



Early Childhood Development Center 2015-2016 Continuous Improvement

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Staff Approval

Date of Secret Ballot	<u>11/2/2015</u>
Results For	<u>26</u>
Results Against	<u>0</u>

<u>HollyWhite</u>	<u>11/12/2015</u>
Signature	Date

Approved by Superintendent of Schools:

<u>Terry W. Worrell</u>	<u>11/12/15</u>
Signature	Date

Approved by Board of Education:

<u>Jane H. Redding</u>	<u>11/12/15</u>
Signature	Date



<p>Our School's Vision</p>	<p>The Early Childhood Development Center will be a place where students are nurtured, encouraged, and empowered to learn in a developmentally appropriate environment that provides the experience necessary for them to become lifelong learners. Collaborative relationships with families and the community will provide a forum in which to share ideas and create an ongoing cooperative experience.</p>
<p>Our School's Mission</p>	<p>The mission of the Early Child Development Center is to provide an inviting and inclusive school environment that encourages interactive learning between parents and children at home and at school, and that provides the foundation for a successful future.</p>
<p>Core Beliefs</p>	<p>To lead us toward our vision and mission, our school community shares the following core beliefs:</p> <ul style="list-style-type: none">● Every individual is a person of value and deserves to be treated with respect and dignity.● The family is the child's first and most important teacher.● Positive early interactions between home and school help develop a meaningful relationship between parents and professionals.● Children learn through active exploration of their environment.● Positive interactions with adults and peers support children's development and learning.● An inclusive setting is beneficial to children with disabilities as well as children who are typically developing.



Strategic Objectives:
<ul style="list-style-type: none"> ✓ Engage Each Student ✓ Assessment for Learning ✓ Improved Achievement <input type="checkbox"/> Create Opportunities <input type="checkbox"/> Capacity Building

Strategic Focus/Foci:
<ul style="list-style-type: none"> ★ Academic Proficiency Consistent use of Teaching Strategies Gold ★ Assessment

Current Level of Performance:
76% of students met or exceeded growth expectations in mathematics using the Teaching Strategies Gold assessment for 2014-2015.

Annual Goal 1:
Teachers will intentionally plan, implement and assess developmentally appropriate learning activities to enhance children’s mathematical concepts as evidenced by 85% of students meeting or exceeding growth as measured by Teaching Strategies Gold Assessment.

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Staff will implement a uniform system for collecting and reporting assessment data using the Teaching Strategies Gold Assessment tool weekly so that we achieve fidelity of collecting and using this data to drive instruction.	All Staff	Professional Development for fidelity in data input and reporting Teaching Strategies Gold Assessment Online training tool	Holly White Joy Ivan Venise Lawrence-Smith	Professional Development Rosters Students accounted for with data being finalized for fall, winter and spring	Fall, Winter and Spring		



Teachers will meet twice a month during collaborative planning to use Teaching Strategies Gold objectives, to plan so that data is used to drive instruction which will increase student achievement.	All teachers	Teaching Strategies Gold Objectives Coaching to Fidelity, Preschool Edition	Joy Ivan Venise Lawrence-Smith	PLC Minutes	November 4th March 15th June 16		
Teachers who have reached fidelity on Teaching Strategies Gold will mentor the teachers who have not reached fidelity so that each teacher will work towards fidelity which will increase data driven instruction.	All teachers	Teaching Strategies Gold Objectives Coaching to Fidelity, Preschool Edition	Joy Ivan Venise Lawrence-Smith	PLC Minutes Professional Development	Oct 15 - June 16		
Teachers will implement number talks 2 times per week during instruction so that students will increase mathematical knowledge.	All teachers	PD on number talks	Erica Benezra	PLC Minutes Professional Development	January - June 2016		



Strategic Objectives:
<ul style="list-style-type: none"> ✓ Engage Each Student ✓ Assessment for Learning ✓ Improved Achievement <input type="checkbox"/> Create Opportunities <input type="checkbox"/> Capacity Building

Strategic Focus/Foci:
<ul style="list-style-type: none"> ★ 21st century skills (4 C's – communication, collaboration, critical thinking, and problem solving, creativity) ★ Problem-based learning

Current Level of Performance:
<p>100% of preschool classrooms implemented at least 1 project in 2014-2015. A school-wide Project Celebration Night was held at the end of the 2013-2014 school year.</p>

Annual Goal 2:
All Classrooms will continue to implement at least one project during the 2015-2016 school year in order for students to become critical and creative thinkers. Each classroom will include the Outdoor Learning Environment in at least one classroom project. The projects will include Project Based Learning. The projects will take place over an extended period of time, with rigor, relevance, hands on learning and collaboration embedded in each project.

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Staff will participate in a refresher on integrating TS Gold objectives into Project Based Learning so that students will increase problem solving.	All Staff	PLC Review steps of project based learning Horticultural Engineer	Holly White	PD Roster PLC minutes	December 15		



ECDC will partner with Randolph County Partnership for Children, to participate in Shape NC so that staff will receive professional development related to the Outdoor Learning Environment.	All staff	Shape NC PD	Holly White RCPC	PD Roster	Nov 15		
Each classroom will host a project night to present projects to families and guests so that students will have the opportunity to develop language skills in the area of speaking and communication..	All Staff	Project Based Learning for Preschoolers guidelines Project planning notes	Holly White	Parent sign in sheets Pictures from project celebrations.	May 2016		



Strategic Objectives:
<input type="checkbox"/> Engage Each Student <input type="checkbox"/> Assessment for Learning <input type="checkbox"/> Improved Achievement <input type="checkbox"/> Create Opportunities <input checked="" type="checkbox"/> x Capacity Building

Strategic Focus/Foci:
★ *Improved staff recruitment and retention processes

Current Level of Performance:
*ECDC had an unusually high turnover rate in 14-15 *ECDC does not participate in the Teachers Working Conditions Survey

Annual Goal 3:
Identify school climate needs to set baseline data to improve school climate.

Action Steps	Implementation		Monitoring				Completion
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Progress Notes	Date
Use questions from the NC Teacher Working Conditions survey to develop a survey for the staff at ECDC, so that we can determine the school climate needs.	All Staff	Dr. Maerz Dr. Rice	Holly White	Completed survey	November 2015 May 2016		



ECDC Leadership Team will review the survey data so that goals can be developed to address the school climate needs at ECDC.	ECDC Leadership Team	Review of Survey data	Shari Funkhouser	Leadership minutes	Nov. 5, 2015 Dec. 3, 2015 Jan. , 2016 Feb. 4, 2016 March 3, 2016 April 7, 2016 May 5, 2016		
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PBIS School Action Plan			
Task	Who	When	Completion Date
Social Emotional Foundations for Early Learners (SEFEL) leadership team schedules monthly meetings, maintains a Social Emotional Foundations for Early Learners (SEFEL) notebook or electronic folder with meeting agendas, minutes, and documentation of team activities.	Social Emotional Foundations for Early Learners (SEFEL) Leadership Team	Monthly through the 2015-2016 school year.	
Completion of annual School-Wide Social Emotional Foundations for Early Learners (SEFEL) Implementation Plan	Social Emotional Foundations for Early Learners (SEFEL) Leadership Team	September 2015	
Social Emotional Foundations for Early Learners (SEFEL) Professional Learning Community meetings	All preschool staff	Quarterly	



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Compliance Statements		
Healthy Active Children Policy	1. Physical activity is not denied to any student as a means of discipline, nor is physical activity used as a form of punishment.	1. Teacher used other positive behavior supports to achieve desired school norms. Social Emotional Foundations for Early Learners (SEFEL) strategies (an early childhood positive behavior support program) are used.
	2. Each student in this school participates in an average of 150 minutes per week of physical activity and/or physical education.	2. Every classroom has a daily scheduled hour of gross motor time outside or in the multi-purpose room in inclement weather
Pledge of Allegiance	3. Time is scheduled for school-wide recitation of the Pledge of Allegiance.	3. The Pledge of Allegiance is recited daily in individual classrooms
	4. Flags of the United States and North Carolina are displayed in this school.	4. The United States flag is raised each day on the flag pole. There is a United States flag in each classroom.
Duty-free Lunch	5. Every teacher must be provided a duty-free lunch period on a daily basis or as otherwise approved by the school improvement team.	5. Teachers have a scheduled time during nap when they can take their duty free lunch.
Duty-free Instructional Planning	6. Every full-time assigned classroom teacher must be provided duty-free instructional planning time, with the goal of providing an average of at least five hours of planning time per week.	6. Teachers have duty free planning time when children are napping and after students leave at 2:30.
Redundant Reporting Requirements	7. If the continuous improvement team identifies a more expeditious manner of providing information to the board that will eliminate a redundant or unnecessary reporting requirement for teachers at its school, the team may make a written request to the superintendent to eliminate the redundant or unnecessary report.	7. The School Improvement Team will submit any redundant reporting requirements to the superintendent and document their submission in the monthly minutes.



Parent Involvement

Overview: Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents play an integral role in assisting their child’s learning;
 - That parents are encouraged to be actively involved in their child’s education at school; and
 - That parents are full partners in their child’s education and are included, as appropriate in decision making and on advisory committees to assist in the education of their child.
- ESEA Provision (Sec. 9191(23))*

6 Types of Parent Involvement

<p>1. Parenting: Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families.</p>	<ul style="list-style-type: none"> • Family nights will be held 4 times during the school year. There will be an educational component at each family night covering topics related to child development and helping families support their children’s learning. • Staff will participate in discussions and trainings related to working with families during staff development days.
<p>2. Communicating: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</p>	<ul style="list-style-type: none"> • Each classroom sends home a monthly newsletter to inform families about what is going on in their classroom and at school. • Staff will call families using the phone system to remind parents of family nights. Notes will be sent home informing families of family activities and a sticker will be put on their jacket the day of a family activity to remind parents. • All classrooms will implement parent communication system using folders to be sent home daily.
<p>3. Volunteering: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.</p>	<ul style="list-style-type: none"> • ECDC has an open-door policy with parents. They are invited and encouraged to volunteer in their child’s classroom, share a talent, and chaperone on field trips. There are at least four family nights scheduled when parents that are not available during the day can be involved.
<p>4. Learning at Home: Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.</p>	<ul style="list-style-type: none"> • Teachers share learning activities and information to support our curriculum with parents through family nights, activity cards sent home with a book borrowing program, and through our monthly newsletters sent home from each classroom. A school wide newsletter will also be sent home quarterly sharing Positive Behavior Support techniques that can be used at home.



<p>5. Decision-Making: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.</p>	<ul style="list-style-type: none">• A parent will be recruited to serve on the School Leadership Team and on the Social Emotional Foundations for Early Learners (SEFEL) Leadership Team
<p>6. Parenting: Assist families in understanding child and adolescent development, and in setting home conditions that support children as student at each age and grade level. Assist schools in understanding families.</p>	<ul style="list-style-type: none">• ECDC collaborates with the Asheboro Library, Cooperative Extension, Health Department, police and fire department Latino Coalition, YMCA, Social Services, NC Mentor, CDSA, and Randolph Community College, and UNCG. Many of these agencies provide parent education through our parenting classes. RCC and UNCG send students to observe, participate coop classes, and student teaching at our school.

Taken from *School Family and Community Partnerships: Your Handbook for Action* (2nd Edition)



Intervention Plan	
A. Overview	<p>ECDC uses Social-Emotional Foundations of Early Learning (SEFEL), as an early childhood positive behavior support program. This program follows the Response to Intervention pyramid for social emotional issues.</p> <p>ECDC's classrooms are inclusive. Teachers assess student's academic performance on a daily basis using The Creative Curriculum Teaching Strategies Gold assessment system. All students' progress is monitored on a regular basis and strategies for struggling students are naturally embedded within the educational schedule. Teachers communicate regularly with our EC PK Itinerant Teachers and therapists and try suggested strategies. Once strategies have been implemented, if there continues to be a concern the child is referred for further testing and possible placement for exceptional children's services.</p>
B. Target Population	<ul style="list-style-type: none">• Social Emotional Foundations for Early Learners (SEFEL) – students on the top of the pyramid that need a behavior support plan to be developed.• Academic perforce – Students with an IEP and those that show red flags for developmental delays.
C. Measureable Intended Outcome	<ul style="list-style-type: none">• By the end of the school year, 75% of students will demonstrate an increase in 12 key learning objectives on the Teaching Strategies Gold Assessment by at least 2 levels.
D. Description of activities or services to be provided	<ul style="list-style-type: none">• Implementation of a behavior plan if appropriate.• Testing for developmental delays and development of IEP.• Embedded Learning Opportunities of areas of need for children showing signs of struggling.• Conference with parents to share concerns and strategies to be used.
E. Evaluation of Results	<ul style="list-style-type: none">• Teaching Strategies Gold



Leadership Team Members

The following team members collaborated with school staff to develop this Continuous Improvement Plan for our school:

Name	Signature	Role
Holly White		Preschool Coordinator
Shari Funkhouser		Preschool Teacher
Jennifer Carroll		Instructional Assistant
Amber Watts		Preschool Teacher
Tammy Carson		Instructional Assistant



Appendix 1: Current State of the School

Our School Improvement Team has carefully examined the data along with other pertinent information about our school. Together, the members of our Team have reached the following three (or more) significant conclusions about our school and/or our school community. These conclusions may reflect areas of celebration or areas requiring further development/improvement. These conclusions (and the data they are based upon) are a driving force behind our goals for the 2015-2016 school year along with our intervention plan (which follows) for 2015-2016. 1. ECDC successfully completed the National Association for the Education of Young Children (NAEYC) Accreditation renewal process in 2012-2013. Our program received a score of 100% in 9 out of 10 standards and 95% in standard 9 – physical environment. Of the 3 classroom observations 2 got 100% and 1 got 99%. 2. The school attendance average continues to be a big focus for ECDC. The attendance rate during the 14-15 school year was 90%. 3. The Early Childhood Development Center provided one open house and 4 parent nights during 2014-2015. Family Support Services of the Piedmont conducted our parent nights during 2014-2015. We did not see a difference with this additional resource. We plan to use Blackboard Connect to remind parents about parent meetings and hopefully increase participation. 4. Performance Goals and Benchmark Targets from the 2014-2015 CIP were reached.



Appendix 2: School Profile

Historical Ethnicity Information (% of population on 20 th day)	2011-12	2012-13	2013-14	2014-15	2015-16
Black	10	17	10	14	13
Asian	0	1	2	1	2
White	31	24	23	22	36
Hispanic	51	47	52	56	76
American Indian	0	0	0	1	0
2+ Races	8	10	12	6	0
Total Population	91	78	134	131	127

Historical Population (% of Population)	2010-11	2011-12	2012-13	2013-14	2014-15
Even Start	37	3	0	0	0
Smart Start	22	18	18	18	9
Title 1	16	16	16	16	0
Developmental Day	23	29	29	29	29
NCPK	30	43	43	97	97
Exceptional Children	24	29	29	29	29
Free Lunch	106	93	93		109
Reduced Lunch	12	13	12		17

Student Attendance Data	2010-11	2011-12	2012-13	2013-14	2014-15
Average Daily Attendance	80	91	92	90.5	90

Staffing Summary	2010-11	2011-12	2012-13	2013-14	2014-15
Teachers "highly qualified" (classes taught)	6	6	8	7	8
Teachers with advanced degrees	3	3	3	3	2
Teachers with NBPTS Certification	1	1	1	1	1
Teacher Turnover Rate	0	0	2	1	2



Appendix 3: Student Data						
Parent Meeting Attendance	2011-12		2012-2013		2013-2014	
	Attendees	Percentage	Attendees	Percentage	Attendees	Percentage
August	41	25%	49	61%	117	76%
September	46	28%				
October	46	24%				
November	46	15%	41	51%	104	68%
December	25	22%				
January	36	17%				
February	40	24%	52	61%	48	35%
March	41	25%				
April	30	18%				
May	--	--	35	41%	67	44%
June	60	36%	67	78%	125	82%

Dial 4 Data				
Area Scores	3 Year Olds		4 Year Olds	
	Pre-Screening %	Post-Screening %	Pre-Screening %	Post-Screening %
Motor	29.50	44.26	34.62	56.47
Concepts	18.45	35.11	25.93	44.11
Language	15.95	27.74	27.37	43.97
TOTAL	14.73	37.86	26.36	50.67



Teaching Strategies GOLD							
3 Year Old Students							
Measure	Number of Children	# Children Below FALL	# Children Below SPRING	# Children Above/Meeting Annual Growth	Average Annual Growth	Expected Growth Range	Type of Growth
Social-Emotional	10	6	4	8 (80%)	10.5	6 – 23	Meeting
Physical	10	5	3	9 (90%)	6.5	2 – 12	Meeting
Language	10	7	4	7 (70%)	8.3	4 – 18	Meeting
Cognitive	10	7	3	7 (70%)	13.2	6 - 23	Meeting
Literacy	7	5	2	5 (71%)	22	8 – 28	Meeting
Mathematics	10	7	3	6 (60%)	8.4	5 – 17	Meeting
4 Year Old Students							
Social-Emotional	86	30	4	81 (94%)	15.4	6 – 24	Meeting
Physical	87	24	5	86 (99%)	6.9	2 – 12	Meeting
Language	85	27	8	77 (91%)	11.6	5 - 19	Meeting
Cognitive	87	36	8	75 (86%)	16.6	7 – 25	Meeting
Literacy	57	21	2	53 (93%)	26.3	11 – 35	Meeting
Mathematics	69	49	9	66 (96%)	13.4	6 – 20	Meeting

2013-14 Enrollment by Age		
Age	Day 20	Day 160
3 Year Olds	23	25
4 Year Olds	119	114