Sherman Independent School District

Fred Douglass Early Childhood Center

2023-2024 Improvement Plan

Mission Statement

The mission of Fred Douglass Early Childhood Center is to ensure that every child is given the opportunity to be a part of a positive and nurturing environment that fosters social, emotional and cognitive development.

Vision

FDECC is a "PAWS"itive place to

DREAM

of a bright future

BELIEVE

in yourself and others

ACHIEVE

your highest potential!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Fred Douglass Early Childhood Center is one of the Early Childhood campuses in Sherman ISD. We serve PreK Students, Head Start and ECSE students. The majority of our students are 4 year olds, unless they are in Special Education or in Head Start, then they may be 3.

We serve 216 students: 38 are Early Childhood Education Students, 158 are Pre-Kindergarten Students, 20 students are walk on speech or in the process of being evaluated. Our ethnicity distribution is as follows: African American 20, Hispanic 149, White 32, Asian 7, American Indian or Alaska Native 0, Pacific Islander 0, Two or more races 8. The socio-economic status of our students are: Economically Disadvantaged 82%, Non-Economically Disadvantaged 18%.

There are 6 Bilingual PreK Classes, 5 PreK Classes, 3 Head Start Classes, 1 FALS/ECSE Classes, and 1 Deaf Ed Class. All classes are full day. We have a PE teacher for all students. We have teacher assistants. Out of the 19 Assistants, 1 is a Chin Interpreter, 1 is a Deaf Ed Interpreter and 8 are Bilingual Assistants. We also have a full time RN, Instructional Coach/Digital Learning Specialist, Speech Assistant and a Library Associate. We share a Counselor, Assistant Principal and Diagnostician with the other EC campus, Perrin Early Childhood Center.

Demographics Strengths

 We have one Chin Interpreter to help with our Burmese Population. She is pulled throughout the district to help all other campuses with interpreting for nurse's, ARDS, parent teacher conferences, truancy court and hearings.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Dawt Sung is pulled throughout the district to help various staff with interpreting for the Burmese students, which leaves the teacher without an assistant. **Root Cause:** Lack of staff to interpret for the Burmese population.

Student Learning

Student Learning Summary

All PreK 4-year-old students are tested in CLI Engage CIRCLE Pre-K Progress Monitoring in 3 Waves - BOY, MOY and EOY. Last year's data showed that from Wave 1 to Wave 3 in Math there was a 26% increase in students who scored on target. From Wave 1 to Wave 3 in Alphabet Knowledge there was a 41% increase in students who scored on target. In the same time frames, Vocabulary Acquistion showed a 17% increase in students who scored on target.

FALS Classes use Brigance testing, assessing at the BOY and EOY.

Student Learning Strengths

Growth in Math and Reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: One Bilingual Class and one ECSE Class with a DOI Teacher   **Root Cause:** Lack of certified teachers in bilingual and special education.

School Processes & Programs

School Processes & Programs Summary

Frog Street Curriculum is used by all PreK at FDECC for our main curriculum.   The FALS classes are using Attainment for their curriculum.

Provide Pre-K professional development in line with the PRE-K guidelines. PLC's that focus on what students are learning, where gaps exist in student outcomes, and how to differentiate for struggling students, as well as those exceeding expectations. PLC work is always drive by student outcomes named in the PreK Guidelines.

NOW 4 Forever Training was attended by all PreK Teachers in July. This training was completed in order to cover their 15 hours required by the State of Texas for HQ PreK.

Fred Douglass/SISD is a part of the Region 10 Pre-K Coop. Because of this co-op, FDECC Staff can attend various trainings for no cost or at a reduced price. These trainings are specific and appropriate for our Early Childhood program.

School Processes & Programs Strengths

Guaranteed and Viable Curriculum with Frog Street.

Priority Problem Statements

Goals

Goal 1: Sherman ISD will hire, train and retain high-quality personnel in a supportive working environment.

Performance Objective 1: Ongoing support and professional development opportunities will be provided to all teaching staff related to the school wide model expectations of instructional practices through high performing collaborative PLC's

    Evaluation Data Sources: Notes and sign in sheets from weekly PLC meetings

Strategy 1 Details		Reviews			
Strategy 1: Make a Difference Training with all staff on 9/1/23		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase instructional tool box of all staff with conscious discipline. **Staff Responsible for Monitoring:** Principal		**Dec**	**Mar**	**May**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Goal 2: Sherman ISD will demonstrate positive and proactive leadership that inspires teamwork and collaboration.

Performance Objective 1: 100% of faculty will participate in Shine Squads to continue to build positive relationships.

    Evaluation Data Sources: End of year staff survey

Strategy 1 Details				Reviews			

Strategy 1: Group all staff into a Shine Squad group in order to get to know staff across the building. Team Building with all shine squads across the year.
    Strategy's Expected Result/Impact: Improve team work and getting to know all staff.
    Staff Responsible for Monitoring: Principal
				Formative			**Summative**

				Dec	Mar	May	June
0% No Progress		Accomplished		Continue/Modify		Discontinue	

Goal 2: Sherman ISD will demonstrate positive and proactive leadership that inspires teamwork and collaboration.

Performance Objective 2: Leadership team will have a retreat to plan for the coming year.

    Evaluation Data Sources: Feedback from leadership team who attended the retreat.

Strategy 1 Details			Reviews			
Strategy 1: Retreat for leadership team.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Planning for the new year!			**Dec**	**Mar**	**May**	**June**
Staff Responsible for Monitoring: Principal						
0% No Progress	100% Accomplished	Continue/Modify	Discontinue			

Goal 3: Sherman ISD will provide a high-quality curriculum, research-based instructional practices and resources to ensure progress in student achievement.

Performance Objective 1: The 2023-2024 Circle Data will show overall growth from the beginning to the end of the year.

> **Evaluation Data Sources:** Circle Data from Beginning, Middle and End of Year

Goal 4: Sherman ISD will continue to integrate instructional technology in classrooms at all campuses and grade levels.

Performance Objective 1: Teacher will use ABC Mouse from Frog Street Press Curriculum, Seesaw learning activities to enhance classroom instruction.

    Evaluation Data Sources: Age of Learning to track ABC Mouse usage. Seesaw Analytics to see how often it is being used by teachers.

Goal 5: Sherman ISD will address the diverse needs of students to maximize their academic achievements.

Performance Objective 1: The 2023-2024 Discipline Data will reflect 5% or more decline in students being referred.

    Evaluation Data Sources: Google Doc of Behavior Data

Goal 6: Sherman ISD will empower, engage and equip students for success in a diverse and complex world.

Performance Objective 1: The Counselor will have small groups with children who are struggling with behavior .

    Evaluation Data Sources: Calendar and data from groups.

Goal 7: Sherman ISD will develop a balanced annual budget and maximize resources that are needed to achieve district priorities.

Goal 8: Sherman ISD will continue to monitor and plan for district facility needs.

Goal 9: Sherman ISD will engage all stakeholder groups to enhance educational experiences for students.

Performance Objective 1: Students and parents will have the opportunity to participate in Family Engagement Activities throughout the year.

    Evaluation Data Sources: Sign In Sheets for all activities

Strategy 1 Details				Reviews			
Strategy 1: Multicultural Parade, Literacy for Littles, Monster Math Night, ABC Bootcamp, Perfect Attendance Breakfast for families at end of each 9 weeks, Fall Festival, Facebook Live Bingo, A Night at the Art Museum, A Love for Reading Challenge, Family Game Night, Family Preschool P.R.O.M.M.				**Formative**			**Summative**
				Dec	**Mar**	**May**	**June**
Staff Responsible for Monitoring: Principal, leaders of each activity							
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue				

Goal 9: Sherman ISD will engage all stakeholder groups to enhance educational experiences for students.

Performance Objective 2: All 4 year old Pre Kindergarten students will participate in a Kindergarten Transition Activity

Evaluation Data Sources: Student Attendance Roster
Parent Sign In Sheet

Strategy 1 Details			Reviews			
Strategy 1: Kindergarten Transition Meeting with parents of PreK Students going on to Kindergarten in 23-24 year.			**Formative**			**Summative**
Staff Responsible for Monitoring: Principal			**Dec**	**Mar**	**May**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue			

Campus Improvement Team

Committee Role	Name	Position
Administrator	Deloris Dowell	Principal
Administrator	Marla Hooker	Assistant Principal
Community Representative	Ginger White	Community Representative
Parent	Maria "Cristina" Jones	Parent
Classroom Teacher	Jennifer Benedict	Teacher
Classroom Teacher	Shann Schubert	Teacher
Classroom Teacher	Alee McKinney	Teacher
Classroom Teacher	Melesa Stewart	Teacher
Library Associate	Liliana Porras	Library Associate
Nurse	Kristi Peters	Nurse
Counselor	Tracy Lucas	Counselor
District-level Professional	Jill O'Neal	HR Director
Business Representative	James Johnson	Business Representative
Business Representative	Sara Tarvin	Business Representative
Classroom Teacher	Sandy Garbacik	Teacher
Classroom Teacher	Pablo Aleman	Teacher
Classroom Teacher	Jacquelyn Hernandez	Teacher
Community Representative	Angela Bennett	Community Representative
Classroom Teacher	Laura Branton	Teacher
Parent	Kim Smith	Parent