

# School Improvement Plan

**Plattsmouth School Early Childhood Center** **Date: January, 2015**

**Goal Statement:** Children will demonstrate increased knowledge of phonological awareness by meeting or exceeding widely held expectations (WHE) for language and literacy development on the spring GOLD assessment.

**Alignment to Mission:** Academics  Behavior  Civic Engagement

**Partner Involvement:** Teachers  Students  Staff  Parents  Community

**Essence:**

<p><b>Baseline Data:</b>  <b>2014/15 Fall GOLD Data</b>                  Language &amp; Literacy Areas of Development                  4 Year Olds - 74% within WHE                  3 Year Olds - 70% within WHE  <b>2012-13 Spring GOLD data (4 year olds)</b>                  15a. 34% below WHE, 55% within WHE, 1% above WHE                  15b. 34% below WHE, 55% within WHE, 1% above WHE                  15c. 11% below WHE, 83% within WHE, 4% above WHE</p>	<p><b>Summative Assessments</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; vertical-align: top;"> <p><b>Target- Norm-Referenced Assessments</b>  <b>GOLD Language Area of Development</b>                      Objective 8: Listens to &amp; understands increasingly complex language (and all dimensions)                      Objective 9: Uses language to express thoughts &amp; needs (and all dimensions)                      Objective 10: Uses appropriate conversational and other communication skills (and all dimensions)  <b>GOLD Literacy Area of Development</b>                      Objective 15: Demonstrates phonological awareness (and all dimensions)                      Objective 16: Demonstrates knowledge of the alphabet (and all dimensions)                      Objective 17: Demonstrates knowledge of print and its uses (and all dimensions)                      Objective 18: Comprehends &amp; responds to books &amp; other texts (and all dimensions)                      Objective 19: Demonstrates emergent writing skills (and all dimensions)</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Target- District Assessments</b>                      Same as Norm-referenced assessments</p> </td> </tr> </table>	<p><b>Target- Norm-Referenced Assessments</b>  <b>GOLD Language Area of Development</b>                      Objective 8: Listens to &amp; understands increasingly complex language (and all dimensions)                      Objective 9: Uses language to express thoughts &amp; needs (and all dimensions)                      Objective 10: Uses appropriate conversational and other communication skills (and all dimensions)  <b>GOLD Literacy Area of Development</b>                      Objective 15: Demonstrates phonological awareness (and all dimensions)                      Objective 16: Demonstrates knowledge of the alphabet (and all dimensions)                      Objective 17: Demonstrates knowledge of print and its uses (and all dimensions)                      Objective 18: Comprehends &amp; responds to books &amp; other texts (and all dimensions)                      Objective 19: Demonstrates emergent writing skills (and all dimensions)</p>	<p><b>Target- District Assessments</b>                      Same as Norm-referenced assessments</p>
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**Focus 1:**

<p><b>Intervention:</b>                  1. Classroom teachers plan and implement at least one phonological awareness activity per week (targets would include: recognizing and generating rhyming words, moving sounds around to create new words, and segmenting sounds into words)                  2. Classroom teachers plan and implement at least one interactive read-aloud and one shared reading experience a week.</p>	<p><b>Research Supporting This Intervention:</b>                  Developing phonological awareness, or the awareness of individual sounds and groups of sounds within words, is a critical part to learning to read and write. Elements of phonological awareness include phonemic awareness, rhyme awareness, and recognition of sound similarities. Strategies to build phonological awareness in young children include: recognizing and generating rhyming words, moving sounds around to create new words, and segmenting sounds into words.                   Bennett-Armistead, V., Duke, N., &amp; Moses, A. (2005). <i>Literacy and the youngest learner</i>. New York: Scholastic.</p>
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Activities to implement the intervention including staff development (Staff development activities are in italics)	FORMATIVE Assessments	Timeline Beginning - End	Person(s) Accountable
<p>Classroom teachers plan and implement at least one interactive read-aloud and one shared reading experience a week.</p> <p>Classroom teachers plan and implement at least one phonological awareness activity per week (targets would include: recognizing and generating rhyming words, moving sounds around to create new words, and segmenting sounds into words) - Activity will be recorded in lesson plans and monitored by Education Manager</p> <p>Teachers discuss strategies and activities to address phonological awareness during teacher meetings</p>	<p>GOLD checkpoint data in October, February and May on Language and Literacy Areas of Development</p>	<p>September-May</p>	<p>Classroom Teacher &amp; Education Manager</p> <p>Classroom Teacher &amp; Education Manager</p> <p>Education Manager &amp; Classroom Teachers</p>

# School Improvement Plan

<b>Plattsmouth School Early Childhood Center</b>		<b>Date: January, 2015</b>			
<b>Goal Statement:</b> Children will demonstrate an improved knowledge of number concepts and operations by meeting or exceeding widely held expectations (WHE) for mathematics on the spring GOLD assessment.					
<b>Mission Alignment:</b>	Academics <b>X</b>	Behavior _____	Civic Engagement _____		
<b>Partner Involvement:</b>	Teachers <b>X</b>	Students <b>X</b>	Staff <b>X</b> Parents <b>X</b> Community _____		
<b>Essence:</b>					
<b>Baseline Data:</b> <b>2014/15 Fall GOLD Data</b> Mathematics Area of Development 4 Year Olds - 66% within WHE 3 Year Olds - 70% within WHE <b>2012-13 Spring GOLD Data (4 year olds):</b> 20a. 51% below WHE, 49% within WHE 20b. 33% below WHE, 67% within WHE	<b>Summative Assessments</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> <b>Target- Norm-Referenced Assessments</b>            GOLD Objective 20: Uses number concepts &amp; operations            Dimensions:            20a. Counts            20c. Quantifies            20c. Connects numerals with their quantities            GOLD Objective 21: Explores &amp; describes spatial relationships &amp; shapes            Dimensions:            21a. Understands spatial relationships            21b. Understands shapes            GOLD Objective 22: Compares &amp; measures            GOLD Objective 23: Demonstrates knowledge of patterns         </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> <b>Target- District Assessments</b>            Same as Norm-referenced assessments         </td> </tr> </table>			<b>Target- Norm-Referenced Assessments</b> GOLD Objective 20: Uses number concepts & operations Dimensions: 20a. Counts 20c. Quantifies 20c. Connects numerals with their quantities GOLD Objective 21: Explores & describes spatial relationships & shapes Dimensions: 21a. Understands spatial relationships 21b. Understands shapes GOLD Objective 22: Compares & measures GOLD Objective 23: Demonstrates knowledge of patterns	<b>Target- District Assessments</b> Same as Norm-referenced assessments
<b>Target- Norm-Referenced Assessments</b> GOLD Objective 20: Uses number concepts & operations Dimensions: 20a. Counts 20c. Quantifies 20c. Connects numerals with their quantities GOLD Objective 21: Explores & describes spatial relationships & shapes Dimensions: 21a. Understands spatial relationships 21b. Understands shapes GOLD Objective 22: Compares & measures GOLD Objective 23: Demonstrates knowledge of patterns	<b>Target- District Assessments</b> Same as Norm-referenced assessments				
<b>Focus 1:</b>					
<b>Intervention:</b> Implement explicit teaching strategies that enhance children's acquisition of math vocabulary. Provide opportunities for children to handle objects and work with visual representations throughout their daily routine.	<b>Research Supporting This Intervention:</b> Young children start with only an intuitive or experiential understanding of mathematics. They don't yet have the concepts or the vocabulary they need to use what they intuitively know or to connect their knowledge to school mathematics. The teacher's task is to find out what the young children already understand and help them begin to understand these things mathematically. Young children need many experiences that call on them to relate their knowledge to the vocabulary and conceptual framework of mathematics (Epstein 2007). Teachers should introduce language and vocabulary children will need for mathematics properties, processes, and relationships. Teacher should also utilize literature to introduce and reinforce mathematical vocabulary.  Epstein, A.S. (2007). The intentional teacher: Choosing the best strategies for young children's learning. Washington, DC: NAEYC. The physical environment is a key part of the mathematics program. Teachers need to thoughtfully consider the manipulatives, games, books and other math materials that will help children acquire mathematical skills and concepts as well as how these materials should be organized and placed in the room. The typical day in the preschool classroom should be mathematics rich across the full schedule through the use of intentionally planned experiences based upon learning standards (Copley 2010). Mathematical experiences that are integrated into daily routines should follow a logical sequence, allow for depth and focus, and help children move forward in knowledge and skills (Epstein 2007).  Copley, J.V. (2010). The young child and mathematics, 2nd ed. Reston, VA: National Council of Teachers of Mathematics; and Washington, DC: NAEYC. Epstein, A.S. (2007). The intentional teacher: Choosing the best strategies for young children's learning. Washington, DC: NAEYC.				
<b>Activities to implement the intervention including staff development</b> <i>(Staff development activities are in italics)</i>		<b>FORMATIVE Assessments</b>	<b>Timeline</b> Beginning - End	<b>Person(s) Accountable</b>	
Materials are available (and rotated to maintain interest) that focus on mathematics in classrooms and school shared areas (e.g., hallways, indoor/outdoor play areas, etc.)  Determine common math vocabulary to be taught to all children  Two of the monthly Parent and Child Together (PACT) activities will focus on mathematics		GOLD checkpoint data in October, February and May on Mathematics Area of Development	September - May	Classroom Teachers Education Manager	

# School Improvement Plan

<b>Plattsmouth School Early Childhood Center</b>		<b>Date: January, 2015</b>	
<b>Goal Statement:</b> 80% of enrolled children will be classified as being in the "normal range" as indicated by the Body Mass Index (BMI) by May. The "normal range" is from 6-84% BMI.			
<b>Mission Alignment:</b>		Academics <input checked="" type="checkbox"/>	Behavior <input checked="" type="checkbox"/>
<b>Partner Involvement:</b>		Teachers <input checked="" type="checkbox"/>	Civic Engagement _____ Community _____
<b>Baseline Data:</b>		<b>Summative Assessments</b>	
Heights and weights are collected for each child at least 3 times per school year and this information is used to calculate the percentage of children in the "normal" BMI range.	<b>Target- Norm-Referenced Assessments</b> For 3-5 year olds in center-based settings or other Head Start group experiences, foods served must be high in nutrients and low in fat, sugar, and salt. (1304.23) Parent education activities must include opportunities to assist individual families with food preparation and nutritional skills. (1304.23)	<b>Target- District Assessments</b> Same as Norm-referenced assessments	
<b>Focus 1:</b>			
<b>intervention:</b> 1. Children will receive weekly nutrition lessons for a minimum of 10 minutes per week. 2. Develop a nutrition curriculum to be used in all preschool classrooms 3. Have resources available (nurse, dietician) for teacher support 4. Rotate different nutrition bins through all preschool classrooms so teachers have all necessary supplies 5. Obtain feedback from teachers monthly	<b>Research Supporting This Intervention:</b> The obesity epidemic in the US is affecting preschool-aged children and has nearly tripled over the past 3 decades, from 5% to 14%. (Herman, A., Nelson, B., Teutsch, C., and Chung, P. (2012). Eat healthy, stay active: A coordinated intervention to improve nutrition and physical activity among head start parents, staff and children. American Journal of Health Promotion, 27 (1).) Obesity is most prevalent among children who are socially and economically disadvantaged. (Anderson, S. and Whitaker, R. (2012). Household routines and obesity in US preschool-aged children. Pediatrics. 125:344-348.)		
<b>Activities to implement the intervention including staff development (Staff development activities are in italics)</b>		<b>FORMATIVE Assessments</b>	<b>Timeline Beginning - End</b>
<i>All teachers will receive training on the nutrition curriculum to be used in the classrooms</i>  Health & Nutrition Manager, as well as the Sarpy/Cass Health Department dietician will assist classrooms with implementing curriculum  Health/Nutrition Manager will request monthly feedback from teachers regarding the nutrition bin that they had for that month.  Education Manager will review curriculum weekly to ensure documentation.		Review of classroom curriculums	September - May          
		<b>Person(s) Accountable</b>	
		Health & Nutrition Manager Education Manager	