective 2: Focus on having diversity in literature and learning activities available for classroom, library, and home environment

Evaluation Data Sources: surveys, purchasing reviews





Goal 7: Sherman ISD will develop a balanced annual budget and maximize resources that are needed to achieve district priorities.

Goal 8: Sherman ISD will continue to monitor and plan for district facility needs.

Goal 9: Sherman ISD will engage all stakeholder groups to enhance educational experiences for students.

Performance Objective 1: Students and parents will have the opportunity to participate in Family Engagement Activities throughout the year.

Evaluation Data Sources: Parent sign-in sheets from events, teacher documentation of interactions, surveys

| Strategy 1 Details | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p>Strategy 1: Family Engagement Events planned for the 22-23 school year :Literacy for Littles, "I Spy" Open House Activity, Fall Festival, Facebook Live Bingo, Winter Holiday and Story Night, A Night at the Art Museum, ABC Bootcamp Parade, A Love for Reading Challenge, Family Game Night, Family Preschool P.R.O.M.M.</p> <p>Strategy's Expected Result/Impact: Family attendance will increase and student academic, behavioral, and attendance will also increase.</p> <p>Staff Responsible for Monitoring: Principal and event leads</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |