

Plano Independent School District

Beaty Early Childhood School

2022-2023 Improvement Plan



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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Effective Schools Framework data

Student Data: Assessments

- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- 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
- 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




Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standards on STAAR/EOC Reading and STAAR Writing from 2022 to 2027.











Performance Objective 1: 75% of students will achieve scoring on-track to approaching standard for English and Spanish Phonological Awareness on Wave 3 of the Circle Assessment.

HB3 Goal

Evaluation Data Sources: Assessment results from CIRCLE on the Phonological Awareness measure

Summative Evaluation: Significant progress made toward meeting Objective



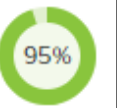
Strategy 1 Details	Formative Reviews		
Strategy 1: Professional staff will attend weekly UbD collaborative team meetings and additional Unit Meetings prior to the beginning of each new instructional unit. Teams will utilize the principals of High Reliability Schools (HRS), the Collaborative Team Framework document, the PISD Instructional Model and new Unpacking Guidelines Organizers in order to plan and create phonological awareness instruction using researched-based practices and strategies. Strategy's Expected Result/Impact: Intentional planning and reflection on the teaching and learning cycle will increase student growth in PA on the CIRCLE assessment. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			








Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will implement the use of a phonemic and phonological awareness curriculum, Heggerty, to provide daily phonological awareness instruction to all students. Strategy's Expected Result/Impact: Intentional instruction with the use of a researched-supported curriculum will increase student learning and understanding of phonological awareness. Staff Responsible for Monitoring: Instructional Specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: We will use a variety of reading materials for improving student progress with Phonological Awareness. These will be utilized for individualized or small group instruction of identified at-risk students. Strategy's Expected Result/Impact: Reading materials will improve student progress with Phonological Awareness. Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Reading materials - 199 State Comp Ed - \$2,740	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2022 to 2027.

Performance Objective 1: 90% of students will achieve scoring on-track to approaching standard for English and Spanish Math on Wave 3 of the Circle Assessment.

- HB3 Goal**
- Evaluation Data Sources:** Assessment results from CIRCLE on the Math measure
- Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1 : Professional staff will attend weekly UbD collaborative meetings and additional Unit Meetings prior to the beginning of each new instructional unit in teams of 5-6. Teams will utilize the principals of High Reliability Schools (HRS), the Collaborative Team Framework document, the PISD Instructional Model and new Unpacking Guidelines Organizers in order to plan and create math instruction using researched-based practices and strategies. Strategy's Expected Result/Impact: Intentional planning and reflection on the teaching and learning cycle will increase student growth in math on the CIRCLE assessment. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			

Strategy 2 Details		Formative Reviews		
Strategy 2: Teachers will implement the use of a newly adopted Math curriculum, Hand2Mind, to provide targeted small group math instruction to all students. Strategy's Expected Result/Impact: Intentional instruction with the use of a researched-supported curriculum will increase student learning and understanding of math concepts. Staff Responsible for Monitoring: Instructional Specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative		
		Nov	Feb	June
				
		 No Progress  Accomplished  Continue/Modify  Discontinue		

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Reading materials		\$2,740.00
Sub-Total					\$2,740.00
Budgeted Fund Source Amount					\$1,830.00
+/- Difference					-\$910.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,062.00
+/- Difference					\$1,062.00
Grand Total Budgeted					\$2,892.00
Grand Total Spent					\$2,740.00
+/- Difference					\$152.00

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
Principal, Executive Director for Student & Family Services	Bullying Staff Prevention <ul style="list-style-type: none"> Identify high risk areas Monitor high risk areas Follow campus rules/expectations Staff Education <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 Staff Intervention <ul style="list-style-type: none"> Establish recommended intervention strategies for classroom/campus Implement campus referral plan Utilize Discipline Management strategies Student Prevention <ul style="list-style-type: none"> Clearly state student expectations/campus rules/citizenship Monitor high risk areas Student Education <ul style="list-style-type: none"> Explain referral process/contacts Anonymous Tip Line Student Intervention <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, District Coordinator K-12 Health and Physical Education, District Health Services	<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. Campus Wellness Plan • 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. 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<ul style="list-style-type: none"> • 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. • 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, Human Resources	<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, Executive Director for Student and Family Services	<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 		

	<ul style="list-style-type: none">• 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		
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