

Plano Independent School District
Beaty Early Childhood School
Campus Improvement Plan
2020-2021



Board Approval Date: October 20, 2020

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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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 Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

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

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

Employee Data

- 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
- T-PESS data

Goals





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 increase the percentage of PreK students scoring at or above 24 on the phonological awareness measure of the Circle Progress Monitoring Assessment from 57% to 59%.

HB3 Goal

Evaluation Data Sources: CLI Progress Monitoring Assessment Phonological Awareness Measure

Summative Evaluation: None

Strategy 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, utilizing the Collaborative Team Framework and Plano ISD Instructional Model. Strategy's Expected Result/Impact: Student growth on Circle Assessment Staff Responsible for Monitoring: Principal, Instructional Specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: Staff will attend PK-specific training focused on improving phonological awareness and reading instructional practices. Strategy's Expected Result/Impact: Student growth on Circle Assessment and common formative assessments Staff Responsible for Monitoring: Principal, Instructional Specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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: We will increase the percentage of PreK students scoring at or above 26 on the math measure of the Circle Progress Monitoring Assessment from 69% to 70%.

HB3 Goal

Evaluation Data Sources: CLI Progress Monitoring Math Measure

Summative Evaluation: None

Strategy 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, utilizing the Collaborative Team Framework and Plano ISD Instructional Model. Strategy's Expected Result/Impact: Student growth on Circle Assessment Staff Responsible for Monitoring: Principal, Instructional Specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: Staff will attend PK-specific training focused on improving instructional practices in the area of math. Strategy's Expected Result/Impact: Student growth on Circle Assessment and common formative assessments Staff Responsible for Monitoring: Principal, Instructional Specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 3: We will increase the percentage of PreK students scoring at or above 55 on the SEL measure of the Circle Progress Monitoring Assessment from 60% to 62%.

Evaluation Data Sources: CLI Progress Monitoring SEL Measure

Summative Evaluation: None

Strategy 1: We will use the Instructional Feedback Form to uniformly monitor and adjust SEL practices in all classrooms, providing each teacher with feedback on social emotional learning implementation at least two times per year. Strategy's Expected Result/Impact: Student growth on Circle Assessment Staff Responsible for Monitoring: Principal, Instructional Specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: Staff will utilize the Pre-K Quality Indicators Checklist in order to uniformly monitor and reflect upon SEL practices and then collaborate with teammates to inform and improve. Strategy's Expected Result/Impact: Student growth on SEL Circle Assessment and common formative assessments Staff Responsible for Monitoring: Principal, Instructional Specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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	Krista Rogers	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	Yadira Navarro	Parent
Community Representative	Cara Ellis	Community Member
Community Representative	Denise Schuyler	Community Member
Business Representative	Brian Fislar	Business Representative
Business Representative	Joe Sosa	Business Representative
Faculty Member	Iffat Zaidi	Classroom Teacher
Parent	Brandi Griffith	Parent

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.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p>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 	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>Coordinated Health Program</p> <p>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 Campuses Only: 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 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> ● 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. ● 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. 		
Principal	<p>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>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 		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none">● 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		
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