



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

## Pearson Early Childhood School

Principal: Cheri Izbicki, Ed.D.

### Mission Statement:

Pearson Early Childhood School is a child-focused educational environment committed to preparing each student for lifelong learning.

## 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 day: (August 18-21, 2014)
- SBIC Plan due in September 2014

### Meeting Dates 2014-2015

- Meeting 1: SBIC approves the improvement plan (by September 22, 2014): 9/11/2014
- Meeting 2: Progress monitoring and review of strategic plan (by February 2, 2015): 1/15/2015
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 12, 2015): 4/23/2015

### 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**

<b>Committee Member's Name</b>	<b>Role</b>	<b>Year 1st Participated on SBIC</b>
Kathryn Bodinson, Counselor	Faculty Member	2002
Beatriz Mejia, Bilingual Prekindergarten Teacher	Faculty Member	2002
Linda Matthews, Special Education Teacher	Faculty Member	2014
Liza Akerley, Prekindergarten Teacher	Faculty Member	2004
Christina Mitchell, Special Education Teacher	Faculty Member	2014
Kate Keras, Speech Language Pathologist	Faculty Member	2014
Brittney McGee, RDSPD SLP	Faculty Member	2014
Cheri Izbicki, Ed.D.	Principal	2002
Suzana Spina, Early Childhood Coordinator	District Professional	2004
Rachel Page, Special Education Team Leader	Campus Professional, Non-teaching	2009
Wendy Dabish	Support Staff Member	2014
Nelly Castillo, PTA President	Parent-Selected by PTA	2013
Brenda Camarena	Parent-Selected by Principal	2014
Tiffany Savage	Parent	2014
Mary Rowley	Parent	2014
Ashley Smith	Parent	2014
Lakesha Fuller	Parent	2014
Rachel Mello	Parent	2014
Marta Aviles	Parent	2014
Vanessa Morris	Parent	2014
Lisa Pryor	Parent	2014
Sonia Williams	Parent	2013
Karrie S. O'Neal	Parent	2014
Nilam Agrawal	Community Member	2014
Kristin Walsh	Community Member	2007
Amy Nelson, PTA Council President	Business Representative	2007
Brenda Youngblood	Business Representative	2014

## 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. The Pearson staff will foster a learning community by modeling and promoting purposeful and meaningful collaboration.	All
2. The Pearson leadership team will equip teachers to analyze student performance data to inform decision-making for student success.	All

## Early Literacy, Mathematics and Science

**Critical Action:** Pearson Staff will use interventions based on Ready Bodies, Learning Minds, beyond the classroom for students who perform below grade level to improve student academic achievement.

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### Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
Materials will be provided for student use.	Principal – All Year	Summative Data: Fall, 2014 – Spinners, tunnels, variety of balls
Lessons for indoor activity room/motor lab.	Staff – All Year	Summative Data: RBLM Cart started 1/15. Staff has noted student improvement with increased self-control and body image. Sts. Are more focused and persistent.
Lessons for individual students based on need.	Staff – All Year	Summative Data: Winter 2014 – Teacher gave choices – students asked for RBLM!

**Critical Action:** Pearson Staff will study and use the district's written curriculum for student academic achievement.

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### Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
Ensure that the district's written curriculum is taught in every classroom with accommodations as needed for students below grade level.	Staff – All Year	Summative Data: IEP accommodations shared with team as required. Rti groups. Peer buddies. 3 year old STAR rotations.
Ensure that the district's written curriculum is taught in every classroom with accommodations as needed for students above grade level.	Staff – All Year	Summative Data: Using CPAA suggested activities. Partner help. Some teachers developed extended activities to meet the needs of higher level learners.

**Critical Action:** Using student performance data from formal and informal assessment, the staff will monitor instructional best practices.

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### Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
The staff will create Rti groups based on student performance data.	Staff – All Year	Summative Data: 11/14; 3/15; 3 year old STAR rotations.

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
The Leadership Team will provide guidance and support in the development of lesson planning, Rti grouping, and informal assessments to monitor and analyze student performance.	Staff – All Year	Summative Data: 11/14; 3/15; Teacher leader pulling Rti groups; Rti supported in Bilingual classes. CPAA activities sent home to parents for home support.

## 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
The staff will implement Frog Street social /emotional skills and character development for exposure across themes.	Counselor Staff	Summative Data: Fall 2014; Winter 2014; Spring 2015
The staff will implement Second Step for Preschool to focus on pro-social behaviors and character development in student discussion and application in the classroom.	Counselor Staff	Summative Data: 4 year old classrooms; staff like new PreK Second Step; Second Step provides activities for students to have the ability to solve problems; Social Groups

## 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.	Teachers, Secretary, Counselor, Principal – Every 6 weeks	95.2%; 93.8%; 90.2%; 90.3%; 91.82%
Follow district/campus truancy plans.	Teachers, Secretary, Counselor, Principal – Every 6 weeks	Summative Data: 16 families attended I'm Present 3 attended Truancy court

## 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>	Counselor Principal	Staff feedback/ survey	All Year	Summative Data: Security Plan
	Monitor high risk areas. <b>(Required)</b>	Principal	Staff assignments/ schedule	All Year	Summative Data: Coordinators for Bus, Carpool, Parent Pickup
	Follow Campus Rules/Expectations. <b>(Required)</b>	Principal	Code of Conduct, District Handbook Campus Handbook	All Year	Summative Data: Collaborate with teachers and parents
<b>Staff</b>	<b>EDUCATION:</b>				
	Participate in annual staff training on bullying/sexual harassment. <b>(Required)</b>	Counselor	Handouts/PowerPoint	10/15/14	Summative Data: Completed at staff meeting
	Review referral process. <b>(Required)</b>	Counselor	Campus referral plan	10/15/14	Summative Data: Completed at staff meeting
<b>Staff</b>	<b>INTERVENTION:</b>				
	Establish recommended intervention strategies for classroom/campus. <b>(Required)</b>	Principal Counselor, Staff	Discipline Management Plan	All Year as Needed	Summative Data: Calming Strategies; safe area; second step, conscious discipline, meet with parents
	Implement campus referral plan. <b>(Required)</b>	Principal or Counselor	Campus Referral Plan	All Year	Summative Data: CMIT as needed
	Utilize Discipline Management strategies. <b>(Required)</b>	Principal, Counselor, Staff	Discipline Management Plan	All Year as Needed	Summative Data: As needed
<b>All Students</b>	<b>PREVENTION:</b>				
	State clear student expectations/campus rules/citizenship. <b>(Required)</b>	Principal, Staff	Code of Conduct/ Student-Parent Handbook	All Year	Summative Data: Classroom rules

Applicable Students	Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
	Monitor high risk areas. <b>(Required)</b>	All staff	Schedule (if necessary)	All Year	Summative Data: Visual Schedule; Safe areas
<b>All Students</b>	<b>EDUCATION:</b>				
	Explain referral process/contacts. <b>(Required)</b>	All teachers	Referral Plan	All Year	Summative Data: Ongoing as needed
<b>All Students</b>	<b>INTERVENTION:</b>	(Please complete cells below)			
	Apply classroom interventions: <b>(Required)</b>	All teachers	Daily Schedules	All Year	Summative Data: Calming Strategies; Conscious Discipline; Second Step; Visuals
	Employ discipline interventions: <b>(Required)</b>	Designated staff	Second Step; Conscious Discipline	All Year	Summative Data: Second Step; Conscious Discipline; Calming Strategies
	Use other intervention strategies as necessary/appropriate. <b>(Required)</b>	Administrative staff or counselors	CORE Team Counselor Services District Services	As Needed	
	Conference with parents/students. <b>(Required)</b>	Teachers or other staff	Parent/Teacher Conferences/ARD Meetings	Two times per year or as required by IEP.	Summative Data: Parents who not able to attend in person generally attended by phone



## 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	Summative Data: Pearson has all highly qualified professional staff.
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	
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	Summative Data: Staff attended the required 30 PDH hours
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 Staff	Parent Orientation Meet the Teacher Parent Academy & Math/Literacy Monthly Newsletters Theme-based Classroom Letters	8/21/14 8/22/14 10/4/14 2/19/15 Monthly Monthly	<b>The following notifications were sent out on these dates:</b>
				Summative Data: Plano ISD Annual Report- Spring 15 Ready Rosie – All year RBLM’s – All Year PTA Info – All Year
<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	SBIC  Parent/Teacher Conferences	9/11/14 1/ 15/15 4/23/15 Fall 14 Spring 15	<b>Provide results and documentation of parent and staff input to parental involvement program (i.e. surveys, evaluations, etc.)</b>
				Summative Data: IEP Parent Survey – April 2015 PTA Meetings PTA Health Fair – 4/30/15
<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	ESL/Bilingual Staff	ESL/Bilingual Staff	Fall & Winter	<b>Document parental involvement activities, dates, and participation:</b>
				Summative Data: Parent Academy – 10/14; 2/15

## 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	SLP’s – Hanen Teachers – Math & Literacy Night Frog St. Curriculum	All Year	Summative Data: Cross curricular and interrelated lessons 2 Math & literacy nights – very successful – good attendance
By teaching the required Pre-K curriculum that is aligned with elementary curriculum, academic success is facilitated.	Pre-K staff	Frog St. Curriculum CPAA, PK Assessment	BOY MOY EOY	Summative Data: As evidenced by CPAA scores
School readiness skills are taught and reinforced in Pre-K.	Pre-K staff	Frog St. Curriculum	All Year	Summative Data: Frog street curriculum
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	Conscious Discipline Second Step Love & Logic Frog St. Curriculum	All Year	Summative Data: Yes – safe places, visuals, calming techniques, wish you well, choice boards
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	Data Collection RTI Groups CPAA, IEP Updates	All Year	Summative Data: Rti groups
Pre-K staff work collaboratively with Kindergarten staff throughout the kindergarten year.	Pre-K & Kindergarten staff	Transition meetings	All Year	Summative Data: Yes!
The preschool staff regularly communicates with parents and caregivers so that caregivers are active participants in their children’s education.	Pre-K staff	Parent Orientation Newsletters  Math & Literacy Nights  Parent Academy	8/21/14  Monthly  Fall & Spring  Fall & Spring	Summative Data: Parents are provided with information about PreK and programming events. Parents are provided information about K registration.
Parent orientations are held to explain the kindergarten program	Pre-K &	Spring 2015	Spring	Summative Data:

Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
to parents.	Kindergarten staff		2015	Individual campuses send fliers to invite students to their campus for K meeting. PTA Parent Night; Counselor Coffee
Transition books are used with students and families to provide Pictorial support during transition.	Pre-K & Kindergarten staff	SAGE Books Social Stories	May 2015	Summative Data: Only on an individual basis as requested or required by IEP
<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	Kindergarten ARD Planning PreK/K Collaboration w/Feeder Schools	All Year	Summative Data: PK Teachers visited K; K teachers visited PK
Arrange for kindergarten and preschool teachers to visit each other's classrooms.	Pre-K & Kindergarten staff	Kindergarten Planning Meetings	Fall/Spring	Summative Data: Done for all IEP students
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	Portfolios CPAA Data Results	EOY	Summative Data: CPAA results will be in the cum folders for K teachers to review