

Plano Independent School District

Beaty Early Childhood School

2019-2020

Accountability Rating: A



Board Approval Date: October 1, 2019

Mission Statement

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

Vision

Beaty Early Childhood School is committed to excellence, dedicated to caring, and powered by learning.

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Comprehensive Needs Assessment

Priority Problem Statements

Problem Statement 1: Constructive feedback on instructional practices is not regularly provided to staff.

Root Cause 1: Current walkthrough data template is not aligned with instructional best practices.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Research based instructional practices to increase student achievement lack consistency across the campus.

Root Cause 2: Campus has not yet established clear expectations for supporting academic and social emotional development of students through non-negotiable best practices.

Problem Statement 2 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Effective Schools Framework data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

Goals

Revised/Approved: August 26, 2019




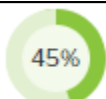
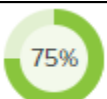
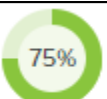
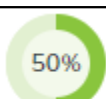
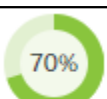
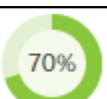
Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 1: We will use the principles of High Reliability Schools (HRS) and the PLC process for the collaborative teams to meet at least once a week and effectively analyze and plan instruction and assessment.

Evaluation Data Source(s) 1: Frequency of collaborative team meetings, common formative assessments, assessments results from demonstrating student growth

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: This Performance Objective will be reevaluated and a determination will be made whether to continue this CPO in the 2020-21 CIP process.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
TEA Priorities Build a foundation of reading and math 1) Created planning teams and planning schedule.	Principal, Instructional Specialist	Student growth on Circle Assessment and common formative assessments			
	Problem Statements: Student Academic Achievement 2				
TEA Priorities Build a foundation of reading and math 2) Staff will attend PK-specific training focused on effective collaborative planning teams.	Principal, Instructional Specialist	Student growth on Circle Assessment and common formative assessments			
	Problem Statements: Student Academic Achievement 2				
TEA Priorities Build a foundation of reading and math 3) Collaborative planning teams will utilize the Collaborative Team Framework and Plano ISD Instructional Model to focus and guide the teaching and learning cycle.	Principal, Instructional Specialist, Special Ed Team Leader	Student growth on Circle Assessment and common formative assessments			
	Problem Statements: Student Academic Achievement 2				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
	<div><div>100%</div><div>= Accomplished</div></div>	<div><div>0%</div><div>= No Progress</div></div>			

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 2: Research based instructional practices to increase student achievement lack consistency across the campus. Root Cause 2: Campus has not yet established clear expectations for supporting academic and social emotional development of students through non-negotiable best practices.

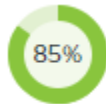


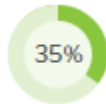





Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 2: Predominant instructional practices throughout the school are known and monitored by ensuring each professional staff member receives at least 3 forms of instructional feedback during the school year.

Evaluation Data Source(s) 2: Classroom walk through data

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: This Performance Objective will be reevaluated and a determination will be made whether to continue this CPO in the 2020-21 CIP process.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
TEA Priorities Recruit, support, retain teachers and principals 1) Create and utilize instructional feedback forms in order to uniformly monitor instructional practices and provide constructive feedback.	Principal, Instructional Specialist	Improved campus instructional practices and effective teaching in every classroom			
	Problem Statements: School Processes & Programs 2				
TEA Priorities Recruit, support, retain teachers and principals 2) Professional staff will utilize PK quality indicator checklist to reflect on their own instructional practices and discuss with administrator 3 times/year.	Principal	Improved campus instructional practices and effective teaching in every classroom			
	Problem Statements: School Processes & Programs 2				
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>					

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Constructive feedback on instructional practices is not regularly provided to staff. Root Cause 2: Current walkthrough data template is not aligned with instructional best practices.

Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

Goal 3: Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.

Goal 4: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Goal 5: Strategic Resource Management: As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

Site Based Improvement Committee

Committee Role	Name	Position
Administrator	Kristen Fislar	Principal
Campus Professional, non-teaching	Sydney Gantzer	Instructional Specialist
District Professional	Heather Schmitt	Assistant Principal
Faculty Member	Emily Fore	Classroom Teacher
Faculty Member	Karina Morales	Counselor
Faculty Member	Amy Rodiles	Classroom Teacher
Faculty Member	Gerry Shows	ESL Specialist
Faculty Member	Mysti Lecrone	Classroom Teacher
Faculty Member, Special Ed	Bridgette Hartley	Special Ed Team Leader
Support Staff Member	Laura Case	School Nurse
Parent, Selected by Principal	Beth McElwain	Parent
Community Representative	Cara Ellis	Community Member
Parent	Kelly Gonzales	Parent
Parent	Ana Carolina Gonzalez Padilla	Parent
Community Representative	Denise Schuyler	Community Member
Business Representative	Brian Fislar	Business Representative
Business Representative	Joe Sosa	Business Representative
Faculty Member	Iffat Zaidi	Classroom Teacher

Addendums

CAMPUS APPENDIX
STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>1. Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> Identify high risk areas Monitor high risk areas Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> Establish recommended intervention strategies for classroom/campus Implement campus referral plan Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> Clearly state student expectations/campus rules/citizenship Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> Explain referral process/contacts Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> Apply classroom interventions Employ discipline interventions Use other intervention strategies as necessary/appropriate Conference with parents/students 	<p>TEC 11.252(a)(3)(E)</p>	<p>Principal</p>	<p>The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>2. Coordinated Health Program Coordinated School Health</p> <ul style="list-style-type: none"> • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • K-8 Include at least one Parent on Campus Wellness Team. • K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> • K-8 Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. 	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>Principal</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> K-5 Ensure students are receiving daily unstructured play during recess. K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> K-8 Monitor attendance of students and follow up on prominent and chronic absences. 			
<p>3. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> 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. Funding source: State and Local 	ESSA	Principal	
<p>4. Parent Involvement</p> <ul style="list-style-type: none"> Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local Utilize social media to keep parents and community informed. Funding source: State and Local PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA 		Principal	