



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Pearson Early Childhood School

Principal: **Cheri Izbicki, Ed.D.**

Mission Statement:

Each Family is OUR Family at Pearson ECS!

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, October 03, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Tuesday, January 30, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Thursday, April 12, 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
Jeannie Johnson, School Counselor	Faculty Member	2015	10/3/17		4/12/18
Bonney Dennis, PPCD Teacher	Faculty Member	2017			
Beatriz Mejia, Bilingual Teacher	Faculty Member	2002	10/3/17	1/30/17	4/12/18
Melissa Bolash, PPCD Teacher	Faculty Member	2017	10/3/17		4/12/18
Jennifer Oldner, ESL Teacher	Faculty Member	2017	10/3/17	1/30/17	4/12/18
Christina Robins, Special Education Team Leader	Faculty Member, Special Ed	2017	10/3/17	1/30/17	4/12/18
Cheri Izbicki, Ed.D., Principal	Principal	2002	10/3/17	1/30/17	4/12/18
Suzana Spina, Director Early Childhood	District Professional	2005		1/30/17	4/12/18
Michelle Matthews, Instructional Coach	Campus Professional, Non-teaching	2009		1/30/17	
Rita Cordero, Parent Liaison	Support Staff Member	2017	10/3/17		4/12/18
Kellie Wilson, PTA	Parent-Selected by PTA	2017			
Taylor Dang, PTA	Parent-Selected by Principal	2017	10/3/17		
Manal Alame	Parent	2017	10/3/17		4/12/18
Clara Analiz (Ellis)	Parent	2010	10/3/17		4/12/18
Bhaultkumar Patel (Oldner)	Parent	2017			
Fereshteh Dorafshani (Chacko)	Parent	2017			
Swati Shirole (Chacko)	Community Member	2017			
Kristin Walsh	Community Member	2010		1/30/17	4/12/18
	Business Representative				
	Business Representative				
	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 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>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:	Suzana Spina, Lynette Vanhorn, Michelle Matthews
Staff:	All Teachers
Materials and Resources:	Updated 2015 Prekindergarten Guideline booklet, 2008 vs. 2015 PK Guideline Comparison Chart

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Professional Development for all teaching staff	8/14/2017	Implementation of updated PK Guidelines in lesson plans,	Formative Notes: <ul style="list-style-type: none"> ▪ 8/14/17 – Language & Communication ▪ 8/15/17 – Emergent Reading ▪ 10/3/17 – Mathematics ▪ 10/12/17 – Settle Your Glitter #1 ▪ 11/7/17 – Technology ▪ 12/5/17 – Emergent Writing ▪ 1/9/18 – Settle Your Glitter #2 ▪ 2/6/18 – Social Studies & Science ▪ 2/15/18 – Fine Arts ▪ 3/6/18 – Settle Your Glitter #3 ▪ 4/3/18 – Physical Development
Teachers post lesson plan target guidelines in classroom	September - May	Alignment of guidelines with district curriculum and campus yearly planner and IEP goals and objectives	
Provide teachers the opportunity to participate in peer classroom visits in order to improve the instructional practices for student success	Fall & Spring Semester	Teachers will complete an observation form and post observation conversation with the teacher	This occurred during the months of October/November 2017. Teachers completed observation forms that are filed in their campus personnel file.

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:	Suzana Spina, Lynette Vanhorn, Michelle Matthews
Staff:	All teachers of 4 year old students
Materials and Resources:	CIRCLE Assessment Resources

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Professional Development for all teachers of 4 year old students	9/6/2017	Access to CIRCLE materials,	Formative Notes: Circle Assessment PDH August 14, 2017 Summative Note
Administration of CIRCLE Assessment Waves	9/2017, 1/2018, 5/2018	Student assessment results, parent reports	Wave #1, #2, #3
Professional Development on CIRCLE Assessment Parent Reporting	10/10/2017	Parent reports shared at P/T Conferences	September 9/17
Campus staff will discuss and analyze CIRCLE Assessment Wave results to determine RTI Groups and targeted instruction needs campus wide	10/2017, 2/2018, 5/2018	RTI Groups, campus wide focus groups	October, February

Attendance

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

Project Lead:	School Secretary, Principal
Staff:	Teachers, Counselor, Secretary, School Nurse
Materials and Resources:	All Year

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.	Every 6 weeks	Attendance records, I'm Present Letters, Truancy Reporting, Documentation of Follow Up	Formative Notes: 1 st 6 weeks: 96% 2 nd 6 weeks: 92.8% 3 rd 6 weeks: 92.2% 1 st semester average: 93.80% 4 th 6 weeks: 90.27% 5 th 6 weeks: 93.02% 6 th 6 weeks: 92.66% 2 nd semester average: 92.04% Yearly average: 92.77% Summative Notes: We need to have the teachers more involved in contacting parents about sending kids to school daily! This can be done via their websites.
Follow district/campus truancy processes and procedures	Every 6 weeks	Attendance records, I'm Present Letters, Truancy Reporting, Documentation of Follow Up	Ms. Reyes sent out 6 week truancy letters and we had several parents attend "I'm Present" as a result.

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	Ongoing	Using zone method for staff supervision when outside
	Monitor high risk areas. (Required)	Principal/Designee	Staff assignments/schedule	Ongoing	
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	Ongoing	
Staff	EDUCATION:				
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	9/6/2017	
Staff	INTERVENTION:				
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	Ongoing	CORE Team Instructional Specialist & Sped TL write reports.
All Students	PREVENTION:				
	State clear student expectations/campus rules/citizenship. (Required)	Principal or designee	Code of Conduct/ Student-Parent Handbook	8/11/2017	Give me three may need to be reintroduced for students and staff.
All Students	INTERVENTION:				
	(Please complete cells below)				
	Apply classroom interventions: (Required)	All teachers		Ongoing	Classroom schedules effective
	Conference with parents/students. (Required)	Teachers or other staff		P/T Conferences 10/2017, 2/2018	Great feedback from parents. We could send home more

Applicable Students	Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes (Evidence of Implementation and Impact)
				Meetings as required by IEP or driven by programming needs.	ideas for parents to do at home with their children during the October P/T meeting for Rti.

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:	School Counselor
Staff:	Principal, Parent Liaison, School Counselor
Materials and Resources:	Parent & Family Resource Center, Bird Center

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.	Fall Semester	Formative Notes: Mobile Computer Lab – Fall 2017, Spring 2018 Summative Notes: Rosetta Stone, Computer Knowledge, Computers@Home Program
Communicate information through eNews and through hard copies when internet access is not available.	Ongoing	School Messenger; eNews; Facebook, Twitter, Classroom Websites; Monthly hard copy newsletter
Upgrade and maintain the campus website for easy access and increased communication with the community.	Beginning of the Year, Ongoing	Pearson ECS Website
Utilize social media to keep parents and community informed.	Ongoing	Classroom Websites; Facebook, Twitter, eNews, School Messenger
Partner with local community organizations to offer parental programs on a variety of topics (academic, social, etc...).	Parent Trainings 10/2017; 5/2018	Collin County Advocacy CPS Early Childhood Coalition
Principal meets with the PTA on a regular basis to gain insight to student/parent needs.	Monthly Meetings	Board Meetings; PTA Picnic; General meetings; meet as needed.
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.	Beginning of School Year, P/T Conferences, Family Events, Parenting Classes	Continue Ready Rosie for 2018-2019 school year. Sign parents up at Parent Orientation and Meet the Teacher. Assessment Team/Counselor/Librarian PLN – Parent Engagement Model

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)	4 year old Teachers (ESL, BIL, PPCD, PreK Extended Teachers)	Beginning 10/2017 – 6/2018	Formative Notes: 4 year old teachers observing K classes using sub codes Summative Notes:
Preschool teachers provide the future kindergarten teacher with children’s portfolios or a written record of their learning during preschool.		By 6/2018	Started in October for student’s with IEPs. Transition meetings occur at student’s annual ARD. Circle Parent Report goes to Kindergarten in Cum Folder.
Parent orientations are held to explain the kindergarten program to parents.		Spring, 2018	Send Home flyers for elementary kindergarten orientations.
Transition books are used with students and families to provide pictorial support during transition		Ongoing	Also doing some transition books for some 3 year olds coming initially to Pearson.
Elementary campuses with full day Pre-K Classes – Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment.		N/A	

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	Formative Notes: Summative Notes: Hired and maintain highly qualified staff.
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend.	Monthly Bilingual Stipends, July 2017 to June 2018	Stipends issued to Bilingual staff.
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	
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	See Training for PK Guidelines; Staff attend PDH for Campus and Personal Flex Hours.
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	Notified by HR when certification needs to be renewed.