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**CLEAR**

**Early Childhood Campus Improvement Plan: 2014-2015  
School Based Improvement Committee**  
**Beaty Early Childhood School**

**Principal:** Susie Vaughan

**Mission Statement:** Beaty Early Childhood School will provide an active learning environment where each child will achieve individual success.

## Campus Verification Page

### Planning Timelines

- Needs analysis, goal setting and strategic planning: (June, July & August 2014)
- Preliminary SBIC Plan Complete: (by August 18, 2014)
- Campus teacher data analysis days: (August 15 and 18, 2014)
- SBIC Plan due September 26, 2014

### Meeting Dates 2013-2014

- Meeting 1: SBIC approves the improvement plan : 9/18/2014
- Meeting 2: Progress monitoring and review of strategic plan: 1/22/2015
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals: 4/30/2015

### Title I Components (The following required components have been addressed in this SBIC plan.)

*Title I Targeted Assistance Components 1 - 8*

*Title I Schoolwide Components 1 – 10*

1. Comprehensive Needs Assessment
2. Effective methods and instructional strategies based on scientifically-based research
3. Teaching by highly qualified staff
4. High quality and ongoing professional development for teachers, principals and paraprofessionals
5. Increasing parental involvement
6. Transition to different grade levels and schools
7. Involvement of teachers in testing decisions beyond state
8. Monitoring student progress and providing additional assistance
9. Coordination and integration of federal, state and local services and programs
10. Strategies to attract highly qualified and high-quality teachers to high-need schools

**Non-Title I**

**Title I Targeted Assistance**

**TA Campus transitioning to Title I Schoolwide**

**Title I Schoolwide**

**SBIC Committee**

Committee Member's Name	Role	Year 1st Participated on SBIC
Summer Duffie	Faculty Member	2014-2015
Rachel Emmer	Faculty Member	2014-2015
Cindy Kellogg	Faculty Member	2014-2015
Coleen Referente	Faculty Member	2014-2015
Heather Schmitt	Faculty Member	2014-2015
Iffat Zaidi	Faculty Member	2014-2015
Susie Vaughan	Principal	2002-2003
Lisa Farrell	District Professional	2002-2003
Jan Hughes, Counselor	Campus Professional, Non-teaching	2009-2010
Elena Helms, Teacher Leader	Support Staff Member	2013-2014
Leigh Wetzel	Parent-Selected by PTA	2013-2014
Ashley Wheeler	Parent-Selected by Principal	2014-2015
Shannon Beckmann	Parent	2014-2015
Kavitha Govindo	Parent	2014-2015
Kim Roper	Parent	2014-2015
Karla Villareal	Parent	2014-2015
Sharon Leight	Community Member	2012-2013
Jen Griffin	Community Member	2012-2013
Joe Sosa	Business Representative	2012-2013
Vacant	Business Representative	

### District and Campus Goals

1. The student will achieve 80% mastery of pre-k early literacy skills stated from the pre-k guidelines as measured by PK assessment.
2. The student will achieve 80% mastery of pre-k math skills from the pre-k guidelines as measured by PK assessment.
3. Increase the opportunity for science skills instruction by 10% as measured by number of classrooms implementing science investigation stations in curriculum.

Campus-Wide Goals	Applicable Student Groups
<b>Social-Emotional:</b> The student will achieve 75% mastery of pre-k social emotional skills stated from the pre-k guidelines as measured by PK assessment.	All
<b>Attendance:</b> Improve to or maintain student attendance rate at 90% attendance.	All
<b>Violence Prevention and Bullying:</b> The violent incidents will meet the target measure. <u>Measure:</u> 0	All
<b>Highly Qualified:</b> The highly qualified rate will meet the 100% target measure.	All
<b>Parent Involvement:</b> The campus will provide for a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.	All
<b>Transition of Pre-KN Students:</b> The transition from early childhood to elementary school is supported by the campus and district.	All

### Campus-Wide Critical Actions

Campus-Wide Critical Actions	Applicable Student Groups
Areas for improvement identified by Campus Needs Assessment: NCEA CoreWork Diagnostics and PK assessments.	
1. Ensure that the district’s written curriculum is taught in every classroom. (CoreWork Theme 1)	All
2. Equip teachers to analyze student performance data to inform decision making. (CoreWork Theme 4)	All
3. Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. (CoreWork Theme 5)	All

## Early Literacy, Mathematics and Science

**Critical Action: Ensure that the district’s written curriculum is taught in every classroom.**

### Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
Learning objectives will be identified in weekly lesson plans and displayed in the classroom daily.	Project Lead: Principal Staff: All teachers Timeline: All year	Expectation established August 2014  Monitored through PWT, PDAS observations, lesson plan review
Focus on maintaining developmentally appropriate practices for young children while addressing higher academic standards	Project Lead: Principal, Teacher Leader Staff: All Timeline: All year	Expectation established August 2014  Monitored through PWT, PDAS observation, lesson plan review, weekly planning meetings
Staff training for new staff on PK Guidelines and curriculum materials	Project Lead: Teacher Leader Staff: New staff Timeline: Fall	New Teacher Training, August 2014
Frog Street Toddler Curriculum Training	Project Lead: EC Coordinator Staff: 3 year old teachers Timeline: August 2014	August 15, 2014
Use of TEA Early Childhood Outcomes and Prekindergarten Alignment document that shows prerequisite skills to the Prekindergarten Guidelines	Project Lead: Teacher Leader/Special Education Team Leader Staff: All Timeline: Fall	Given to new staff members at New Teacher Training – August 2014 Given to staff members new to Beaty in September 2014 Documents used at weekly planning meetings
Frog Street and Second Step Training for teaching assistants	Project Lead: Teacher Leader Staff: Teaching Assistants Timeline: Fall	September 24, 2014 Teacher Leader reviewed the curriculum materials and allowed teaching assistants to familiarize themselves with the materials.
Second Step Lessons will be conducted a minimum of 2 times per week.	Project Lead: Principal Staff: All Timeline: All year	Expectation established at staff meeting – August 15, 2014 Monitored through PDAS, PWT and informal classroom visits.
Provide opportunities for teachers to observe other classrooms	Project Lead: Teacher Leader Staff: All Timeline: All year	Observations arranged by Teacher Leader for teachers new to Beaty. Observations arranged by Principal for specific teachers as needed to provide models for appropriate classroom management and instruction.

**Critical Action: Equip teachers to analyze student performance data to inform decision making.**

**Strategies for Accomplishing Critical Action**

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
Clearly communicate expectations related to use of data and Response to Intervention (RtI) to new staff members.	Project Lead: Teacher Leader Staff: New staff Timeline: Fall	Expectations reviewed and established August 2014. RtI handouts, intervention forms and materials available on shared drive and through Teacher Leader. RtI implemented in September for students who scored "A" on oral language proficiency test.
Identify selected staff meetings for EC coordinator to share district EC/K data and facilitate discussion.	Project Lead: Principal/EC Coordinator Staff: All who administer PK Assessment Timeline: Throughout the year	11/19/14 – Review of CPAA BOY data with staff – EC Curriculum Coordinator and representative from Assessment and Accountability 1/22/15 – Review of CPAA Assessment and Kindergarten data at SBIC meeting – EC Curriculum Coordinator 2/25/15 – Review of CPAA MOY data with staff
Conduct early assessment within the first four weeks of school year	Project Lead: Teacher Leader Staff: All staff Timeline: September	Assessment/Kit provided to staff in August 2014
Identify students who scored "A" on oral language proficiency test in order to provide them with additional vocabulary and language instruction.	Project Lead: LPAC Coordinator Staff: All ESL/Bilingual Teachers Timeline: August and new student entry dates	RtI implemented in September for students who scored "A" on oral language proficiency test.
Define RtI and Tier 1, 2, 3 for new staff members.	Project Lead: Teacher Leader Staff: New staff Timeline: Fall	Information provided by Teacher Leader in September 2014.
Provide RtI and Early Mastery materials to staff for check out.	Project Lead: Teacher Leader Staff: All Timeline: Throughout the year	Supplemental materials are available and organized by Frog Street Curriculum theme and learning objective(s).
Train staff on use of CPAA online PK assessment.	Project Lead: EC Coordinator Staff: All who administer PK Assessment Timeline: Fall	August 19, 2014 October 2, 2014 February 25, 2015 Trained by EC Curriculum Coordinator and Assessment and Accountability
Use early assessment data and CPAA assessment data to plan learning objectives for students.	Project Lead: Principal Staff: All who administer PK Assessment Timeline: Throughout the year	Data review dates: 11/19/14 and 2/25/15 Data used to plan instruction during weekly planning meetings.
Each teacher will review previous year's data in order to develop individual teacher's teaching target/focus for the current school year.	Project Lead: Principal Staff: All who administer PK Assessment Timeline: Beginning of year	August 15, 2014 Teachers reviewed data from the 2013-2014 school year and identified a teaching target for the 2014-2015 school year.

**Critical Action: Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum.**

**Strategies for Accomplishing Critical Action:**

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
Establish expectations for data review and analysis; followed by adjustments to student learning objectives and instructional practices.	Project Lead: Principal Staff: All staff who administer PK Assessment Timeline: Throughout the year	Expectations established on August 15, 2014 Monitored through PWT, PDAS, informal classroom visitations and principal attendance at weekly planning meetings.
Create and share written intervention plans for students who are lower achieving or those who demonstrate early mastery.	Project Lead: Teacher Leader Staff: All Timeline: Throughout the year	Intervention plans are shared at weekly planning meetings. Guided reading books are available for students demonstrating early mastery in the area of literacy.
Targeted use of Ready Bodies, Learning Minds activities to support student learning	Project Lead: Principal/Teacher Leader/PLC Staff: All Timeline: Throughout the year	Ready Bodies, Learning Minds training provided on August 20 and 21, 2014 Professional Learning Communities (2) provided guidance for classroom implementation. Plans are being developed for a centralized motor lab for the 2015-2016 school year.
Use teacher table rotations to target student learning needs.	Project Lead: Principal/Teacher Leader Staff: All Timeline: Throughout the year	Sample rotation schedules are frequently shared between teams. Rotation ideas and lesson plans are discussed and shared at weekly planning meetings.
Develop and use additional materials and activities for students who are demonstrating early mastery.	Project Lead: Principal/Teacher Leader/PLC Staff: All Timeline: Throughout the year	Additional guided reading books have been purchased and are available for teacher check out. Supplemental materials are available and organized by Frog Street Curriculum themes and learning objective(s).

## Social-Emotional

**Goal:** The student will achieve 75% mastery of pre-k social emotional skills stated from the pre-k guidelines as measured by PK assessment.

### Strategies for Accomplishing Goal:

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
Teaching staff will implement Frog Street social/emotional skills and character development for exposure across themes.	Project Lead: Teacher Leader Staff: All teachers Timeline: All year	Expectation established August 2014. Implementation monitored through lesson plans and principal attendance at weekly planning groups.
Teaching staff will implement the Second Step for Preschoolers curriculum (2 times weekly) to promote pro-social development and character education.	Project Lead: Teacher Leader Staff: All Teachers Timeline: All year	Second Step Curriculum kits were provided for all staff members. Teaching Assistants trained on September 24, 2014 Use of Second Step is monitored through lesson plan review, classroom observations and principal attendance at weekly planning meetings.
School Counselor will provide guidance lessons (biweekly) to promote pro-social development and character education	Project Lead: School Counselor Timeline: All year	Ongoing adjustments to guidance lessons based on campus needs See counselor lesson plans for additional details.

## Attendance

**Goal:** Improve to or maintain student attendance rate at 90% Attendance.

### Strategies for Accomplishing Goal:

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
Monitor attendance of students and follow up on prominent and chronic absences.	Project Lead: Principal Staff: Teachers, Attendance Secretary Timeline: All year	Weekly contact is made with parents of students who are experiencing attendance issues through: teacher contact, letters or principal contact.
Follow district truancy and campus truancy process for parent communication regarding the importance of school attendance. File with truancy court when necessary.	Project Lead: Principal Staff: Teachers, Attendance Secretary Timeline: All Year	Provide information to and dialogue with parents about the importance of school attendance Filed truancy on three students during the 2014-2015 school year.

## Violence Prevention and Bullying

### Goals:

VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (HB 283)

### Strategies for Accomplishing Goals:

Applicable Students	Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
<b>Staff</b>	<b>PREVENTION:</b>				
	Identify high risk areas. <b>(Required)</b>	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	All year	Staff feedback is encouraged.
	Monitor high risk areas. <b>(Required)</b>	Principal Designee	Staff assignments/ schedule	All year	Staff assignments and schedules provide monitoring of students throughout the school day.
	Follow Campus Rules/Expectations. <b>(Required)</b>	Principal	Code of Conduct, District Handbook Campus Handbook	All year	Staff closely monitors students and enforces campus rules and expectations.
<b>Staff</b>	<b>EDUCATION:</b>				
	Participate in annual staff training on bullying/sexual harassment. <b>(Required)</b>	Principal or designee	Handouts/PowerPoint	Fall 2014	Staff Training on September 10, 2014
	Review referral process. <b>(Required)</b>	Principal or designee	Campus referral plan	Fall 2014	Staff Training on September 10, 2014
<b>Staff</b>	<b>INTERVENTION:</b>				
	Establish recommended intervention strategies for classroom/campus. <b>(Required)</b>	Principal or designee (campus discipline staff)	Discipline Management Plan	All year	Intervention strategies are shared as needed.
	Implement campus referral plan. <b>(Required)</b>	Principal or designee	Campus Referral Plan	All year	Campus referral plan is implemented when needed.
	Utilize Discipline Management strategies. <b>(Required)</b>	Principal or designee	Discipline Management Plan	All Year	Behavior intervention strategies are used by the teachers, counselor and members of the CORE team.
<b>All Students</b>	<b>PREVENTION:</b>				
	State clear student expectations/campus rules/citizenship. <b>(Required)</b>	Principal or designee	Code of Conduct/ Student-Parent Handbook	All year	Campus expectations are clearly communicated. Ongoing lessons regarding pro-social behaviors are used

Applicable Students	Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
					effectively. (Kelso’s choices, how to say “no”.)
	Monitor high risk areas. <b>(Required)</b>	All staff	Schedule (if necessary)	All year	Close monitoring of all areas.
<b>All Students</b>	<b>EDUCATION:</b>				
	Explain referral process/contacts. <b>(Required)</b>	All teachers	Referral Plan	Fall 2014	Staff Training on September 10, 2014
<b>All Students</b>	<b>INTERVENTION:</b>	(Please complete cells below)			
	Apply classroom interventions: <b>(Required)</b>	All teachers	Second Step Curriculum/Guidance Lessons	All year	Classroom teachers conduct Second Step lessons two times each week. The counselor provides classroom guidance lessons biweekly.
	Employ discipline interventions: <b>(Required)</b>	Designated staff	Implement Campus Discipline Plan	All year	Interventions are used as needed.
	Use other intervention strategies as necessary/appropriate. <b>(Required)</b>	Administrative staff or counselors	Implement Campus Discipline Plan	All year	Interventions are used as needed.
	Conference with parents/students. <b>(Required)</b>	Teachers or other staff	Parent Conferences, ARD meetings	All year	Parent communication is an integral part of intervention. Positive behaviors supports are used effectively. Behavior Intervention Plans are created if needed.

## Highly Qualified Teacher

**Goal:**

The proficiency rate for HIGHLY QUALIFIED teachers will meet the 100% target measure.

**Strategies for Accomplishing Goals:**

Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
Plano ISD reviews and modifies the recruitment schedule biannually.	HR	HR Employee Recruitment & Retention HR Budget	Aug 2014 - June 2015	Four campus staff members participated in the Recruitment Open House on April 25, 2015.
Recruiting trips are used to identify highly qualified candidates interested in teaching in Plano ISD.	HR/Campus Administrators	HR Employee Recruitment & Retention HR Budget	Aug 2014 - June 2015	Principal participated in Job Fair at Texas A&M University in April 2015.
To attract and retain highly qualified applicants for bilingual students, Plano ISD offers a salary stipend.	HR	Operating Fund	Aug 2014 - June 2015	
To attract highly qualified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses.	HR/Campus Administrators	HR Employee Recruitment & Retention HR Budget	Aug 2014 - June 2015	
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas.	Curriculum Department/Campus Administrators	Campus/Curriculum Budget	Aug 2014 - June 2015	Professional development opportunities are available at the campus and district level. All professional staff members participate in Professional Learning Communities (PLC's).
The Plano ISD Certification Office follows district hiring procedures to ensure that teachers are not hired if they do not meet "highly qualified" standards.	HR Certification Office	HR Budget	Aug 2014 - June 2015	

## Parent Involvement

### Critical Action:

The campus will develop strategies in the areas of parental notification, parental consultation and parental training.

### Strategies for Accomplishing Critical Action:

Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
<b>NOTIFICATION:</b> Schools shall send information to parents in a language and format they can understand: including parents’ right to know teacher qualifications, parents’ right to know non-highly qualified teacher, annual report cards, reports regarding student achievement, parental involvement policy and school-parent compact.	Principal Counselor Teacher Leader Staff PTA Board Members Parent Involvement Liaison	Events/Activities:	All year	Monthly PTA Newsletter Multiple phone messenger, fliers, FB posts are used to inform parents of school activities. Principal is available to answer any parent questions.
<b>Consultation:</b> Schools shall include parents in the development of the parental involvement policy and school-parent compact, seek input from parents to evaluate the parental involvement program, and have face-to-face parent teacher conferences at least as the elementary grade level.	Principal Counselor Staff Parent Involvement Liaison PTA Board Members	SBIC Meetings PTA Board Meetings PTA General Meetings Parent Conferences Key Communicators Other school events	All year	Parent participation in SBIC meetings, PTA Board and General Meetings and Key Communicators. Parent Conferences – Fall/Spring
<b>Building Capacity:</b> Schools shall assist parents in understanding the state’s academic content and achievement standards and requirements of the Title I program. School shall provide materials and training in areas such as literacy or technology	Principal Counselor Parent Involvement Liaison Parent Trainers	Parent Involvement Activities Parent Education Programs	All year	Parent Information Night (8/21/14) – 64% attendance Meet the Teacher (8/22/14) Family Fun Night (12/11/14) Open House (2/26/15) See detailed list of Parent Education Activities at Beaty. During the 2014-2015 school year there were more than 60 opportunities for parents to visit the campus to participate in educational programs/school parties/other activities.

## Transition (Title I – Targeted Assistance and Schoolwide Campuses Only)

**Goal:**

The Transition from early childhood to elementary school is supported by the district and campus.

**Strategies for Accomplishing Goal:**

Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
Instruction is guided by a coherent curriculum that includes meaningful content (such as science) and has a strong and systematic focus on cognitive skills, including the language, early reading, writing skills and math skills children need to develop before they enter kindergarten.	Pre-K Coordinator and Pre-K staff	Frog Street (FS) Curriculum Frog Street Toddler Curriculum Growing with Math (GWM) Curriculum Second Step Curriculum STAR Curriculum	All year	Monitored throughout the year – PDAS Planning Meetings PWT
By teaching the required Pre-K curriculum that is aligned with elementary curriculum, academic success is facilitated.	Pre-K staff	FS and FS Toddler Curriculum STAR Curriculum	All year	Curriculum materials are aligned. Implementation of the curriculum is monitored through PWT, PDAS and informal classroom visits.
School readiness skills are taught and reinforced in Pre-K.	Pre-K staff	FS, FS Toddler, GWM, Second Step	All year	The CPAA assessment, the curriculum resources and Rtl all support school readiness skill development.
The classroom environment is one where children feel well cared for and safe. It also stimulates children’s cognitive growth and provides multiple and varied opportunities for language and literacy experiences.	Pre-K staff	Second Step FS and FS Toddler	All year	There is ongoing discussion of the need for children to feel safe in the learning environment. This is monitored through PWT, PDAS, informal classroom visits and attendance at planning meetings.
Teachers frequently check children’s progress. Ongoing assessment allows teachers to tailor their instruction to the needs of individual children as well as to identify children who may need special help.	Pre-K staff	Early Assessment Data Collection CPAA – 3 times/year Plan for Rtl and Early Mastery	All year	Early Assessment – September CPAA assessment administered in fall/winter/spring AEPS used to monitor progress of students receiving special education services.

Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
Pre-K staff work collaboratively with Kindergarten staff throughout the kindergarten year.	Pre-K & Kindergarten staff	Collaboration between PK/K staff	All year	Transition books ARD process
The preschool staff regularly communicates with parents and caregivers so that caregivers are active participants in their children's education.	All staff	Meet the Teacher Parent Night (Aug) Latino Family Literacy Love and Logic My PISD.net Class Newsletters Parent Conferences School Events Ready Rosie	All year	See detailed list of parent education and involvement activities. During the 2014-2015 school year there were more than 60 individual opportunities for parents to visit the campus to participate in educational programs or to participate in school parties or other activities.
Parent orientations are held to explain the kindergarten program to parents.	Pre-K & Kindergarten staff	Spring Conferences	Spring 2015	Spring conferences conducted with parents to explain the kindergarten program.
Transition books are used with students and families to provide pictorial support during transition.	Pre-K & Kindergarten staff	Transition books	Spring 2015	Provided by the counselor to individual students
<b>Additional suggested activities below:</b>				
Coordinate the professional development activities of preschool and kindergarten and teachers in order to align prekindergarten and kindergarten curricula and goals.	Pre-K & Kindergarten staff	EC Coordinator Elementary Contact	All year	The EC Coordinator works with the ECS principals to align professional development activities.
Arrange for kindergarten and preschool teachers to visit each other's classrooms.	Pre-K & Kindergarten staff	Teacher Leader Special Education Team Leader	October 2014/Spring 2015	Kindergarten teachers visit Beaty to observe students with special needs who are transitioning to kindergarten for the 2015-2016 school year.
Have preschool teachers provide the future kindergarten teacher with children's portfolios or a written record of their learning during preschool.	Pre-K & Kindergarten staff	Share CPAA EOY Assessment Data Collaboration through ARD Process	Spring 2015  November to June	CPAA EOY Assessment Report is added to the cumulative folder and is transferred to the elementary campus. Teachers collaborate on the development of IEP's for students moving to kindergarten.