



Plano ISD

School Improvement Plan: 2015-2016

School Based Improvement Committee

Beaty Early Childhood

Principal: Dr. Dina Rowe

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

Verification Page

Planning Timelines

- Analysis of Critical Actions, CPAA and PK Assessments: **June 2015**
- Needs analysis, goal setting and strategic planning: **June – September 2015**
- Campus teacher data analysis day: **August – September 2015**
- Preliminary SBIC Plan Complete: **September 21, 2015**
- SBIC Plan due for DBIC review: **October 30, 2015**

Meeting Dates

- Meeting 1: SBIC approves the improvement plan (by October 23, 2015): **Thursday, October 22, 2015**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2016): **Thursday, January 21, 2016**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 10, 2016): **Thursday, April 28, 2016**

PDAS SBIC Waiver Approval Form:

To provide an alternative appraisal process to the PDAS for experienced eligible teachers, the School Based Improvement Committee has to submit a waiver (first approved at the campus level) for consideration by the District Based Improvement Committee at its first regularly scheduled meeting. The PDAS SBIC WAIVER APPROVAL FORM may be accessed here: <http://inside.pisd/hr/services/documents/PDASSBICWAIVERAPPROVALFORM.pdf>

SBIC Committee

Committee Member's Name	Role	Year 1st Participated on SBIC
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
Yessica Pimentel	Faculty Member	2015-2016
Dr. Dina Rowe	Principal	2015-2016
Suzana Spina	District Professional	2015-2016
Jan Hughes, Counselor	Campus Professional, Non-teaching	2009-2010
Gerry Shows	Support Staff Member	2015-2016
Ashley Wheeler	Parent-Selected by PTA	2014-2015
Kitty Noorani	Parent-Selected by Principal	2015-2016
Maribel Quiroz	Parent	2015-2016
Gisela Anzaldua	Parent	2015-2016
Alison Moseley	Parent	2015-2016
Vacant	Parent	
Leigh Wetzel	Community Member	2013-2014
Sharon Leight	Community Member	2012-2013
Dwayne Rowe	Business Representative	2015-2016
Joe Sosa	Business Representative	2012-2013

Information regarding the SBIC Committee (BQB Local) may be accessed here: <http://pol.tasb.org/Policy/Code/312?filter=BQB>

District-Wide Goals

1. The campus average score for Literacy in both English and Spanish will increase by at least 40 points from the fall to spring administration of CPAA.
2. The campus average score for Mathematics in both English and Spanish will increase by at least 40 points from the fall to spring administration of CPAA.
3. Increase the percentage of students who are developed on the social emotional PK assessments by 40 percentage points or to a total overall average of 75% or higher.

District-Wide Goals
<p>Attendance: Improve or maintain student attendance rate at 90% attendance.</p>
<p>Violence Prevention and Bullying</p>
<p>Parent Involvement: The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.</p>
<p>Transition of Pre-Kindergarten Students: The transition from early childhood to elementary school is supported by the campus and district.</p>
<p>Highly Qualified: The highly qualified rate of teaching staff (teachers and paraprofessionals) will meet the 100% target measure.</p>

Improvement Plan Critical-Actions

The areas for campus-wide and/or classroom level Critical Actions were identified using the following sources:

- Plano Professional Practice Analysis (PPP Analysis);
- Children’s Progress Academic Assessment; and
- PK Assessments.

Critical Actions
1. The campus average score for Literacy in both English and Spanish will increase by at least 40 points from the fall to spring administration of CPAA.
2. The campus average score for Mathematics in both English and Spanish will increase by at least 40 points from the fall to spring administration of CPAA.
3. Increase the percentage of students who are developed on the social emotional PK assessments by 40 percentage points or to a total overall average of 75% or higher.
4. Supplement district professional development to address school-specific needs. (PPPA)

Early Literacy

Critical Action: The campus average score for Literacy in both English and Spanish will increase by at least 40 points from the fall to spring administration of CPAA.

Project Lead:	Principal
Staff:	All Staff
Materials and Resources:	Designated District Curriculum
2015-2016 Timeline:	All Year

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Learning objectives will be identified in weekly lesson plans and displayed in the classroom daily.	8/2015 All Year	Expectation established August 2015 Monitored through PDAS observations and planning meetings
Focus on maintaining developmentally appropriate practices for young children while addressing higher academic standards	8/2015 All Year	Expectation established August 2015 Monitored through PDAS observations and planning meetings
Staff training for new staff on PK Guidelines and curriculum materials	8/2015	New Teacher Training, August 2015
Staff training on and implementation of Ready Bodies, Learning Minds	8/2015 All Year	All ECS staff attended training in August 2015 hosted at Pearson ECS Opened RBLM Motor Lab 9/2015 Campus training provided by OT/PT in November 2015
Use of TEA Early Childhood Outcomes and Prekindergarten Alignment document that shows prerequisite skills to the Prekindergarten Guidelines	8/2015 All Year	Given to new staff members at New Teacher Training in August 2015 Documents used at planning meetings
Staff training on new oral language curriculum	8/2015	All ECS staff attended training in August 2015 hosted at Isaacs ECS
Develop RTI and extended learning based on multiple data sources, including CPAA	10/2015	Teachers participated in a data analysis meeting following the first administration of the CPAA in November 2015 On-going participation in team planning and CMIT to support student needs

Utilize CPAA Literacy assessment data to help target students areas of growth.	All Year	Teachers participated in a data analysis meeting following the first administration of the CPAA in November 2015 On-going participation in team planning and CMIT to support student needs
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Mathematics

Critical Action: The campus average score for Mathematics in both English and Spanish will increase by at least 40 points from the fall to spring administration of CPAA.

Project Lead:	Principal
Staff:	All Teachers
Materials and Resources:	Designated District Curriculum
2015-2016 Timeline:	All Year

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Learning objectives will be identified in weekly lesson plans and displayed in the classroom daily.	8/2015 All Year	Expectation established August 2015 Monitored through PDAS observations and planning meetings
Focus on maintaining developmentally appropriate practices for young children while addressing higher academic standards	8/2015 All Year	Expectation established August 2015 Monitored through PDAS observations and planning meetings
Staff training for new staff on PK Guidelines and curriculum materials	8/2015	New Teacher Training, August 2015
Frog Street Toddler Curriculum best practices reviewed during faculty meetings.	8/2015 All Year	Three-year-old curriculum supports were created and posted on the shared drive and Google Drive. The folder contents were aligned with the Frog Street Toddler Curriculum.
Use of TEA Early Childhood Outcomes and Prekindergarten Alignment document that shows prerequisite skills to the Prekindergarten Guidelines	8/2015 All Year	Given to new staff members at New Teacher Training in August 2015 Documents used at planning meetings

Incorporation of new STEM training and materials into 4 year old classroom lessons.	8/2015 All Year	Training provided to all ECS staff members in August 2015. The campus was provided STEM kits and lessons were implemented throughout the school year.
Develop RTI and extended learning based on multiple data sources, including CPAA	10/2015	Teachers participated in a data analysis meeting following the first administration of the CPAA in November 2015 On-going participation in team planning and CMIT to support student needs
Utilize CPAA Mathematics assessment data to help target students areas of growth.	All Year	Teachers participated in a data analysis meeting following the first administration of the CPAA in November 2015 On-going participation in team planning and CMIT to support student needs

Social-Emotional

Critical Action: Increase the percentage of students who are developed on the social emotional PK assessments by 40 percentage points or to a total overall average of 75% or higher.

Project Lead:	Principal
Staff:	All Staff
Materials and Resources:	Designated District Curriculum and Resources
2015-2016 Timeline:	All Year

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Teaching staff will utilize Frog Street social/emotional skills and character development for exposure across themes.	All Year	Social/emotional skills are included in each unit of study and addressed throughout the year.
Teaching staff will implement the Second Step for Preschoolers curriculum (2 times weekly) to promote pro-social development and character education.	All Year	Expectation established August 2015 Monitored through PDAS observations and planning meetings
School Counselor will provide guidance lessons (biweekly) to promote pro-social development and character education	All Year	Lessons provided throughout the school year and documented on counselor’s guidance calendar

Utilize PK Social Emotional reports and data to help target students areas of growth.	All Year	Students’ areas for growth were identified utilizing the PK Social Emotional Assessment reports and informal data collected from the teaching staff to adjust guidance lesson topics to meet students’ needs
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Supplemental Professional Development

Critical Action: Supplement district professional development to address school-specific needs. (PPPA)

Project Lead:	Principal
Staff:	All Staff
Materials and Resources:	Campus and District Professionals with specific knowledge and skills
2015-2016 Timeline:	All Year

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Technology: Google Lunch and Learn	All Year	Google Lunch and Learn trainings were led by the instructional technology staff. Tech Bites were provided during monthly staff meetings.

Designated Topic Staff Meetings for Teachers based on specific needs	All Year	Designated staff meetings were held on Sept. 23, Oct. 21, Nov. 18, and Jan. 27. In addition, an ECS Ed Camp was hosted at Beaty on Feb. 15. All of these opportunities provided training to meet the specific needs of staff members.
Designated Topic Staff Meeting for SLP's based on specific needs	All Year	Designated staff meetings were held on Sept. 23, Oct. 21, Nov. 18, and Jan. 27. In addition, an ECS Ed Camp was hosted at Beaty on Feb. 15. All of these opportunities provided training to meet the specific needs of staff members.
Designated Topic Staff Meetings for Teaching Assistants based on specific needs	All Year	Designated staff meetings were held on Sept. 23, Oct. 21, Nov. 18, and Jan. 27. In addition, an ECS Ed Camp was hosted at Beaty on Feb. 15. All of these opportunities provided training to meet the specific needs of staff members.

Attendance

Critical Action: Improve or maintain student attendance rate at 90% attendance.

Project Lead:	Principal
Staff:	Teachers, Attendance Secretary
Materials and Resources:	State Law, District Policy
2015-2016 Timeline:	All Year

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Monitor attendance of students and follow up on prominent and chronic absences.	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.	All Year	Provide information to and dialogue with parents about the importance of school attendance

Violence Prevention and Bullying

Critical Action:

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 (Evidence of Implementation and Impact)
Staff	PREVENTION:				
	Identify high risk areas. (Required)	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	All Year	Students are continuously monitored. Staff feedback is encouraged. The playground is zoned for optimal supervision.
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/ schedule	All Year	Staff assignments and schedules provide monitoring of students throughout the day and during arrival/dismissal.
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	All Year	Staff closely monitors students and enforces campus rules and expectations.
Staff	EDUCATION:				
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	8/2015	Staff training on September 9
	Review referral process. (Required)	Principal or designee	Campus referral plan	8/2015	Staff training on September 9
Staff	INTERVENTION:				
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	All Year	Intervention strategies are shared at the September 9 training and as needed throughout the year.
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	All Year	Campus referral plan is implemented as needed.
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	All Year	Behavior intervention strategies are used by teachers, teaching assistants, school

					counselor, and members of the CORE team.
All Students	PREVENTION:				
	State clear student expectations/campus rules/citizenship. (Required)	Principal or designee	Code of Conduct/ Student-Parent Handbook	All Year	Campus expectations are clearly communicated to students by the teachers and teaching assistants. Ongoing lessons regarding citizenship and character are taught through the Frog Street and Second Step curriculum and through guidance classes with the school counselor.
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	All Year	Monitoring by classroom staff and duty schedules created for arrival and dismissal of students
All Students	EDUCATION:				
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	8/2015	Staff training on September 9
All Students	INTERVENTION:	(Please complete cells below)			
	Apply classroom interventions: (Required)	All teachers	Second Step Curriculum/Guidance Lessons	All Year	Second Step lessons are taught two times each week in the classrooms. Guidance lessons are biweekly.
	Employ discipline interventions: (Required)	Designated staff	Implement Campus Discipline Plan	All Year	Interventions are used as needed.
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Implement Campus Discipline Plan	All Year	Interventions are used as needed.
	Conference with parents/students. (Required)	Teachers or other staff	Parent Conferences, ARD meetings	All Year	Parent communication is an integral part of intervention. Parent conferences are held two times per year and as needed. Positive behavior supports are used. Behavior Intervention Plans are created if needed.

Parent Involvement

Critical Action:

The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Project Lead:	Principal, Counselor, PTA Board, Parent Liason
Staff:	All Staff
Materials and Resources:	Events and Activities
2015-2016 Timeline:	All Year

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Require all parents to register students via Parent Portal in order to have access to eNews, attendance, and electronic information.	All year	The parent liaison and school counselor were available all day September 1-4 to assist parents in registering and utilizing the district’s electronic resources.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access.	All year	The parent liaison recruits and supports parent attendance for the Mobile Technology Lab classes hosted for six week sessions in the fall and spring. Babysitting is offered to facilitate parent participation.
PTA representative meets with the principal on a regular basis to gain insight to student/parent needs.	All year	The principal or principal designee attends PTA Board Meetings and meets informally with the PTA President as needed.
Communicate information through eNews and through hard copies when internet access is not available.	All year	The librarian sent eNews as needed and “go packets” containing important school communication were distributed by PTA volunteers on Thursdays.
Upgrade and maintain the campus website for easy access and increased communication with the community.	All year	The campus website was updated throughout the year by the librarian and CTA.
Partner with PTA and other organizations to offer parental programs on a variety of topics (academic, social, etc...).	All year	During the school year Beaty ECS hosted 54 parent education programs with over 800 attendees. The program topics included: nutrition, language development, academics, setting limits, safety, computer skills, and many more. The Visual Supports class was funded by the Plano ISD Education Foundation and hosted by Beaty teachers.

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Transition

Critical Action:

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

Project Lead:	Pre-K Coordinator, Principal
Staff, Title I Staff:	Pre-K and Kindergarten staff
Materials and Resources:	Curriculum, Student Data
2015-2016 Timeline:	All Year

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Include details of how the action steps were aligned)
Pre-K staff work collaboratively with Kindergarten staff Throughout the school year.	All year	We collaborate on ARD meetings and campus visits. The school counselor visits the elementary campuses to discuss at-risk students transitioning to their campus.
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.	All year	Teachers perform formative and summative evaluations throughout each unit of study to assess student progress and adjust instruction. Teachers also use CPAA data collected three times per year to assess progress in literacy and math and adjust instruction accordingly.
The preschool staff regularly communicates with parents and caregivers so that caregivers are active participants in their children’s education.	All year	Parents and teachers conference with each other during the fall and spring semesters. Teachers send home newsletters, e-mails, and reminders throughout the school year. Teachers are available at school functions and for additional meetings as needed.
Transition books are used with students and families to provide pictorial support during transition.	All year	Transition to Kindergarten books are provided to students who need additional support in making the transition from prekindergarten to kindergarten.
Additional suggested activities below:		
Coordinate the professional development activities of preschool teachers in order to align prekindergarten and kindergarten curricula and goals.	All year	Teachers utilize the prekindergarten guidelines and kindergarten TEKS to plan appropriate instruction. Teachers and staff attend all district and campus professional development activities to stay current.
Arrange for kindergarten and preschool teachers to visit each other’s classrooms.	All year	Kindergarten teachers frequently visit Beaty to observe incoming students and classrooms. Preschool teachers participated in instructional rounds to observe each other’s classrooms.

Have preschool teachers provide the future kindergarten teacher with children's portfolios or a written record of their learning during preschool.	All year	The students' folders, assessment scores, and progress are transferred to the kindergarten campuses at the end of the school year.
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Highly Qualified Teacher

Critical Action:

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

Project Lead:	Plano ISD HR Employee Recruitment & Retention Department
Staff, Title I Staff:	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators
Materials and Resources:	Operating Fund, HR Budget, Campus/Curriculum Budget
2015-2016 Timeline:	Throughout the year, as needs arise

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Plano ISD Human Resources Dept. reviews and modifies the recruitment schedule biannually.	Biannually	The campus supports the efforts of the HR Department. For example, five Beaty staff members represented the campus at the Recruitment Open House on April 23.
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify highly qualified candidates interested in teaching in Plano ISD.	May, June	Offered at the district level
To attract and retain highly qualified applicants for bilingual students, Plano ISD offers a salary stipend.	Monthly	Stipends are set at the district level
To attract highly qualified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses.	Monthly	The campus hosted several university students completing observation hours and students completing their training to become a speech language pathologist.
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Curriculum Department/Campus Administrators.	Monthly	Professional development opportunities were offered at the district and campus level. In addition, some staff members were able to attend Region 10 trainings, university classes, and educational conferences.
The Plano ISD Certification Office follows district hiring procedures to ensure that teachers are not hired if they do not meet “highly qualified” standards.	Monthly	The campus principal communicates with the Certification Office to ensure that teachers meet the “highly qualified” standard.

