



Plano ISD

Campus Improvement Plan: 2016-2017

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.



Approved by DBIC on November 14, 2016

Verification Page

Planning Timelines

- Analysis of Critical Actions, Plano Professional Practice Analysis: **June 2016**
- Needs analysis, goal setting and strategic planning: **June – September 2016**
- Campus teacher data analysis day: **August – September 2016**
- SBIC Plan due for DBIC review: **October 12, 2016**

Meeting Dates

- Meeting 1: SBIC approves the improvement plan (by October 7, 2016): **Tuesday, September 27, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Thursday, January 19, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Thursday, May 18, 2017**

SBIC Committee

Committee Member's Name	Role	Year 1st Participated on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Chelsea Turner	Faculty Member	2016-2017	absent	present	present
Brooke Clark	Faculty Member	2016-2017	absent	present	present
Amy Rodiles	Faculty Member	2016-2017	present	present	present
Heather Schmitt	Faculty Member	2014-2015	District meeting	present	present
Yessica Pimentel	Faculty Member	2015-2016	present	on leave	present
Bridgette Hartley	Faculty Member, Special Education	2016-2017	present	present	present
Dr. Dina Rowe	Principal	2015-2016	present	present	present
Suzana Spina	District Professional	2015-2016	District meeting	present	absent
Jan Hughes	Campus Professional, Non-teaching	2009-2010	present	present	present
Gerry Shows	Support Staff Member	2015-2016	present	present	present
Stacy Meade	Parent-Selected by PTA	2016-2017	absent	absent	absent
Kim Hutson	Parent-Selected by Principal	2016-2017	absent	absent	absent
Ashley Young	Parent	2016-2017	absent	absent	absent
Angelica Gonzalez	Parent	2016-2017	present	absent	absent
Dionne Griffith	Parent	2016-2017	present	absent	absent
	Parent				
Ashley Wheeler	Community Member	2016-2017	absent	absent	absent
Desiree Peterson	Community Member	2016-2017	absent	absent	absent
Dwayne Rowe	Business Representative	2015-2016	absent	absent	absent
Joe Sosa	Business Representative	2012-2013	absent	absent	absent

District-Wide Goals

PK Guidelines:

The campus will be trained on and utilize the updated 2015 PK Guidelines, having uncovered the differences in PDH and discussed how this affects their instruction in accordance with HB 4 and TAC 19 (§102.1003 HQ PK Grant Program).

Assessment:

The campus will be trained on and utilize the state approved CIRCLE assessment to evaluate growth of 4 year old students in the areas of social emotional development, language and communication, emergent literacy reading, emergent literacy writing, and mathematics during the three waves of administration in accordance with HB 4 and TAC 19 (§102.1003 HQ PK Grant Program).

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 implement and document the district's early childhood family engagement plan in accordance with HB 4 and TAC 19 (§102.1003 HQ PK Grant Program) to assist the school in achieving and maintaining high levels of family involvement and positive family attitudes towards education.</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>

Early Childhood Campus Improvement Plan Critical-Actions

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

- Plano Professional Practice Analysis (PPPA);
- CIRCLE Progress Monitoring Tool by CLI Engage; and
- House Bill 4 High Quality Prekindergarten Grant Guidelines.

PK Guidelines

Critical Action: The campus will be trained on and utilize the updated 2015 PK Guidelines, having uncovered the differences in PDH and discussed how this affects their instruction in accordance with HB 4 and TAC 19 (§102.1003 HQ PK Grant Program).

Project Lead:	Principal
Staff:	All Staff
Materials and Resources:	PK Guidelines and District Curriculum

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Staff training and new PK Guidelines manual provided by the school district to all early childhood teachers	8/2016	Staff Training in August 2016 prior to the start of the school year	Expectations and training materials provided during staff training on August 16, 2016.
All teachers will participate in biweekly instructional team planning on Wednesdays after school.	9/2016 – 5/2017	Principal, teacher leader, and leadership team participation with planning groups	Planning meetings were held throughout the school year on the second and fourth Wednesdays from 3:30-4:30.
Focus on maintaining developmentally appropriate practices for young children while addressing higher academic standards.	8/2016 – 6/2017	Staff training, ongoing PLC, appropriate team planning, and implementation	The principal focused on learning through play. A classroom observation form was utilized to note progress toward the goal. A PLC group presented information to the staff about supporting student learning through play. The counselor offered an evening presentation for parents titled, “Building a Better Brain Through Play” to assist families in creating opportunities for developmentally appropriate learning at home.

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Participate in peer classroom visits in order to improve the instructional practices of the team.	8/2016 – 5/2017	Classroom observational visits arranged through teacher leader	The principal requested staff participation in an educational trend, #observeme. Teachers posted a note near the classroom door about an instructional practice on which they would like feedback. Observation forms were available to record peer responses to the instruction. In addition, peer visits were scheduled by the principal and instructional specialist. Classrooms were covered to allow the observations to occur. In April 2017 4 year old prekindergarten teachers were provided the opportunity to observe kindergarten classrooms at Saigling Elementary. A meeting to “unpack” observations and findings was held after the visits.

Assessment

Critical Action: The campus will be trained on and utilize the state approved CIRCLE assessment to evaluate growth of 4 year old students in the areas of social emotional development, language and communication, emergent literacy reading, emergent literacy writing, and mathematics during the three waves of administration in accordance with HB 4 and TAC 19 (§102.1003 HQ PK Grant Program).

Project Lead:	Principal
Staff:	All Teachers
Materials and Resources:	Circle Assessment Training binder provided to all teachers

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Staff training on CIRCLE assessment for all PK teachers on September 1, 2016.	9/2016	Attendance at Staff Training	Training was held on September 1, 2016 after school at Pearson ECS. The Circle assessment was administered at the beginning, middle, and end of the school year.

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Discuss student performance results early and often with the principal, parents, and students.	10/2016 – 6/2017	Communicate student progress results with parents, participate in staff meeting regarding assessment data analysis, and utilize during team planning.	Following the middle of the year Circle assessment window, the staff met in February to analyze student data and create plans to address students' needs. Reflection forms were completed by each teacher regarding the assessment results for her students. Teachers discussed the results of student assessment with parents at the fall and spring conferences. End of year assessment reports will be sent home to parents the last week of school and shared with the Kindergarten campuses.
Analyze student data to inform decision making.	9/2016 – 6/2017	Reference CIRCLE assessment data during team planning to meet students' needs.	Student data was utilized during data meetings with principal and instructional specialist.
Provide proven interventions to assist each student in mastering grade-level learning objectives.	9/2016 – 6/2017	Utilize the district's RtI plan, materials, and supplemental materials for students as needed to master grade level objectives.	Special education data collection meeting was held with Hartley and Gonzales (2 separate meetings) Lesson plans and instructional strategies were shared by experienced teachers and the instructional specialist. Swivl cameras were utilized to promote reflective practices.

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

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Monitor attendance of students and follow up on prominent and chronic absences.	All year	Weekly contact with parents of students who are experiencing attendance issues	The office secretaries closely monitor the daily attendance of students. The campus has a tiered process in place to address student absences. The process includes steps such as: phone calls from the teacher, written notice, participation in the "I Am Present" course, and a phone call from the principal.
Follow district truancy and campus truancy process for parent communication regarding the importance of school attendance. File with truancy court when necessary.	All year	Offer information to parents and invite to "I am Present" district training as appropriate	Provide information to and dialogue with parents about the importance of school attendance and district policies related to truancy.

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	Staff feedback/ survey	All Year	Plans and clear expectations are established for zoning the playground, supervising during arrival/dismissal, and ensuring student safety at all time.
	Monitor high risk areas. (Required)	Principal/Designee	Staff assignments/ schedule	All Year	Staff assignments and schedules provide monitoring of students throughout the school day.
	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. Teachers utilize the social/emotional curriculum to teach appropriate behaviors.
Staff	EDUCATION:				
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	8/2016-9/2016	Staff training was held on Sept. 7, 2016.
Staff	INTERVENTION:				
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	All Year	Staff training was held on Sept. 7 and Oct. 5, 2016. Other strategies are shared with staff as needed.
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. Ongoing lessons regarding pro-social behaviors are utilized by classroom teachers and the school counselor.

Applicable Students	Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	INTERVENTION: (Please complete cells below)				
	Apply classroom interventions: (Required)	All teachers	Code of Conduct Campus Handbook Campus Leadership	All Year	Classroom teachers utilize the Second Step and Frog Street curriculums. The school counselor teaches biweekly guidance lessons. Teachers utilize positive behavior supports and other strategies as needed to assist individual students. Students' IEPs and BIPs are followed as written.
	Conference with parents/students. (Required)	Teachers or other staff	Parent Conferences ARD Meetings	All Year	Parent communication is an integral part of intervention. Conferences are held twice yearly and as needed. Teachers assist parents with strategies for the home setting. The school counselor, instructional specialist, special education team leader, and parent liaison host extensive parent education opportunities to promote family engagement with the school and assist parents in raising their children.

Parent Involvement

Critical Action:

The campus will implement and document the district's early childhood family engagement plan in accordance with HB 4 and TAC 19 (§102.1003 HQ PK Grant Program) to assist the school in achieving and maintaining high levels of family involvement and positive family attitudes towards education.

Project Lead:	Principal, Counselor, PTA Board, Parent Liaison
Staff:	All Staff
Materials and Resources:	Events and Activities

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access.	All Year	Mobile Technology Lab was available to parents on 9/13/16, 9/20/16, 9/27/16, 10/4/16, 10/11/16, and 10/18/16 from 10:00 a.m. through noon. Babysitting was available for Beaty students while the parents attended classes. Spring classes were offered in the evening on 3/14/17, 3/21/17, and 3/28/17.
Communicate information through eNews and through hard copies when internet access is not available.	All Year	The librarian sent eNews as requested by the principal. Teachers sent home classroom newsletters or emails to families weekly or biweekly to keep parents informed. The parent liaison and counselor sent home a monthly calendar of school events in English and Spanish.
Upgrade and maintain the campus website for easy access and increased communication with the community.	All Year	The librarian and CTA update the campus website as needed throughout the year.
Utilize social media to keep parents and community informed.	All Year	The school Facebook page was updated almost daily. Several teachers utilized the app, Seesaw, to share photos of student learning with parents. In a campus survey regarding family engagement, several parents commented on how they felt a part of the classroom due to the teachers' use of Seesaw.
Partner with local community organizations to offer parental programs on a variety of topics (academic, social, etc...).	All Year	The counselor and parent liaison work with the Family Education and Guidance Services, North Texas Food Bank, Plano Public Libraries, and other campus/district experts to create a wide variety of programs for parents. Sixty-five family engagement programs were offered at Beaty this school year.

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Principal meets with the PTA on a regular basis to gain insight to student/parent needs.	All Year	The principal, instructional specialist, parent liaison, and other staff members attend the PTA board meetings as needed. The professional staff members attend at least one of the evening PTA functions per school year.
Publicize and assist parents in signing up for Ready Rosie, where they will receive 2 minute video modeled instructional activities to do with their children.	All Year	August 30 through September 2 the Counselor and Parent Liaison were available to assist parents in accessing digital resources, such as: Ready Rosie, Parent Portal, and Plano ISD Volunteer Application.

Transition

Critical Action Step:

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

Project Lead:	Pre-K Coordinator, Principal
Staff:	Pre-K and Kindergarten staff
Materials and Resources:	Curriculum, Student Data

Strategies for Accomplishing Transition Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Include details of how the action steps were aligned)
Pre-K staff works collaboratively with Kindergarten staff throughout the school year.	All Year	During ARD planning throughout the school year, the Beaty staff members collaborate with the Kindergarten staff to ensure a seamless transition to the elementary campus. All Beaty pre-K teachers were given the opportunity during the spring semester to visit a Kindergarten class to increase understanding and improve the transition between the two grade levels.
Have preschool teachers provide the future kindergarten teacher with children's portfolios or a written record of their learning during preschool.	6/2017	Teachers will provide a copy of the Circle assessment results and update students' records prior to the transfer of folders at the end of the school year.
Transition books are used with students and families to provide pictorial support during transition.	6/2017	The special education team leader creates transition books as needed for students transitioning to Kindergarten.
Arrange for new preschool teachers to visit kindergarten classrooms.	All Year	This action step was revised to include all pre-K teachers. Following the Kindergarten visits during the spring semester, the principal, teachers, and instructional specialist met to debrief and implement any needed changes in practice for the remaining weeks of the school year to best prepare students for success in Kindergarten.

State Certified Teachers and Highly Qualified Paraprofessionals

Critical Action:

The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff 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

Strategies for Accomplishing State Certified Teachers and Highly Qualified Paraprofessionals Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD.	August 2016 to May 2017	The principal participated in HR recruiting trips. The principal and four campus staff members participated in the Plano ISD Job Fair on Saturday, April 22, 2017.
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend.	Monthly Bilingual Stipends, July 2016 to June 2017	Plano ISD offers the stipend across all campuses.
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses.	August 2016 to May 2017	Beaty ECS assists in this district initiative by hosting student teachers, speech pathologists completing their internships, and senior high students studying education.
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators.	July 2016 to June 2017	Professional development opportunities are available at the campus and district level. All professional staff members participate in Professional Learning Communities (PLCs).
The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards.	July 2016 to June 2017	The HR Certification office completed this action step.