Plano Independent School District
Campus Improvement Plan

Beaty Early Childhood School

1717 Nevada Dr.

Plano, TX 75093

2018-2019

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Vision and Mission Statements for District and Campus

Plano ISD Vision Statement

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

Plano ISD Mission Statement

The mission of the Plano Independent School District is to provide an excellent education for each student.

District Goals

Plano ISD has two major ongoing district goals:
- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

Campus Mission Statement

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

Campus Information

Administration Team

Principal, Kristen Fislar

About Us

Beaty Early Childhood serves preschool students, offering a quality preschool program for children ages three to five. The school meets the state-mandated guidelines for prekindergarten students and the least restrictive environment mandate for preschool special education students as required by state and federal law.

Campus Status

X   Non-Title I Campus

Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 08/30/2018 03:15 pm

Meeting 2: Progress monitoring and review of strategic plan - 01/30/2019 03:15 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/21/2019 03:15 pm

State Goals and Objectives

The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.
Objective #2 - Students will be encouraged and challenged to meet their full educational potential.
Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.
Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.
Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Strategic Priorities

Goal #1 - **Recruit**, **support**, and **retain** Teachers and Principals.

Goal #2 - Build a **foundation** of **reading** and **mathematics**.

Goal #3 - Connect high school to **career** and **college**.

Goal #4 - **Improve** 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/

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Emily Fore	Faculty Member	2017/2018	X	X	X
Shamone Wilson	Faculty Member	2017/2018	X	X	
Amy Rodiles	Faculty Member	2016/2017	X	X	
Gerry Shows	Faculty Member	2017/2018	X	X	
Mysti Lecrone	Faculty Member	2017/2018	X	X	X
Bridgette Hartley	Faculty Member, Special Ed	2016/2017	X	X	
Kristen Fislar	Principal	2018/2019	X	X	X
Heather Schmitt	District Professional	2017/2018	X		
Sydney Gantzer	Campus Professional, Non-teaching	2018/2019	X	X	X
Laura Case	Support Staff Member	2017/2018		X	X
Wendy Asis	Parent-Selected by PTA	2018/2019			
Chelsea Turner	Parent-Selected by Principal	2017/2018			
Flor Santiago	Parent	2017/2018			
Isabel Marquez	Parent	2018/2019	X	X	X
Ana Carolina Gonzalez Padilla	Parent	2018/2019	X	X	
Alex Kraft	Parent	2018/2019		X	
Ashley Wheeler	Community Member	2016/2017			
Desiree Peterson	Community Member	2016/2017			
Brian Fislar	Business Representative	2018/2019			
Joe Sosa	Business Representative	2012/2013			
Iffat Zaidi	Faculty Member	2018/2019			X

State Compensatory Education Program Information

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD's compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state's eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

SCE Program Funding

SCE Total	$400,214.52	State Compensatory Ed funds allocated for allowable supplemental resources and 6 staff.

Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Large variety of racial, ethnic, and language diversity Economic diversity Serves students with a variety of developmental needs	More diverse staff (teachers) More training for at risk students Diversity training for staff	Training for staff focused on at risk students
Student Achievement	Individualized instruction Variety of related services and strong teacher collaboration	Students need increased positive social behavior	Implement Settler Your Glitter curriculum for social/ emotional development
School Culture and Climate	Staff and parents describe our school as a safe place Staff is well trained for emergency situations Staff utilizes various forms of networking to communicate information to parents/community about the school	More staff/parent/community involvement Implement more staff training on the use of social networking to better engage parents/community	Implement more staff training on the use of social networking to better engage parents/community
Staff Quality/ Professional Development	Staff is highly qualified with multiple certifications and many paras have college educations	Challenges in recruiting and retaining highly qualified bilingual staff	Recruiting and retaining highly qualified bilingual staff

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	Specific staff have specialized certifications in order to work with specialized populations (BCBA, SLP, ESL, Bilingual) Campus utilizes PLC processes and collaborative teams Surveys sent to assess needs throughout the year	Continued follow-up of implementation of professional development trainings	
Curriculum, Instruction, Assessment	Strong curriculums aligned to TEKs Variety of materials to enrich instruction Variety of assessments and data collection to drive instruction	more professional development opportunities tailored to specific classrooms more resources for bilingual programs	More resources for bilingual programs
Family and Community Involvement	Growth in parent coffees/picnic attendance/Hanen/learning opportunities Variety of programs and opportunities offered	Reaching families from diverse backgrounds - Cultural representative for school events	Reaching families from diverse backgrounds - Cultural representative for school events
School Context and Organization	Community perception is highly positive; Beaty was named in the Plano Star Courier as the best early childhood program in the area. Beaty teachers make the most of instruction time allotted as shown with consistent growth on CIRCLE data	Beaty has many parent trainings and involvement opportunities but low parent turn-out.	Increase parent involvement

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	There is an established hierarchy of communication from principal to team leaders to staff to which staff are encouraged to give and receive input when needed.		
Technology	Many options for technology use on campus Tech support for student assessments	Training on current technology	Training on current technology

Critical Action #1

Problem Statement	There has been an increase in behavior that disrupts and impacts the quality of the learning environment.
Root Cause and Strategy	We will address the responsiveness for student needs by implementing the Settle Your Glitter curriculum with fidelity.
Goal	Increase the quantity and quality of SEL (Social Emotional Learning) via the Settle Your Glitter Curriculum.
Project Lead	Principal
Staff, Title I Staff	All Teachers and SLPs, School Counselor
Materials and Resources	Settle Your Glitter Curriculum, Social Emotional Learning Resources

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
Provide Professional Development to increase staff proficiency with and fidelity to Settle Your Glitter curriculum. Professional Development will be provided in consultation with the Plano ISD Early Childhood Coordinator.				Weekly team meetings, monthly staff meetings, professional development meeting (scheduled 3x a year), extended planning times, occurring 2x a year	Meeting minutes and agendas Teacher Lesson Plans	Improvement of student behavior and decreased classroom disruptions	Some Progress Staff are discussing Settle Your Glitter curriculum in planning meetings and incorporating in lesson plans. Professional development focused on Social Emotional Learning has been launched with a Google Classroom platform for staff learning and collaboration.	Some Progress Staff are discussing Settle Your Glitter curriculum in planning meetings and incorporating in lesson plans. Professional development focused on Social Emotional Learning is being utilized with a Google Classroom platform for staff learning and collaboration. Teaching Assistants attended District Training on SEL on 1/7/19.	Significant Progress Settle Your Glitter curriculum was implemented with fidelity across all classrooms. Professional development enhanced strength of implementation and extended to all staff members.
Provide parent communication and training for Settle Your Glitter strategies.				Monthly inclusion in Beaty ECS eNews Monthly parent workshops with Counselor	eNews publications Parent Workshop Materials	Home reinforcement of SEL strategies. Improvement of student behavior and decreased classroom disruptions	Some Progress Information related to SYG/SEL has been included in Beaty eNews with	Some Progress Information related to SYG/SEL has continued to be included in Beaty eNews with	Significant Progress Parents were consistently provided with updates regarding SYG strategies and

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
							availability of PISD parent workshops.	availability of PISD parent workshops.	suggestions for at-home extensions of social emotional supports.

Critical Action #2

Problem Statement	The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that transform PLC process (policies and practices).
Root Cause and Strategy	We will address autonomy of Collaborative Teams by implementing Marzano's High Reliability Schools framework.
Goal	Increase the autonomy of our Collaborative Teams so that student achievement is improved.
Project Lead	Principal
Staff, Title I Staff	All Teachers, SLPs, School Counselor
Materials and Resources	Marzano' High Reliability Schools Resources

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
Implement a school wide community building process to include circle time with students in each classroom and Neighborhood Meetings for teachers, TAs and SLPs.				Daily circle time Weekly Neighborhood Meetings	Lesson Plans Meeting Agendas and Minutes	Increased collaborative culture and positive classroom climate	Some Progress Students are participating in classroom circle time and staff attend collaborative Neighborhood Meetings.	Some Progress Students are participating in classroom circle time and staff attend collaborative Neighborhood Meetings as well as cross-Neighborhood meetings with like-classrooms.	Some Progress Collaborative teams are purposefully planning and attending meetings.
Realign teachers and SLPs for improved planning purposes and increased communication, collaboration, and consistency. Teams will consult the following materials and resources: Marzano's HRS book, Restorative practices, CNA data, Collaborative teams that Transform Schools - The Next Step PLC				Collaborative Team meetings 2x a month	Team notes, lesson plans	Improved team efficacy Improved student performance	Some Progress Team planning is taking place with realigned staff groups across Neighborhoods. Neighborhood Team meetings are taking place in addition to the cross-Neighborhood planning times.	Some Progress Team planning continues to tale place with realigned staff groups across Neighborhoods. Neighborhood Team meetings are taking place in addition to the cross-Neighborhood planning times. Instructional Specialist is teaming with the other Early Childhood School	Some Progress Collaborative Teams improved purposeful meeting agendas and outcomes utilizing suggested resources.

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
								Instructional Specialists to share strategies, planning, and restorative practices. This is then communicated with all staff members via email.	

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. (Required Action Steps per HB 283)

STAFF PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	All Year, as the need arises	Survey to be conducted February 2019.	Staff survey indicated no campus safety and security concerns. Administration will continue vigilance in identifying high risk areas.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	All Year, as the need arises	Across campus as needed.	High risk areas will continue to be monitored as needed.
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	All Year, as the need arises		Campus rules/expectations are followed.

STAFF EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	August 2018	Completed in August 2018.	Completed and monitored

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
					throughout the year.

STAFF INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	All Year, as the need arises	Addressed as needed.	Completed and monitored throughout the year.

STUDENT PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	All Year, as new students enroll	Stated and reiterated as needed.	Completed and monitored throughout the year.
Monitor high risk areas.	All staff	Schedule (if necessary)	All Year, as new students enroll	Monitored as needed.	Completed and monitored throughout the year.

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Apply classroom interventions.	All teachers	Code of Conduct/Campus Handbook	All Year, as the need arises	Applied as needed	Completed and monitored

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
					throughout the year.
Employ discipline interventions.	Designated staff	Campus Handbook	All Year, as the need arises	Employed as needed.	Completed and monitored throughout the year.
Conference with parents/students.	Teachers or other staff	Parent Conferences, ARD Meetings	All Year, as the need arises	Conferences held as needed.	Completed and monitored throughout the year.

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.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access.	Parent Liaison	Parent Liaison, Mobile Computer Lab	Beginning of both Fall and Spring Semester	District Mobile Technology Lab available on campus August - October as needed.	District Mobile Technology lab and parent education offered throughout the year.
Communicate information through eNews and through hard copies when internet access Is not available.	Principal	Principal, teachers, school counselor, parent liaison	Monthly	Beaty eNews was published weekly in August and September and subsequently published monthly.	Beaty eNews published and emailed to families and community members each month.
Utilize social media to keep parents and community informed.	Principal	Librarian	Weekly	Librarian posts social media updates regarding campus news and events.	Librarian posts social media updates regarding campus news and events.
Upgrade and maintain the campus website for easy access and increased communication with the community.	Librarian	Librarian	Weekly	Librarian regularly updates campus website.	Librarian regularly updates campus website.
Partner with local community organizations to offer parental programs on a variety of topics (academic, social, etc…).	Principal	School counselor, parent liaison	Monthly	Parent Coffees have been offered as well as promotion of	Parent Coffees have been offered as well as promotion of

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
				PISD parenting workshops.	PISD parenting workshops.
Principal meets with the PTA on a regular basis to gain insight to student/parent needs.	Principal	Principal	Monthly PTA Board Meetings	Principal has met with PTA at organized monthly meetings in addition to informal and impromptu conversations with PTA board members.	Principal has met with PTA at organized monthly meetings in addition to informal and impromptu conversations with PTA board members.
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.	Principal	School Counselor, Parent Liaison, Teachers	August, September 2018	Ready Rosie has been publicized and staff have additionally promoted program with parents at parent-teacher conferences.	Ready Rosie has been publicized and staff have additionally promoted program with parents at parent-teacher conferences.

Transition

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
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 and Student Data	All Year	Staff has attended CMITs on feeder elementary campuses.	Staff has attended CMITs on feeder elementary campuses.
Preschool teachers provide the future kindergarten teacher with children's portfolios or a written record of their learning during preschool.	Instructional Specialist	PK and Kinder Staff Student Data and Portfolios	May 2019	Will be provided in May 2019.	Completed May 2019.
Parent orientations are held to explain the kindergarten program to parents.	Counselor	PK and Kinder Staff Kinder Information	May 2019	Will be held in May 2019.	Completed May 2019
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 2019	Will be utilized in May 2019.	Completed May 2019 as needed.

State Certified Teachers and Highly Qualified Paraprofessionals

The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. by the **Title I Component 4 and 5 Funding source: State and Local**	Professional Learning Department, Curriculum Department, and Campus Administrators	Principal	All year as the need arises	High Quality professional development continues to be provided for all staff members.	High Quality professional development was provided for all staff members