

Excellence in Education

Thompson Early Childhood Center
Strategic Plan
2015-2018



Thompson Early Childhood Center

Vision, Mission, & Purpose

2015-2016

Vision Statement

To build a foundation for life-long learning

Mission Statement

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

Belief Statement

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

School Motto

Children learn through discovery and a stimulating environment.



School Administration

James Lanier, Principal/ Director

Of

Thompson Early Childhood Center

2015 – 2016

Stacey Conway/ Assistant Director TECC 2015 – 2016

Thompson Early Childhood Center

Principal's Message

On behalf of the faculty and staff at Thompson Early Childhood Center, welcome to our school. Thompson Early Childhood Center is a highly collaborative learning community where each child grows academically, socially, and emotionally in a safe, stimulating environment. Our commitment to serve children and families remains as strong today as it was when the school was opened in 1941. At Thompson Early Childhood Center we strive to instill a love for learning in our children as well as to provide enriching and engaging real life experiences that bridge the gap between school and community for both students and staff.

Thompson Early Childhood Center supports the Onslow County Vision of "Excellence in Education". We seek to prepare our students for Kindergarten through a variety of developmentally appropriate learning activities. Play is the work of a child and toys are the tools for learning. Through play, children learn about their world, themselves, and others. The most important role that play has is to help children be active, make choices, and to practice actions until there is mastery. Thompson has a dedicated staff whose focus is on the individual child's strengths and needs. We strive to make our students' first experience in school successful and rewarding.

Thompson is often referred to as "the happiest little place on earth." We invite you to visit us in our historic building in the heart of downtown Jacksonville. You will see that this old building comes to life with learning each and every day.

All the best,

James Lanier

Principal



School Profile



Thompson Early Childhood Center is entering the twelfth year of operation. Thirteen classrooms accommodate children whose education is funded from the Head Start, Title I, NCPK and Exceptional Children's programs. Thompson's facility was renovated in 2003, through a federal grant, to provide a developmentally appropriate educational setting for preschool children that include open centers, child-sized bathrooms, sinks, and furniture. Federal funds were also used to renovate two playground areas where children are able to experience large group activities as well as specific learning opportunities out of doors. Students may utilize an outdoor stage for dramatic play, a drum and bell area for musical exploration, a large water table for mathematical measurements, easels for artistic expression, a bike path for large motor skills, numerous structures for climbing, sliding and balancing and a picnic area.

Two of the thirteen classrooms are for self-contained Exceptional children who have specific diagnosed needs that are better met in this environment. The goal is to monitor individual growth and to transition a child to a blended classroom when they are developmentally ready. Students are carefully monitored and moved to blended classrooms as soon as possible. Eleven inclusive classrooms provide learning opportunities for the Exceptional, Head Start, NCPK and Title I students. The focus of professional development for the school is focused on differentiated instruction to meet the needs of all students in the classroom. Since many children enter school with language delays, staff members are trained to promote language development throughout the entire day in activities that focus on listening, dramatic play, music, and art, fine and gross motor activities, reading, and social interaction. The Creative Curriculum, the North Carolina Early Learning Standards and the Second Step program provide a foundation for our early learners. Staff has received intensive instruction in the implementation for their students.

The Onslow County Schools Preschool Instructional Intervention Program is implemented in all classrooms. The classroom Teacher, Education Specialist, Parent, and Specialists from the school system (if needed) monitor student progress to determine the most appropriate educational program for the student. Tier I includes the instructional program that is implemented for all students throughout the school year. Tier II is the instructional approach that is implemented for individual students who are not working to their full potential. Tier III includes focus intervention for students who have not achieved competence. The student population for Thompson is from the greater Jacksonville area. When students leave Thompson they will transition to one of the following schools based on their residence: Bell Fork, Blue Creek, Carolina Forest, Clyde Erwin, Jacksonville Commons, Northwoods or Parkwood. A waiting list of children seeking to be admitted to the program is maintained at the Preschool office throughout the school year.

Total Information for 2014 – 2015 School Year

- 473 children are included in this report.
- Male 59%
- Female 41%
- 3 year olds: 22%
- 4 year olds: 78%
- *Children without IEP 64%
- *Children with IEP 36% *Not all children with IEPs are represented here.
- Primary Language:
 - English: 93%
 - Spanish: 5%
 - Arabic: 1%

Preschool Individual Program Enrollment

- Head Start 232
- Title 1 107
- EC 132
- NCPK 203 (dual enrolled)

**Thompson Early Childhood
Strategic Planning Team Roster**

2015 – 2016

- 1. James Lanier, Principal / Director**
- 2. Stacey Conway, Assistant Director**
- 3. Jennifer Brent, Teacher**
- 4. Laura Jelks, Teacher**
- 5. Michelle Smith, Teacher**
- 6. Val DeLane, Teacher**
- 7. Teresa Petty, Teacher**
- 8. Tara Olson, Teacher**
- 9. Andrea Delgado, Teacher Assistant**
- 10. Jason Combs, Parent & Community**
- 11. Kimberly Pittman-Combs, Parent**

Regulatory Information and Assurance Statement 2015-2016

School:	Thompson (TECC)
Date Submitted:	October 20 th , 2015

1	Number of Plan Team Members	11
2	Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants were elected (by secret ballot) by their respective groups to serve on the School Strategic Planning Team (SSPT). Mark Yes/No	yes
3	Percentage of total school staff (see note below) approving updated plan (Number approving plan divided by number voting. If there are no changes, fill in the blank with N/A.	100%
4	Date of vote	10/19/2015
5	A secret ballot vote for staff approval of the plan was conducted. Mark Yes/No	yes
6	Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. Mark Yes/No	yes
7	Percentage of School Strategic Planning Team who are parents providing input in the development of the Plan. (Number of parents divided by number of members on the team.)	40%
8	The required staff development reports have been disseminated to the appropriate persons or departments Mark Yes/No	yes
9	The dates, times, locations, and agenda items for meetings regarding our school strategic plans were publicized so as to abide by the open meetings law. Mark Yes/No	yes
10	All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C. Mark Yes/No	yes
11	All required local, State and Federal programs have been addressed in the School Strategic Plan. Mark Yes/No	yes

Principal's Signature	<i>James Lanier</i>
Signature, SSPT Facilitator/Chairperson	<i>Stacey S. Conway</i>
Signature, Elected Parent Representative	<i>Jason Combs</i>
Signature, Elected Parent Representative	<i>Kimberly Pittman-Combs</i>

Note: Eligible voting staff--principals, assistant principals, licensed instructional personnel,

Thompson Early Childhood Center

Strategic Plan

Thompson Early Childhood Center
Onslow County Schools

Mr. James Lanier
440 College Street
Jacksonville, NC 28540

Overview

Plan Name

Thompson Early Childhood Center Strategic Plan

Plan Description

Thompson Early Childhood Center

Onslow County Schools

2015 - 2016

TABLE OF CONTENTS

Overview	1
Goals Summary	2
Goal 1: Every student in the Thompson Early Childhood Center has a personalized education and graduates from high school prepared for work, further education and citizenship.	3
Goal 2: Every student in the Thompson Early Childhood Center has excellent educators, everyday.	3
Goal 3: The Thompson Early Childhood Center has up-to-date, effective and efficient financial, business, and technology systems to serve its students, parents, and educators.	4
Goal 4: Every Student in the Thompson Early Childhood Center is healthy, safe, and responsible.	5
Activity Summary by Funding Source	7

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Every student in the Thompson Early Childhood Center has a personalized education and graduates from high school prepared for work, further education and citizenship.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	Every student in the Thompson Early Childhood Center has excellent educators, everyday.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	The Thompson Early Childhood Center has up-to-date, effective and efficient financial, business, and technology systems to serve its students, parents, and educators.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Every Student in the Thompson Early Childhood Center is healthy, safe, and responsible.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Every student in the Thompson Early Childhood Center has a personalized education and graduates from high school prepared for work, further education and citizenship.

Measurable Objective 1:

increase student growth through the use of Teaching Strategies Gold, CLASS observations, childcare licensing requirements and Child Plus data monitoring by 05/12/2016 as measured by child outcomes that will be benchmarked three times a year, Fall, Winter, and Spring to create the child outcomes summary that will reflect growth, need and attendance rates, as well as provide for supplemental data for COSFs..

Strategy 1:

- Monitoring & Observations - 1. Through monthly monitoring done by the education specialist, classroom teachers will be observed along with the classroom environment and resources.
2. Teachers will utilize the TSG data collection system to document individual student progress.
 3. Fall, Winter, and Spring checkpoint dates are established to collate, review and disseminate student data for individual analysis of student growth and/or areas of needed remediation or support.
 4. Child Plus will track each student's attendance and will be submitted monthly for review by the Head Start Policy Council.

Research Cited: Alignment with the North Carolina Early Learning Standards

Activity - Program Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Program updates will be discussed monthly in PLCs, (professional learning communities), as well as at team planning sessions weekly. 2. Based on checkpoint results in the Fall, Winter, and Spring, teachers, education specialists, and other support staff will work collaboratively to address classroom and student needs. 3. Monthly monitoring tools will be marked accordingly and any findings will be followed up on within that same month. 4. Weekly Exceptional Children's Coaching Meetings are held to discuss Exceptional Children Program updates, trainings are related to the completion of CECAS forms and timelines.	Academic Support Program, Professional Learning	08/18/2015	06/30/2016	\$0	District Funding	Preschool Leadership, Resource Staff, Teachers and Instructional Assistants

Goal 2: Every student in the Thompson Early Childhood Center has excellent educators, everyday.

Measurable Objective 1:

demonstrate a proficiency With Teachers and Teacher Assistants who will demonstrate highly qualified standards through classroom monitoring, TPOT, CLASS, and Professional Development implementation by 06/30/2016 as measured by administrative hiring practices ensuring a 100% highly qualified staff for the Onslow County Schools Preschool program..

Thompson Early Childhood Center Strategic Plan

Thompson Early Childhood Center

Strategy 1:

- Professional Development -
1. Preschool administration will work to seek out the most highly qualified Teachers and / or Teacher Assistants for the Preschool Program.
 2. Education Specialist will work to ensure the highest quality professional development opportunities that will produce rigor, relevance and relationships in the classroom curriculum.
 3. Teachers and Teacher Assistants will attend Professional Development monthly over the course of the school year to maintain the most current understanding of classroom strategies and teaching techniques for the preschool environment.

Research Cited: Social and Emotional Foundations of Early Learning, SEFEL, Head Start School Readiness Framework, North Carolina Early Learning Standards

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ol style="list-style-type: none"> 1. Preschool leadership team meetings will occur on a monthly basis to review successes, needs, and concerns within the preschool environment. 2. Bi-weekly staff meetings will occur to ensure that teachers and teacher assistants, along with other support staff have the most current information and upcoming information relating to the preschool environment. 3. Monthly Principal and Assistant Principal Meetings are attended at the district level to ensure administration is current in Onslow County School System procedures and policies. 	Professional Learning	08/18/2015	06/30/2016	\$0	Other	Preschool Administration Preschool Family Specialist and Education Specialist Preschool Teachers Preschool Instructional Assistants Preschool Exceptional Children's Staff

Goal 3: The Thompson Early Childhood Center has up-to-date, effective and efficient financial, business, and technology systems to serve its students, parents, and educators.

Measurable Objective 1:

collaborate to ensure that the most highly effective and efficient processes are in place to provide classroom technology, maintain monthly parent committee meetings, policy council meetings and family engagement opportunities by 06/30/2016 as measured by the preschool administration who will meet with district level administration to review expenditures and planning for future expenditures quarterly.

Strategy 1:

- Facilitating Stakeholder Engagement -
1. Quarterly budget meeting is attended by preschool administration and district level administration.
 2. Monthly Parent Committee meetings are held to inform parents on what is happening in preschool as outlined in the annual Preschool Parent & Family Engagement

Thompson Early Childhood Center

Thompson Early Childhood Center Strategic Plan

Thompson Early Childhood Center

Plan.

3. Monthly Policy council meetings are held, and attended by preschool administration, support staff, parent representatives, and community representatives to look at expenditures, new employee hires, community updates and future preschool planning.
4. Weekly IT services are provided to ensure teachers have the most current programs with their classroom technology as well as the support piece of providing services for technology that is not operating correctly.
5. A Digital Learning & Technology Facilitator (DLTF) Shari Richardson is available weekly for any assistance needed by teachers in utilizing websites and maintaining Discovery Ed.

Research Cited: Covey Training and The Head Start Framework

Activity - Stakeholder Fidelity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ol style="list-style-type: none">1. Preschool Administration will work to ensure the quarterly budget meetings are set and all stakeholders are provided with the most recent information.2. Preschool support staff, Family Specialist, will facilitate the Parent Committee meetings to provide engaging opportunities for parents with their preschooler, based on monthly topics that are aligned with the classroom curriculum.3. Once Weekly IT services will visit classrooms that have requested help or noted concerns with technology to ensure the highest operating value of the technology in the classrooms.4. Assisted by Shari Richardson, our DLTF, teachers will continue to work with Discovery Ed.	Policy and Process	08/18/2015	06/30/2016	\$0	Other	District Level Administration Preschool Administration Preschool Faculty and Staff Preschool Parent and Community Stakeholders

Goal 4: Every Student in the Thompson Early Childhood Center is healthy, safe, and responsible.

Measurable Objective 1:

demonstrate a behavior With the implementation of State and Local policies along with Head Start requirements, preschool children will be assured the healthiest, safest and most responsible start to their educational career by 06/30/2016 as measured by the Child Outcomes Report, the Head Start Performance Information Report, Head Start Health requirements, and Child Care Licensing requirements.

Strategy 1:

- Healthy, Safe and Responsible Beginnings -
1. Social and Emotional Foundations of Early Learning, SEFEL, will continue in year three to be implemented in the preschool environment.
 2. Child care licensing rules and regulations will continue to be maintained and updated to continue to hold a 5 star license for Thompson Early Childhood Center.
 3. 45, 90, 120 day timelines have to be met in obtaining child physicals, hearing screenings, vision screenings and classroom observations.
 4. Parent Committee meeting times are used to provide parents with useful at home strategies and resources to implement healthy lifestyles here at school and home.
 5. Safe and Civil Schools require Safety Notebook policy and procedures to be reviewed and updated annually.

Thompson Early Childhood Center Strategic Plan

Thompson Early Childhood Center

6. Family Specialist and Education Specialist work collaboratively with teachers and families to promote happy, healthy and responsible future students.

Research Cited: SEFEL Five Year Grant, Division of Child Development and Early Education for North Carolina, (DCDEE), Head Start Policy and Regulations found on the Early Childhood Learning and Knowledge Center, ECKLC

Activity - Monitoring and Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ol style="list-style-type: none"> 1. Classrooms in the preschool environment will continue to adopt and implement SEFEL strategies along with utilizing SEFEL kits found in each classroom. 2. Monthly monitoring tools such as the classroom safety checklist, classroom monitoring tool and Head Start annual Safety Screener will continue to be completed with follow-up. 3. Family Specialist in conjunction with the School Nurse and Teachers will work to meet the timelines set for 45, 90, 120 day deadlines. 4. Family Specialist will follow-up with families and teachers regarding implementation of strategies and resources given out at Parent Committee meetings, along with offering one on one discussions with families and / or teachers. 5. Fall, Winter and Spring follow-ups occur regarding Safety policies and procedures, as well as recognizing specific Safety Months through drills and teacher lessons in the classroom. 	Policy and Process	08/18/2015	06/30/2016	\$0	Other	Preschool Administration and Preschool Faculty and Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Communities	<ol style="list-style-type: none"> 1. Preschool leadership team meetings will occur on a monthly basis to review successes, needs, and concerns within the preschool environment. 2. Bi-weekly staff meetings will occur to ensure that teachers and teacher assistants, along with other support staff have the most current information and upcoming information relating to the preschool environment. 3. Monthly Principal and Assistant Principal Meetings are attended at the district level to ensure administration is current in Onslow County School System procedures and policies. 	Professional Learning	08/18/2015	06/30/2016	\$0	Preschool Administration Preschool Family Specialist and Education Specialist Preschool Teachers Preschool Instructional Assistants Preschool Exceptional Children's Staff
Stakeholder Fidelity	<ol style="list-style-type: none"> 1. Preschool Administration will work to ensure the quarterly budget meetings are set and all stakeholders are provided with the most recent information. 2. Preschool support staff, Family Specialist, will facilitate the Parent Committee meetings to provide engaging opportunities for parents with their preschooler, based on monthly topics that are aligned with the classroom curriculum. 3. Once Weekly IT services will visit classrooms that have requested help or noted concerns with technology to ensure the highest operating value of the technology in the classrooms. 4. Assisted by Shari Richardson, our DLTF, teachers will continue to work with Discovery Ed. 	Policy and Process	08/18/2015	06/30/2016	\$0	District Level Administration Preschool Administration Preschool Faculty and Staff Preschool Parent and Community Stakeholders

Thompson Early Childhood Center Strategic Plan

Thompson Early Childhood Center

Monitoring and Implementation	<ol style="list-style-type: none"> 1. Classrooms in the preschool environment will continue to adopt and implement SEFEL strategies along with utilizing SEFEL kits found in each classroom. 2. Monthly monitoring tools such as the classroom safety checklist, classroom monitoring tool and Head Start annual Safety Screener will continue to be completed with follow-up. 3. Family Specialist in conjunction with the School Nurse and Teachers will work to meet the timelines set for 45, 90, 120 day deadlines. 4. Family Specialist will follow-up with families and teachers regarding implementation of strategies and resources given out at Parent Committee meetings, along with offering one on one discussions with families and / or teachers. 5. Fall, Winter and Spring follow-ups occur regarding Safety policies and procedures, as well as recognizing specific Safety Months through drills and teacher lessons in the classroom. 	Policy and Process	08/18/2015	06/30/2016	\$0	Preschool Administration and Preschool Faculty and Staff
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Monitoring	<ol style="list-style-type: none"> 1. Program updates will be discussed monthly in PLCs, (professional learning communities), as well as at team planning sessions weekly. 2. Based on checkpoint results in the Fall, Winter, and Spring, teachers, education specialists, and other support staff will work collaboratively to address classroom and student needs. 3. Monthly monitoring tools will be marked accordingly and any findings will be followed up on within that same month. 4. Weekly Exceptional Children's Coaching Meetings are held to discuss Exceptional Children Program updates, trainings are related to the completion of CECAS forms and timelines. 	Academic Support Program, Professional Learning	08/18/2015	06/30/2016	\$0	Preschool Leadership, Resource Staff, Teachers and Instructional Assistants
Total					\$0	