

Thompson Early Childhood Center

2012-2015 Strategic Plan Summative Results

James Lanier - Principal

School Vision: To build a foundation for life-long learning

School Mission: To meet the developmental, educational and social needs of all students and families

School Purpose: To provide for the educational and social needs of students while preparing them for a successful school year.

Goals: 5 Bullets per goal; 3 data-driven, 2 General (we will remove this reminder before publishing)

Goal 1: *Thompson Early Childhood Center students will be globally competitive through the mastery of a relevant and rigorous curriculum.*

- Over the course of the 2012-2015 Strategic Plan, the program transitioned Exceptional Children, Title I and Head Start children all to TS Gold child assessment and monitoring system, which is aligned with the Creative Curriculum, while phasing out the Brigance (EC) assessment and monitoring system based on the data collected by Exceptional Children's teachers reviews of both systems ability to accurately reflect child progress.
- Teacher lesson plans were turned in weekly to the Education Specialist assigned to each individual class and reviewed for accuracy in checking for high quality, differentiated instruction across the curriculum, resulting in continuous growth shown in child outcomes reporting.
- Monitoring for continuous growth in child outcomes came from: TS Gold Reports, checked three times during the school year, while holding parent, teacher, child conferences three times a year, home visits twice, and monthly parent committee and classroom activities held.
- Thompson Early Childhood faculty and staff were monitored through administrative evaluations formal and informal, while classroom observations were conducted.
- The blended classrooms showed continuous growth through the planning period of 2012 to 2015 in academic successes, as well as health and safety, monitored through safety monitoring tools, classroom monitoring tools and monthly Professional Learning Communities led by Teachers, and Education Specialists

Goal 2: *Thompson Early Childhood Center students will be led by creative, passionate, and technologically skilled professionals.*

- During the 2012 -2015 Strategic Plan, Thompson Early Childhood Classrooms have received laptops, i-pads and Hatch curriculum based technology software for an additional i-pad utilized by students as well. Several classrooms received Smart Boards or Promethean boards. All supporting the ability to better document child growth for better outcomes.
- Through the use of technology in the preschool classroom, we were able to see a much further reaching ability to provide a high quality differentiated instructional environment in the preschool classroom.
- All Thompson Early Childhood Classroom Teachers and Instructional Assistants were to maintain their classroom specific website to keep Parents informed and active in their

child's academic growth. These websites were monitored by a technology site administrator, along with Thompson Administration.

- Teachers and Instructional Assistant met weekly to plan within their Professional Learning Communities, and share new ideas and uses for technology. Education Specialists facilitated one Professional Learning Community Meeting a month for updates from teachers on student successes or needs and for Education Specialists to share updates with teachers.
- Exceptional Children's Staff and Coordinator were asked to participate in Professional developments once a month to provide for a more unified and blended professional development, several times utilizing the Onslow View.

Goal 3: *Thompson Early Childhood Center students will learn in a safe and civil environment to be ethical, healthy and productive citizens.*

- Thompson Preschool Students had the opportunity several times a year to learn about Bus Safety, documented in lesson plans, while also having the unique opportunity to meet Buster the Bus for a live animated bus safety learning experience. Also, documented as a safety training by monitoring tools and lesson plans.
- Social Emotional Foundations of Early Learning is a 5 year grant that Thompson is currently in year three of focusing on preventing, identifying and working with challenging behaviors in the preschool child, aligned directly with the North Carolina Foundations for Early Learning. Behavior percentages over three years are as follows: 5% year one, down to 3% year two, & this current year down to 1.59%.
- Thompson's School Nurse and Family Specialist monitor child physicals for BMI's as set by state and federal guidelines and notifies parents of purpose and any needs or concerns. This data allows for Thompson's preschool cafeteria managers and classrooms to monitor and maintain healthy nutritious meals and snacks. Physical activity, gross motor, play is also monitored to meet required child care licensing time requirements.
- The emotional and social well-being of our students was a focus of instruction, monitored in lesson plans, through SEFEL, Instructional Intervention processes, Second Step, onsite mental health specialist and providing assembly opportunities with Eddie Eagle, and Officer Friendly.
- Thompson Early Childhood promotes community involvement through having our Community Helpers Parade, Rocking Readers, Bear Buddy's reading, and creating partnerships with our community through the help of our Family Specialists, resulting in an active participation from parents and community partners alike.

Goal 4: *Leadership will foster innovation at Thompson Early Childhood Center in cooperation with families and community partners.*

- Through the creation of Community Partnerships by Administration and Family Specialists, Thompson Early Childhood has opened its doors to the Rocking Reader program, Bear Buddy Program, Classroom without walls and Special Olympics providing opportunities for Thompson Preschoolers to become involved and knowledgeable about their home, Onslow County. Through the Head Start program, Head Start families are documented as participants utilizing "in-kind" forms shown in Child Plus.
- Monthly Policy Council Meetings are held comprised of School Board members, Community Partner Representatives, Parents of preschool children, along with preschool administration, and staff resulting in a collaborative effort to provide the best opportunities educationally and civically for parents and preschoolers alike.

- Parents, Community Partners, Staff, and Administration of Thompson Early Childhood conduct an annual self-assessment as part of the Head Start Grant requirement that allows for stakeholders in the Preschool Classrooms and environment to have input on all aspects of the program and its leaders. This information is formally submitted to the Office of Head Start annually and acted upon at the site level.
- Thompson Early Childhood Center has grown parent, community and male involvement, more specifically over the 2012 – 2015 time line through the use of two Family Specialist and a Family and Community Partnership advisor.
- Classroom Field-trips are documented in lesson plans and are curriculum driven directly tied to a unit theme. Opportunities have grown to be able to expand the number of yearly field trips as well as having visitors come to our site and share with our preschoolers, through making community connections and more parent involvement.

Goal 5: Thompson Early Childhood Center will be supported by effective and efficient processes and systems.

- During the 2012-2015 Strategic Planning Thompson Early Childhood has acquired a new school sign, building renovations to support program growth and campus wide beautification.
- Thompson Early Childhood Center has received outstanding district level support that includes, but not limited to, Instructional Technology support, (IT), a Digital Learning Facilitator, (DLF), Maintenance, Grounds upkeep regularly, Transportation and Executive Staff support to include Mr. Stout and Dr. Eason.
- Utilization of the Onslow View System has become a useful tool to help reach all preschool sites across Onslow County from the hub of Thompson Early Childhood Center, resulting in more efficient time management and professional development opportunities.
- All Classrooms have and utilize computers, laptops, i-pads and several have Promethean Boards that enhance day to day learning of preschool children as documented in weekly lesson plans and monthly monitoring tools.
- Teachers and Instructional Assistants maintain current and up to date classroom announcements and activities through classroom websites, monthly newsletters, monthly parent meetings and activities, on-site, as well as weekly communication logs. All information is documented and maintained by administration, Education Specialists, and Family Specialists.

Overall Successes

The overall success of Thompson Early Childhood in review of the 2012-2015 Strategic Plan, directly correlates with the strong advocacy for the preschool program that we receive from the Onslow County Instructional Support Staff and Superintendents office. Over the 2012-2015 Strategic Planning years, Thompson Early Childhood has grown academically, technologically, and civically as seen through a compilation of data and the actual successes of our preschool students, moving forward in their educational careers.

Parent support and Community Partnerships successes are also reflected in the growth of the Preschool program here at Thompson Early Childhood Center. Administration, Family Specialists, Education Specialists and our Mental Health Specialist have all played a role over the course of the last three years to

take a blended program of Exceptional Children, Title I, and Head Start classrooms that continue to have outstanding ratings with the Office of Head Start from formal reviews of the program, to being a five star rated child care licensed facility, by the State of North Carolina.

Continued and Necessary Next Steps

Continued and Necessary next steps will consist of:

- Maintaining the Head Start Grant Requirements
- Maintaining Child-Care Licensing rating of Five Stars
- Maintaining a teaching staff of Highly Qualified Teachers and Instructional Assistants with an Associates in Early Childhood.
- Implementation of a longitudinal study to follow students through second grade.