



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Beaty Early Childhood School

Principal: **Dr. Dina Rowe**

Mission Statement:

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

Planning Timelines

- Needs analysis (STAAR GAP Analysis), goal setting, analysis of Critical Actions and strategic planning: **July - September 2017**
- Campus teacher data analysis day: **August - September 2017**
- SBIC Plan due for DBIC review: **October 6, 2017**

Meeting Dates

- Meeting 1: SBIC approves the improvement plan (by October 4, 2017): **Tuesday, September 26, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Tuesday, January 23, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Tuesday, May 22, 2018**

TEA Strategic Priorities

Every child, prepared for success in college, a career or the military.			
Goal 1	<u>Recruit, support,</u> and <u>retain</u> Teachers and Principals	Goal 3	Connect high school to <u>career</u> and <u>college</u>
Goal 2	Build a <u>foundation</u> of <u>reading</u> and <u>mathematics</u>	Goal 4	<u>Improve</u> low-performing schools

Information regarding the TEA Strategic Plan may be accessed here: http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

SBIC Committee

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Emily Fore	Faculty Member	2017/2018	Present	Present	Present
Shamone Wilson	Faculty Member	2017/2018	Present	Present	Present
Amy Rodiles	Faculty Member	2016/2017	Present	Present	Present
Gerry Shows	Faculty Member	2017/2018	Present	Present	Present
Mysti Lecrone	Faculty Member	2017/2018	Present	Present	Absent
Bridgette Hartley	Faculty Member, Special Ed	2016/2017	Present	Present	Present
Dr. Dina Rowe	Principal	2015/2016	Present	Present	Present
Bob Farris	District Professional	2017/2018	Present	Present	Absent
Heather Schmitt	Campus Professional, Non-teaching	2017/2018	Present	Present	Present
Laura Case	Support Staff Member	2017/2018	Present	Present	Present
Molly Bunker	Parent-Selected by PTA	2017/2018	Absent	Present	Absent
Chelsea Turner	Parent-Selected by Principal	2017/2018	Present	Absent	Absent
Kimberly Staples	Parent	2017/2018	Absent	Present	Absent
Flor Santiago	Parent	2017/2018	Present	Present	Present
Alex Kraft	Parent	2017/2018	Present	Present	Absent
Megan Miller	Parent	2017/2018	Present	Present	Absent
Ashley Wheeler	Community Member	2016/2017	Absent	Absent	Absent
Desiree Peterson	Community Member	2016/2017	Present	Absent	Absent
Dwayne Rowe	Business Representative	2015/2016	Present	Absent	Absent
Joe Sosa	Business Representative	2012/2013	Absent	Absent	Absent
	Ad Hoc Member ^{Optional}				

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

District-Wide Goals

Early Childhood Goals
<p>Pre-K 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).</p>
<p>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).</p>
<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: The campus will assist students in making a successful transition between: early childhood to elementary; elementary to middle school; middle school to high school; and high school/sr. high school to college, the workplace or the military.</p>
<p>State Certified Teachers and Highly Qualified Paraprofessional Staff: The rate of state certified teachers and highly qualified 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 on the PK Guidelines provided by the Region 10 (August) and school district staff to all early childhood teachers to take and in-depth study of each subject area.	8/2017- 5/2018 as offered by curriculum	Staff Training in August 2017 prior to the start of the school year and PDH sessions offered by curriculum	Expectations and training materials were provided during staff training at the beginning of the year. Staff were provided 6-8 after-school Professional Development opportunities to choose from that focused on PK guidelines and curriculum.
All teachers will collaborate in biweekly instructional team planning focused on curriculum, instruction, and assessment on Wednesdays after school.	Biweekly	Principal, teacher leader, and leadership team participation with planning groups	Teachers meet in their PLC groups on the second and fourth Wednesdays of each month and attended Instructional lesson planning meetings on the first and third Wednesdays of each month after school.
Focus on maintaining developmentally appropriate practices for young children while addressing higher academic standards.	Weekly	Staff training, ongoing PLC, appropriate team planning, and implementation	The principal focused on implementing new social and emotional learning curriculum titled "Settle Your Glitter" with fidelity. In response to the principal's goal to implement the "Settle Your Glitter" curriculum, a Settle Your Glitter (SYG) teacher's group was constructed that provided an opportunity for teachers to meet monthly to review previous and upcoming lessons and to share lesson ideas. In addition, an expanded library was created to help supplement the SYG program and parent workshops were offered to

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			parents to promote setting boundaries, teaching empathy and emotional coaching.
Participate and collaborate in peer classroom visits in order to improve the instructional practices of the team.	Once in the Fall and Spring semesters	Classroom observational visits arranged through teacher leader	Staff participated in observations that promoted reflective practice through use of the Swivel. This device enables teachers to record their instruction, reflect on their instructional methods/practices, receive feedback and inquire about differentiated instructional practices to help support and promote student success and achievement. The staff also participated in observational rounds in the fall. This gave them the opportunity to observe other teacher’s practice.

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

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 new PK teachers in September, 2017.	September 2017	Attendance at the district training	New teachers and veteran teachers participated in Circle assessment training on Sept.12, 2017.
Discuss, collaborate and communicate student performance results early and often with the principal, parents, and students.	Review every nine weeks	Communicate student progress results with parents, participate in staff meetings regarding assessment data analysis, and utilize data during team planning.	Following the 1 st round and 2 nd of Circle Assessments, teachers met with the instructional specialist and principal to discuss student data and create plans to address students' needs. The Circle assessment is administered at the beginning, middle and the end of the year.
Analyze student data to inform decision making.	Beginning, Middle and End of the Year	Reference CIRCLE assessment data during team planning to meet students' needs.	Student data collected from Circle assessments are discussed and analyzed during data meetings at the beginning, middle and end of the year with the principal and instructional specialist.

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Provide proven interventions to assist each student in mastering grade-level learning objectives	As need arises	Utilize the district's RtI plan, materials, and supplemental materials for students as needed to master grade level objectives.	RtI training was provided on 1/24/18 to help assist teachers in reviewing and analyzing data collected and discuss student RtI groupings. Staff was assisted throughout the Spring semester with RtI plans and groupings by the instructional specialist.

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.	Weekly (Every Friday)	Weekly contact with parents of students with attendance concerns.	The office secretaries closely monitor the daily attendance of students. The campus has a tiered process in place that addresses student absences. The process includes steps such as: initial contacts via phone calls from the teacher, written notices, parents' participation in the "I Am Present" course, and a phone call from the principal. District policy and procedure is closely followed.
Follow district truancy and campus truancy process for parent communication regarding the importance of school attendance. File with truancy court when necessary.	Weekly (Every Friday)	Offer information to parents and invite them to attend "I AM Present" district trainings when appropriate	The campus provides information to and dialogue with parents regarding the importance of school attendance and district policies and procedures related to truancy. The Implementation process regarding truancy policies and guidelines start with the school year.

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 members closely monitor students and enforce campus rules and expectations. Teachers utilize the social/emotional curriculum and modeling to teach appropriate behaviors.
Staff	EDUCATION:				
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	8/2017	Staff training was held on Aug.17, 2017.
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 Aug. 17 and Oct. 10, 2017. Other best practice strategies regarding student discipline are shared with staff/faculty 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 appropriate social behaviors

Applicable Students	Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes (Evidence of Implementation and Impact)
					are utilized by classroom teachers and the school counselor.
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 Settle your Glitter, Second Step and Frog Street curriculums. The school counselor teaches biweekly guidance lessons on positive social behaviors and school-readiness skills. 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	Continuous parent communication is utilized. Conferences are held at least twice yearly and them as needed.

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.	Six Weeks in the Fall and Spring	Mobile Computer Lab was available 9/14/17, 9/21/17, 9/28/17, 10/5/17, 10/19/17, 10/31/17, 11/4/17, 11/28/17, 12/5/17, and 12/12/17 in the fall and 3/22/18, 3/29/18, 4/12/18, 4/19/18, 5/3/18, 5/10/18 and 5/17/18 in the spring from 12:30pm to 2:30pm.
Communicate information through eNews, teacher electronic and through hard copies when internet access is not available.	As the need arises	The librarian sends ENews, as requested by the principal. Teachers send home classroom newsletters or emails to families weekly and biweekly to keep parents informed of upcoming events. The parent liaison and counselor send home a monthly calendar of school events in English and Spanish. Fliers are sent home in student’s “Thursday folders” regarding upcoming school events, school programs and parent workshops.
Upgrade and maintain the campus website for easy access and increased communication with the community.	As the need arises	The librarian and CTA update the campus website as needed.
Utilize social media to keep parents and community informed.	Weekly	The school Facebook page and webpage is updated as needed with pertinent school information regarding upcoming school events. Several teachers utilize the app Seesaw to share photos of students engaged in learning with parents.
Partner with local community organizations and PISD parent educators to offer parental programs on a variety of topics (academic, social, etc...).	Monthly	The counselor and parent liaison work with the Family Education and Guidance services, North Texas Food Bank and other campus/district experts to create a wide variety of programs for our students and families. Programs and Workshops offered are understanding different parenting styles, nutritional workshops and effective discipline strategies.

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.	Monthly	The principal, instructional specialist, counselor, parent liaison and other staff members attend the PTA board meetings. Our 1 st PTA meeting was held 08/24/17 (29 participants) and the second PTA meeting was held after school 11/2/17 (300 participants). Our campus offered a PTA parent coffee in the spring of 2018 for our returning 3 year old families to recruit members, volunteers and PTA officers. Our final PTA general meeting for the 2017-2018 school year was held May 10, 2018.
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.	September/October	August 24 through October 10, 2017 the Counselor, Parent Liaison and Teachers were available to assist parents in accessing digital resources such as: Ready Rosie, Parent Portal and Plano ISD Volunteer Applications.

Transition

Critical Action Step:

The campus will assist students in making a successful transition between early childhood schools to elementary school.

Strategies for Accomplishing Transition Critical Action:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Pre-Kindergarten staff works collaboratively with Kindergarten staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions)	Principal, PK and Kinder Staff Curriculum, Student Data	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.
Preschool teachers provide the future kindergarten teacher with children’s portfolios or a written record of their learning during preschool.	PK and Kinder Staff Student Data	May and June 2018	Teachers provide copies of the Circle assessment results and update students’ records prior to the transfer of folders at the end of the school year.
Parent information meeting is held to explain the kindergarten program to parents.	Counselor, PK and Kinder Staff Kinder Information	May 2018	A parent workshop “Preparing your Child for Kindergarten” was offered to parents to help them assist and prepare their child for a successful school experience 5/24/18.
Transition books are used with students and families to provide pictorial support during transition	Special Education team leader, PK and Kinder Staff Customized Transition Book	May 2018 as need arises	The special education team leader creates transition books as needed for students transitioning to Kindergarten.
Opportunity provided to PK teachers to visit Kindergarten campus to assist in understanding how to best prepare and support student transition.	Principal, Instructional Specialist, Teachers	Once in the Fall/Spring	All pre-k teachers met with the principal, instructional specialists and teachers following the Kindergarten visits during the spring semester to discuss 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 2017 to May 2018	The principal and four other campus professional staff members participated in the Plano ISD Job Fair on Saturday, April 21, 2018.
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend.	Monthly Bilingual Stipends, July 2017 to June 2018	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 2017 to May 2018	Beaty ECS assists in the 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 2017 to June 2018	Professional development opportunities are available at the campus and district levels. 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 2017 to June 2018	The HR certification office completed this action step.