



Plano ISD

School Improvement Plan: 2015-2016

School Based Improvement Committee

## Pearson Early Childhood School

Principal: Cheri Izbicki, Ed.D.

Our Vision:

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

Our Mission:

*Pearson ECS will focus on the Pearson Points of Pride:  
"Know your students ... Pitch in ... We make the difference"*

## 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: **October 30, 2015**
- SBIC Plan due for DBIC review: **October 12, 2015**

### Meeting Dates

- Meeting 1: SBIC approves the improvement plan (by October 5, 2015): **Thursday, October 08, 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 21, 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**

<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
Elizabeth Nestman, Special Education Teacher	Faculty Member	2015
Liza Akerley, PreKindergarten Teacher	Faculty Member	2004
Amy Smith, Speech Language Pathologist	Faculty Member	2015
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
Ashley Reilly, PPCD Paraprofessional	Support Staff Member	2015
Tara Thomas, PTA President	Parent-Selected by PTA	2015
Tiffany Savage	Parent-Selected by Principal	2014
Crystal Sundby	Parent	2015
Tiersa McQueen	Parent	2015
Herlinda Alarcon	Parent	2015
Fereshteh Dorafshani	Parent	2015
Hiba Yasir	Parent	2015
Kristin Walsh	Community Member	2007
Marcela Guardiola	Community Member	2015
Amy Nelson	Business Representative	2007
Brenda Youngblood	Business Representative	2014

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.

<b>District-Wide Goals</b>
<p><b>Attendance:</b>                      Improve or maintain student attendance rate at 90% attendance.</p>
<p><b>Violence Prevention and Bullying</b>                      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)</p>
<p><b>Parent Involvement:</b>                      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><b>Transition of Pre-Kindergarten Students:</b>                      The transition from early childhood to elementary school is supported by the campus and district.</p>
<p><b>Highly Qualified:</b>                      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. Pearson staff will model and promote substantive collaboration to foster a learning community.
2. Pearson staff will identify high-yield instructional strategies and reinforce their use in all classrooms.
3. Pearson administration will research accessing instructional coaches to strengthen teacher’s instructional skills.
4.
5.

## 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.

<b>Project Lead:</b>	Principal
<b>Staff:</b>	All Four Year old Teachers
<b>Materials and Resources:</b>	Computers, Mouse for Assessment, Personnel to assist with Assessment, Ready Rosie, Math & Literacy Night, Campus & Curriculum Budget
<b>2015-2016 Timeline:</b>	Fall, Winter and Spring

**Strategies for Accomplishing Critical Action:**

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Teachers will actively promote a common understanding of high-yield instructional strategies for student success.	Planning Meetings, PLN Meetings, Staff Meetings, Walk Through Data	Reported as established practiced by all groups on the PPPA on 5/27/16. Principal achieved over 200+ PWT's and shared individual teacher data with each teacher.
Teachers will collaborate by establishing a time and a structured process for peer classroom visits (visits are always followed by direct conversation about what was observed).	Scheduled during planning time; Observation form	In the 5/27/16 PPPA classroom report, "Participate in peer classroom visits in order to improve the instructional practices of the team. (CA 5)" was common across all reporting teams. This goal will be continued while focusing on giving the teachers the structured time in order to collaborate planning and schedule visits to other team classes.

**Critical Action:** Using student performance data from formal and informal assessments, the staff will monitor instructional best practices and identify students who need additional lessons to master early literacy skills.

<b>Project Lead:</b>	<b>Principal/Teacher Leader</b>
<b>Staff:</b>	<b>All Four Year old Teachers</b>
<b>Materials and Resources:</b>	<b>Rtl Lessons for Early Literacy, Campus &amp; Curriculum Budget</b>
<b>2015-2016 Timeline:</b>	<b>All Year</b>

**Strategies for Accomplishing Critical Action:**

<b>Action Step</b>	<b>Implementation Timeline per Action Step</b>	<b>Formative &amp; Summative Notes (Evidence of Implementation and Impact)</b>
The staff will create Rtl groups based on student performance data.	Planning Meetings; After BOY, MOY assessments	Teachers collaborate with teacher leader. Teacher leader creates Rti groups and delivers the necessary instruction for student growth in the areas of literacy and math.
The leadership team will strongly reinforce high-yield instruction strategies in practice (recognize high-yield instructional strategies during classroom visits and discuss the effectiveness of those strategies with teachers afterwards).	Classroom visits; staff meetings; Walk through data; PLN meetings	YES! As evidenced by the PPPA team reports as an “Established” practice!

## 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.

<b>Project Lead:</b>	<b>Principal/Teacher Leader</b>
<b>Staff:</b>	<b>All Four Year old Teachers</b>
<b>Materials and Resources:</b>	<b>Computers, Mouse for Assessment, Personnel to assist with Assessment, Ready Rosie, Math &amp; Literacy Night, Campus &amp; Curriculum Budget</b>
<b>2015-2016 Timeline:</b>	<b>All Year</b>

### Strategies for Accomplishing Critical Action:

<b>Action Step</b>	<b>Implementation Timeline per Action Step</b>	<b>Formative &amp; Summative Notes (Evidence of Implementation and Impact)</b>
Teachers will actively promote a common understanding of high-yield instructional strategies for student success.	Planning Meetings, PLN Meetings, Staff Meetings, Walk Through Data	Teachers reviewed their PWT data to see what Marzano strategies they were implementing. The teachers would review what strategies appeared to be making the most impact on student success.
Teachers will collaborate by establishing a time and a structured process for peer classroom visits (visits are always followed by direct conversation about what was observed).	Scheduled during planning time; Observation form	Teachers visited other peers during planning times. Each teacher received one day (sub code) to observe other teachers. The follow up discussions did not always occur to help solidify what was seen in the classroom. Changes will be made next year on how this can be done best to meet the needs of the staff and students.



**Critical Action:** Using student performance data from formal and informal assessments, the staff will monitor instructional best practices and identify students who need additional lessons to master mathematic skills.

<b>Project Lead:</b>	<b>Principal/Teacher Leader</b>
<b>Staff:</b>	<b>All Four Year old Teachers</b>
<b>Materials and Resources:</b>	<b>Rtl Lessons for Mathematics, Campus &amp; Curriculum Budget</b>
<b>2015-2016 Timeline:</b>	<b>All Year</b>

**Strategies for Accomplishing Critical Action:**

<b>Action Step</b>	<b>Implementation Timeline per Action Step</b>	<b>Formative &amp; Summative Notes (Evidence of Implementation and Impact)</b>
The staff will create Rtl groups based on student performance data.	Planning Meetings; After BOY, MOY assessments	Teachers collaborate with teacher leader. Teacher leader creates Rti groups and delivers the necessary instruction for student growth in the areas of literacy and math.
The leadership team will strongly reinforce high-yield instruction strategies in practice (recognize high-yield instructional strategies during classroom visits and discuss the effectiveness of those strategies with teachers afterwards).	Classroom visits; staff meetings; Walk through data; PLN meetings	YES! As evidenced by the PPPA team reports as an "Established" practice!

**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.

<b>Project Lead:</b>	<b>Principal</b>
<b>Staff:</b>	<b>All Four Year old Teachers</b>
<b>Materials and Resources:</b>	<b>Frog Street Press, Inc; Second Step; Social Thinking Groups; Counselor Groups, Campus Budget, Curriculum Budget</b>
<b>2015-2016 Timeline:</b>	<b>All Year</b>

**Strategies for Accomplishing Critical Action:**

<b>Action Step</b>	<b>Implementation Timeline per Action Step</b>	<b>Formative &amp; Summative Notes (Evidence of Implementation and Impact)</b>
The staff will implement Frog Street social/emotional skills and character development for exposure across themes.	Planning Meetings; PLN Meetings	Teachers address student emotional needs using curriculum.
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.	Planning Meetings; PLN Meetings	Teachers address student emotional needs using curriculum.

## Attendance

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

<b>Project Lead:</b>	<b>Principal</b>
<b>Staff:</b>	<b>Teachers, Counselor, Secretary, School Nurse</b>
<b>Materials and Resources:</b>	<b>Truancy paperwork, Attendance Records, Staff Contact with Parents</b>
<b>2015-2016 Timeline:</b>	<b>All Year</b>

### 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.	Every 6 weeks	The secretary will send home letters every 6 weeks to keep parents updated on the amount of absences their child has acquired. The teacher, school counselor, school nurse, and principal will keep in touch in parents who are in need of support.
Follow district/Campus truancy processes and procedures	Teachers, Secretary, Counselor Principal – Every 6 weeks.	1 <sup>st</sup> 6 weeks - 94.74% 2 <sup>nd</sup> 6 weeks – 93.62% 3 <sup>rd</sup> 6 weeks – 91.36% 1 <sup>st</sup> Sem – 93.21% 4 <sup>th</sup> 6 weeks – 93.25% 5 <sup>th</sup> 6 weeks - 92.97% 6 <sup>th</sup> 6 weeks - 90.78% 2 <sup>nd</sup> Sem – 92.30% Annual: 92.67%

## Violence and Bully Prevention

### 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)
<b>Staff</b>	<b>PREVENTION:</b>				
	Identify high risk areas. <b>(Required)</b>	Principal/Counselor/Teachers	Staff feedback/ survey	Ongoing	Playgrounds high risk – requesting cameras to view events
	Monitor high risk areas. <b>(Required)</b>	Principal	Staff assignments/ schedule	Ongoing	Teachers use Zones to be sure playground areas are covered by adults
	Follow Campus Rules/Expectations. <b>(Required)</b>	Principal	Code of Conduct, District Handbook Campus Handbook	Ongoing	Staff & students comply
<b>Staff</b>	<b>EDUCATION:</b>				
	Participate in annual staff training on bullying/sexual harassment. <b>(Required)</b>	Counselor	Handouts/PowerPoint	10/7/15	
	Review referral process. <b>(Required)</b>	Counselor	Campus referral plan	10/7/15	
<b>Staff</b>	<b>INTERVENTION:</b>				
	Establish recommended intervention strategies for classroom/campus. <b>(Required)</b>	Principal, Counselor, Staff	Discipline Management Plan	Ongoing	Special Education Team Leader assists as needed for classroom management & daily schedules
	Implement campus referral plan. <b>(Required)</b>	Principal or Counselor	Campus Referral Plan	Ongoing	
	Utilize Discipline Management strategies. <b>(Required)</b>	Principal, Counselor, Staff	Discipline Management Plan	Ongoing	Special education team leader leads Social Group with students
<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	August 2015	Teachers set daily routines for students
	Monitor high risk areas. <b>(Required)</b>	All staff	Schedule (if necessary)	Ongoing	Zones

Applicable Students	Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	<b>EDUCATION:</b>				
	Explain referral process/contacts. <b>(Required)</b>	All teachers	Referral Plan	Ongoing	
All Students	<b>INTERVENTION:</b>	(Please complete cells below)			
	Apply classroom interventions: <b>(Required)</b>	All teachers	Daily Schedules	Ongoing	
	Employ discipline interventions: <b>(Required)</b>	Designated Staff	Second Step; Conscious Discipline	Ongoing	
	Use other intervention strategies as necessary/appropriate. <b>(Required)</b>	Principal, Staff	CORE Team Counselor Services District Services	As Needed	
	Conference with parents/students. <b>(Required)</b>	Teachers, Counselor, Principal	Parent/Teacher Conferences; ARD Meetings	P/T Conferences two times a year. ARD meetings as required by IEP or driven by programming.	

## 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.

<b>Project Lead:</b>	<b>Principal</b>
<b>Staff:</b>	<b>All Staff</b>
<b>Materials and Resources:</b>	<b>Twitter, Facebook, eNews, Parent Orientation Night, Meet the Teacher, Coffee with the Counselor, Math &amp; Literacy Nights, Theme-Based Literacy Letters (paper, time for staff to prepare newsletters and materials for parent events) Campus Budget</b>
<b>2015-2016 Timeline:</b>	<b>All Year</b>

### Strategies for Accomplishing Critical Action:

<b>Action Step</b>	<b>Implementation Timeline per Action Step</b>	<b>Formative &amp; Summative Notes (Evidence of Implementation and Impact)</b>
Require all parents to register students via Parent Portal in order to have access to eNews, attendance, and electronic information.	August, 2015	Provided parents with information on how to access Parent Portal, enews, volunteer application, Facebook, Remind, Twitter
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access.	September, 2015	Sent home Computer@Home applications. Identified families and set up two evenings to distribute 36 computers in October, 2015.
PTA representative meets with the principal on a regular basis to gain insight to student/parent needs.	Ongoing	Area that needs improvement as our PTA has limited participation.
Communicate information through eNews and through hard copies when internet access is not available.	Ongoing	Monthly newsletters, Theme-based literacy letters, eNews,
Upgrade and maintain the campus website for easy access and increased communication with the community.	Ongoing	Facebook, Twitter, Campus Website, Remind, School Messenger
Partner with PTA and other organizations to offer parental programs on a variety of topics (academic, social, etc...).	Ongoing	PTA parent events in Fall and Spring

## Transition

### Critical Action:

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

<b>Project Lead:</b>	<b>Principal &amp; Special Education Team Leader</b>
<b>Staff, Title I Staff:</b>	<b>Pre-K and Kindergarten staff; Counselor</b>
<b>Materials and Resources:</b>	<b>Campus Budget, Elementary Campus collaboration (meetings &amp; visits), CPAA, PreK Social Assessment, IEP Updates, CMIT folders, Continuum Planning Documents for Special Education students, Summer school for eligible students</b>
<b>2015-2016 Timeline:</b>	<b>Ongoing</b>

### Strategies for Accomplishing Critical Action:

<b>Action Step</b>	<b>Implementation Timeline per Action Step</b>	<b>Formative &amp; Summative Notes (Include details of how the action steps were aligned)</b>
Pre-K staff work collaboratively with Kindergarten staff throughout the school year.	Ongoing	Kindergarten Roundup, Elementary Kindergarten Information nights
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.	BOY, MOY, EOY Every 9 weeks for IEP students	Rtl groups.
The preschool staff regularly communicates with parents and caregivers so that caregivers are active participants in their children’s education.	Fall 2015 Spring 2016	Parent Teacher Conferences; ARD meetings; CMIT meetings; meetings with parents as needed.
Transition books are used with students and families to provide pictorial support during transition.	As needed basis	
<b>Additional suggested activities below:</b>		
Coordinate the professional development activities of preschool teachers in order to align prekindergarten and kindergarten curricula and goals.	August 2015 February 2016 August 2016 Ongoing	Special Education Team Leaders presented at Team Leader Meeting on 1/21/16 on Transition procedures.
Arrange for kindergarten and preschool teachers to visit each other’s classrooms.	As arranged	Ongoing throughout the year.
Have preschool teachers provide the future kindergarten teacher with children’s portfolios or a written record of their learning during preschool.	Yearly – completed during the year and sent to Kindergarten with cumulative folder.	

## Highly Qualified Teacher

**Critical Action:**

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

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

**Strategies for Accomplishing Critical Action:**

<b>Action Step</b>	<b>Implementation Timeline per Action Step</b>	<b>Formative &amp; Summative Notes (Evidence of Implementation and Impact)</b>
Plano ISD Human Resources Dept. reviews and modifies the recruitment schedule biannually.	Biannually	
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify highly qualified candidates interested in teaching in Plano ISD.	May, June	
To attract and retain highly qualified applicants for bilingual students, Plano ISD offers a salary stipend.	Monthly	
To attract highly qualified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses.	Monthly	Attended ROH in April.
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	Ongoing communication with Melissa Bailey about highly qualified staff for our campus
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	