



Mehlville School District

Individually Focused. Committed to All.

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

**Mehlville Early Childhood
John Cary Early Childhood Center
2017-2018**

August 2017

Overview

CSIP Planning Team:

Administrators: Ann Westbrook

PBIS/Character Education Team: (Universal Team)

Heather Block, Social Worker

Stacy Dick, Occupational Therapist

Erin Amador, ECSE Teacher

Joan Cooper, ECSE Paraprofessional

Sarah Daubach, ECSE Teacher

Samantha Kreidler, ECSE Paraprofessional

Cathy Jackson, ECSE Teacher

Johnna Norton, Physical Therapist

Beth Schlundt, Occupational Therapist

Julie Rouse, ECSE Paraprofessional

Trisha Harris, ECSE Paraprofessional

Ashley Manzo, ECSE Paraprofessional

Brynn Belle Isle, ECSE Paraprofessional

Laura Wagner, ECSE Teacher

Student Achievement Team (Academic Achievement/Curriculum & PD Team)

Linda Wingbermuehle, EC Teacher

Laura Sebastian, ECSE Paraprofessional

Robyn Christopher, ECSE Paraprofessional

Lynn Nichols, Speech and Language Pathologist

Devon Drikow, EC Teacher

Robin Olive, ECSE Teacher
Karen Colombo, ECSE Teacher
Kathy Stremlau, ECSE Teacher
Karen Morris, ECSE Teacher
Kari Hof, ECSE Paraprofessional
Valerie Buckley, Speech and Language Pathologist

Professional Development Representatives:

Beth Schlundt
Valerie Buckley

Mission

Mehlville Early Childhood...in partnership with families and community to provide an educational foundation for children.

Our Vision

Where lifelong learning begins.

Program/Building Goals

1. **STUDENT PREPARATION** -Every student will demonstrate the knowledge and skills necessary to perform at the next level. Increase kindergarten readiness skills and data based knowledge and decision making in order to improve services and outcomes for young children.
2. **TEACHER SUPPORT** -The district systems work to assist teachers in their work to build a rigorous engaged culture for each of their students. Maintain PBIS universal systems, continue the development of targeted interventions, collaborate and learn about the MELS and the new EC curriculum.
3. **EFFECTIVE & EFFICIENT** -A balanced use of resources to support the learning of every student.

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN
GOALS, OBJECTIVES AND STRATEGIES

Goal #1: Student Preparation: Every student will demonstrate the knowledge and skills necessary to perform at the next level.

Objective: Increase kindergarten readiness skills and data based knowledge and decision making in order to improve services and outcomes for young children. Demonstrate an increase in kindergarten readiness skills, measured by students receiving a score of 2 or 3 on the P4 Report Cards in May 2018.

Baseline: Report Card data from November 2017.

NO	ACTION STEP	RESPONSIBILITY	DATA SOURCE	DATE SPAN	M	P	N
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1.	Conduct professional development on the Missouri Early Learning Standards and the new Mehlville Early Childhood curriculum and report card that aligns with the Mehlville School District	Administrator, Curriculum/Student Achievement Team	PD time MO Early Learning Standards SIS report card	First semester 2017			

2.	Continue to monitor student social emotional behavior and progress by utilizing the Early Screening Project (ESP) three times a year in order to identify internalizing and externalizing behaviors to plan supports and interventions	Administrator, Heather, Stacy, Staff Teams	PD time Paper or online version of ESP	Throughout 2017-18 school year			
3.	Continue to communicate with home elementary schools on their students entering kindergarten through IEP transition meetings, kindergarten transition information forms, meetings with the School Psychological Examiner and Social Worker, and fall check-ins on students receiving EC supports	Administrator, Social Worker, School Psychological Examiner, Teachers and Case Managers	IEP transition meeting time, kindergarten transition information forms, cumulative files	Throughout the 2017-18 school year			
4.	Continue a variety of classroom settings (year two of implementation) with slight modifications from last school year in order to support student needs, such as a larger General Education setting, a Tier 1 and Tier 2 room for ASD, and a therapeutic preschool classroom for students with mobility and motor needs <ul style="list-style-type: none"> ● larger general education setting with peers who have attended one year of preschool ● larger general education setting with peers who are enrolled 4 days per week ● Tier 2 AM classroom to have older peer models who are enrolled 4 days per week ● Tier 2 PM classroom to have peer models who are enrolled 4 days per week and have attended one year of preschool 	Administrator, Teachers, Case Managers, Diagnostic Team	Diagnostic Evaluations, observations by Autism/Behavioral Consultant, teacher input, parent input, therapist input, ESDM checklists	First semester 2017			

5.	Continue to monitor student progress on curriculum objectives by reporting on Power Standards through the Report Card three times a year in order to identify students in need of supports and interventions	Teachers, paraprofessionals	Time to input data, access to the online SIS tool	Throughout the 2017-18 school year			
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COMPREHENSIVE SCHOOL IMPROVEMENT PLAN
GOALS, OBJECTIVES AND STRATEGIES

Goal #2: Teacher Support - The district systems work to assist teachers in their work to build a rigorous engaged culture for each of their students.

Objective: Maintain PBIS universal systems, continue the development of targeted interventions, collaborate and learn about the MELS and the new EC curriculum. Demonstrate an increase in students receiving a score of 3 in Personal and Social Development on the Report Cards in May 2018 and a decrease in students receiving Tier 3 services (as indicated by the ESP in March 2018) by the end of the school year.

Baseline: Report Card data in the area of Personal and Social Development from November 2017 and ESP ranking scores from September 2017.

NO	ACTION STEP	RESPONSIBILITY	DATA SOURCE	DATE SPAN	M	P	N
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1.	Continue development of Tier 3: clarification team, consistent data, staff training and use of Functional Behavior Assessments as a Tier 3 Intervention	Administrator, Heather, Stacy, Tier 3 team	PD time Time for Tier 3 meetings Trainings	Throughout 2017-18 school year			

2.	Provide opportunities to study current ECSE topics, strategies, and their use in the early childhood classroom, such as Reggio Emilia, STEM, ESDM, Behavior Interventions and Supports	EC staff, Administrator, Therapists,	PD Time, materials for in-house trainings, funds for outside workshops	Throughout 2017-18 school year			
3.	Provide opportunities for staff to learn about the Missouri Early Learning Standards, curriculum benchmarks and objectives, and approaches to teaching in Early Childhood	Administrator, Curriculum/Student Achievement Team, Teacher Leaders	PD time MO Early Learning Standards Report Card PD presenters	Throughout 2017-18 school year			
4.	Continue to report the Early Childhood Outcome data to the State Department on students who have been participating in Special Education for six months or longer and are exiting the program	Case managers, Diagnostic OT, Administrator	Time to fill out ECO rating scales, ECO decision tree and explanation info,	May 2018			

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN
GOALS, OBJECTIVES AND STRATEGIES

Goal #3: Effective and Efficient: A balanced use of resources to support the learning of every student.

Objective: Mehlville Early Childhood will make the best of its resources and materials to support the learning needs of each student by demonstrating a decrease in electricity and paper usage at the building level.

Baseline: Building electricity data from May 2017 and paper order from 2016-17.

NO	ACTION STEP	RESPONSIBILITY	DATA SOURCE	DATE SPAN	M	P	N
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1.	Decrease electricity usage at John Cary Early Childhood by turning off the lights when staff or students are not present in the rooms	All staff members	data from Central Office on electricity usage per building from the 2016-17 school year and 2017-18 school year	Throughout 2017-18 school year			

2.	Decrease paper usage at John Cary Early Childhood center by utilizing the district Print Shop services, picking up copies from the copier, and recycling paper	All staff members	paper order comparison from 2016-17 and 2017-18	Throughout the 2017-18 school year			
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Professional Development Days 2017-18

Type of PD session (all PD sessions held at John Cary EC Center)	Date	Meeting Time	Tentative Topics
District Full Day	Friday, August 11	8:00-3:00	New EC Curriculum and rubrics - Sarah Fahrner Ed Camp topics in PM: <ul style="list-style-type: none"> • Motor Groups • Sensory Supports • Early Start Denver Model • Special Education Paperwork • Positive Behavior Interventions and Supports • Reggio Emilia Constructivist Approach • High & Low Tech Assistive Technology and Augmentative Communication
District PD/Workday	Monday, August 14	8:00-11:00	SIS report cards - Sadie Lewis PLAN BREAKOUT SESSIONS
Building Based PD	Wednesday, August 30	12:00-3:00	Curriculum: Physical Development, Health & Safety & Science Curriculum Rubrics Talent Ed - Educator Growth Plan & how to access the program for PBTE observations Building Safety Procedures Review Special Education Compliance Review
Building Based PD	Wednesday, Sept. 27	12:00-3:00	Heimlich Heroes - Nurse Jen ESP Ranking BIP training - Tier 3 team
Building Based	Wednesday,	12:00-	PBIS Night Service Learning ?

PD	October 25	3:00	<u>BREAKOUT SESSIONS</u> <ul style="list-style-type: none"> ● Behavior Team: ESDM Book Study ● SLPs: Professional Topics and Caseload Management ● OT/PT: Food Groups and Picky Eating Overview ● Diagnostics: St. Louis Diagnostic Coalition meeting ● Teachers/Paras: Already Ready book discussion, curriculum check-in, SLO groups check-in ● Social Work: Book Study - the Gardener & the Carpenter ● Assistive Technology: Assistive Technology book study - AT Professional Exam
District PD/Workday	Tuesday, November 7	8:00-11:00	Assistive Technology - Sarah V SIS input review - Sadie Lewis <u>BREAKOUT SESSIONS</u> <ul style="list-style-type: none"> ● Behavior Team: ESDM Book Study ● SLPs: Material Sharing & Case Studies ● OT/PT: Food Groups and Safe Eating Guidelines ● Diagnostics: Play Based Testing Kit Arrangement ● Teachers/Paras: Already Ready book discussion, curriculum check-in, SLO groups check-in ● Social Work: Book Study - the Gardener & the Carpenter ● Assistive Technology: Assistive Technology book study - AT Professional Exam
Building Based PD	Wednesday, November 29	12:00-3:00	Already Ready - Julie Paur
District PD/Workday	Friday, January 5	8:00-11:00	K transition NOM creation time <u>BREAKOUT SESSIONS</u> <ul style="list-style-type: none"> ● Behavior Team: Share ASD Conference Information ● SLPs: Treatment Strategies, tips & tricks for Apraxia and

			<p>Phonological Processes</p> <ul style="list-style-type: none"> ● OT/PT: Nature Informed Therapy Techniques DVD Seminar ● Diagnostics: Play Based Testing Kit Arrangement ● Teachers/Paras: Already Ready book discussion, curriculum check-in, SLO groups check-in ● Social Work: Book Study - the Gardener & the Carpenter ● Assistive Technology: Assistive Technology book study - AT Professional Exam
Building Based PD	Wednesday, January 31	8:00-11:00	<p>ESP Ranking SIS input review</p> <p><u>BREAKOUT SESSIONS</u></p> <ul style="list-style-type: none"> ● Behavior Team: ESDM Book Study ● SLPs: CEU Video on TBD ● OT/PT: Nature Informed Therapy Techniques ● Diagnostics: Review New Testing Kits ● Teachers/Paras: Already Ready book discussion, curriculum check-in, SLO groups check-in ● Social Work: Book Study - the Gardener & the Carpenter ● Assistive Technology: Assistive Technology book study - AT Professional Exam
Building Based PD	Wednesday, February 28	8:00-11:00	<p>Behavior Presentation from LUME</p> <p><u>BREAKOUT SESSIONS</u></p> <ul style="list-style-type: none"> ● Behavior Team: ESDM Book Study ● SLPs: Social Thinking Free Webinar Video ● OT/PT: Handwriting Without Tears Overview ● Diagnostics: Review Eligibility Criteria ● Teachers/Paras: Already Ready book discussion, curriculum check-in, SLO groups check-in ● Social Work: Book Study - the Gardener & the Carpenter ● Assistive Technology: Assistive Technology book study -

			AT Professional Exam
Building Based PD	Wednesday, March 21	8:00-11:00	<p><u>BREAKOUT SESSIONS</u></p> <ul style="list-style-type: none"> ● Behavior Team: Video “Life in Animation” ● SLPs: Social Thinking Book Study, Thinking About You Thinking About Me ● OT/PT: Equipment Review - Representative to present ● Diagnostics: Speech and Language Assessment in Multicultural Populations Webinar ● Teachers/Paras: Already Ready book discussion, curriculum check-in, SLO groups check-in ● Social Work: Book Study - the Gardener & the Carpenter ● Assistive Technology: Assistive Technology book study - AT Professional Exam
District PD/Workday	Tuesday, April 3	8:00-11:00	<p>Sign language presentation</p> <p><u>BREAKOUT SESSIONS</u></p> <ul style="list-style-type: none"> ● Behavior Team: Video “Life in Animation” ● SLPs: Material Sharing & Case Studies ● OT/PT: Discuss material and therapy techniques ● Diagnostics: St. Louis Diagnostic Coalition meeting ● Teachers/Paras: Already Ready book discussion, curriculum check-in, SLO groups check-in ● Social Work: Book Study - the Gardener & the Carpenter ● Assistive Technology: Assistive Technology book study - AT Professional Exam
Building Based PD	Wednesday, April 25	8:00-11:00	<p>ESP Ranking SIS input review</p> <p><u>BREAKOUT SESSIONS</u></p> <ul style="list-style-type: none"> ● Behavior Team: Discuss classrooms for the following year ● SLPs: End of year case management topics, case studies

			<ul style="list-style-type: none">● OT/PT: Case management and diagnosis review● Diagnostics: Webinar on Diagnostics iPad use in assessment● Teachers/Paras: Already Ready book discussion, curriculum check-in, SLO groups check-in● Social Work: Book Study - the Gardener & the Carpenter● Assistive Technology: Assistive Technology book study - AT Professional Exam
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