

West Orange-Cove CISD
North Early Learning Center
Campus Improvement Plan



2015 - 2016

Mission Statement

The mission of North Early Learning Center is to empower all families in school readiness, focusing on the areas of socialization, health, and academics. With mutual respect and a collaborative effort, children and families become self-reliant, productive members of our community.

Vision Statement

North Early Learning Center believes in providing rigorous yet developmentally appropriate instruction in a positive collaborative environment.

School Motto

Learning as we grow, growing as we learn.

Professional Staff Members			
Name	Department	Representation	Years of Service
Sherry Hardin	North Early Learning Center	Principal/Head Start Director	2014-2015 2015-2016
Beverley Simon	North Early Learning Center	Dean of Instruction	2014-2015 2015-2016
Kathryn Knobloch	4 Year Old Head Start Teacher / ESL Representative	CILT/Professional Teaching Staff	2015-2016
Nancy Dallas	3 Year Old Head Start Teacher	CILT/Professional Teaching Staff	2011-2013 2015-2016
Janis Woodard	4 Year Old Head Start Teacher / Inclusion Representative	CILT/Professional Teaching Staff	2015-2016
Angela Taggart	Math and Science	CILT/Professional Teaching Staff	2015-2016
Ola Conner	ELAR and Social Studies	CILT/Professional Teaching Staff	2011-2016
Bridget Linscomb	4 Year Old Head Start Teacher	CILT / Professional Teaching Staff	2011-2016

Parents, Business, & Community Members		
Name	Group	Contact Number
Fred Flore	Policy Council Member	(337) 304-1743
Ridasha Hafford	Policy Council Member	(409) 920-3640
Christie Gaskill	Policy Council Member	(409) 543-3390
Kenya Jones	Policy Council Member	(409) 779-9815
Erica Sibley	Policy Council Member	(409) 454-9162
Codie Guillory	Policy Council Member	(409) 221-1682
Veronica Ponder	Policy Council Member	(361) 425-8919
Jasmar King	Policy Council Member	(409) 779-2947
Anitrea McDonald	Policy Council Member	(409) 779-8481

School Demographics

Ethnicity	Student	Percentage
African American	166	60%
White	59	21%
Hispanic	33	12%
Two or More Races	16	6%
Asian	2	1%

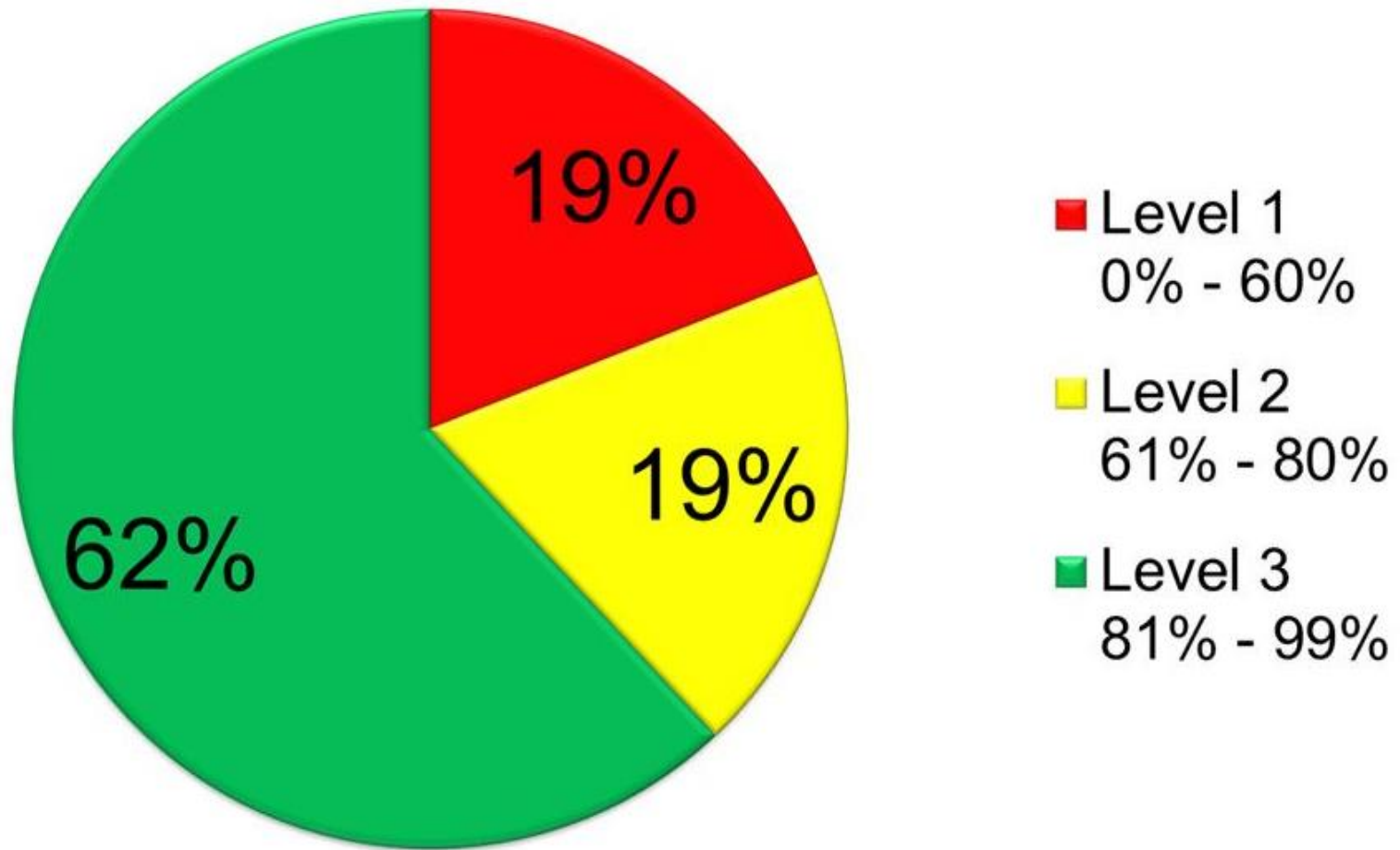
Student Sub Populations	Total	Percentage
Male	139	51.5%
Female	135	48.4%
Economically Disadvantaged	274	100%
LEP	24	9%
Homeless	6	2%
Foster Care	2	1%
Campus Mobility Rate	0	0%

Class Sizes	Students	Percentage
3 Year Olds	108	42%
4 Year Olds	139	55%
PPCD	8	3%

Ethnicity	Staff Percentage	Texas Staff Percentage
African American	31%	9.2%
White	68%	63.4%
Hispanic	1%	24.4%
Two or More Races	NA	NA
Asian	NA	NA

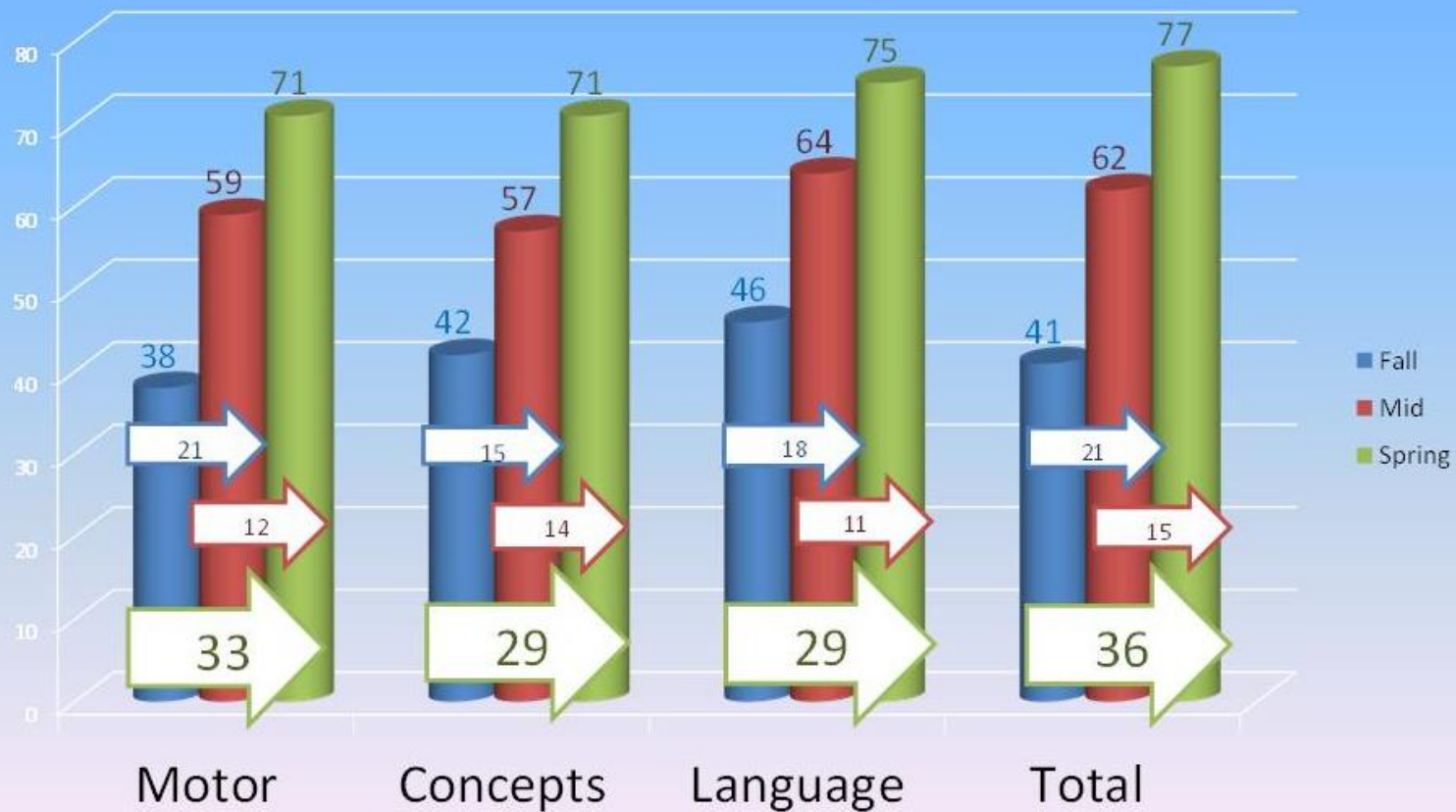
Staff Experience (2013-2014)	North ELC Instructional Staff	Texas
Beginning	20.5%	4.6%
1-5 Years	35.3%	28.7%
6-10 Years	14.7%	22.3%
11-20 Years	17.6%	26.6%
Over 20 Years	11.8%	17.9%

North ELC Four Year Olds sent to WOSE August 2015



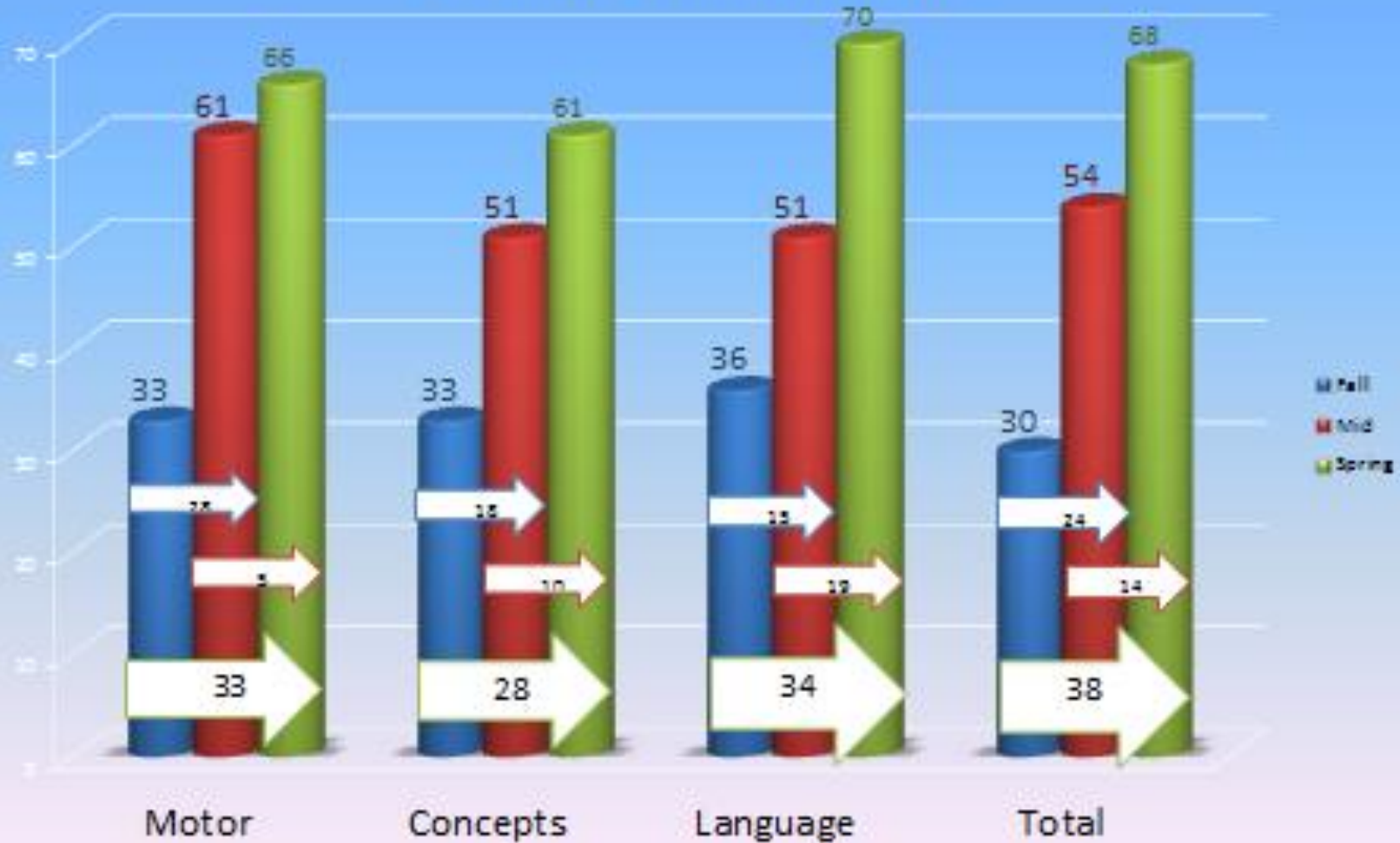
North ELC 2014-2015

4 Year Old DIAL 4 Average Percentiles



North ELC 2014-2015

3 Year Old DIAL 4 Average Percentiles



State of Texas Accountability Index

Improvement Required

	West Orange-Stark Elementary 2013-2014	West Orange-Stark Elementary 2014-2015	Target Score
I – Student Achievement	51	60	60
II – Student Progress	37	47	30
III – Closing Performance Gaps	26	31	28
VI – Postsecondary Readiness	12	23	12

Section 1

Student Achievement

EDUCATION AND EARLY CHILDHOOD DEVELOPMENT 1304.21 HUMAN RESOURCES 1304.52 MENTAL HEALTH 1304.24 TRANSITION 1304.41 (c)(1)(iii)

- To provide for the development of cognitive, motor, social and emotional skills that will form a foundation for school readiness and later school success. Students’ academic performance and achievement level will reflect excellence in learning and attainment of both high expectations and high standards.
- Students’ behavior will exemplify the skills, attitudes, and/or practices characteristic of productive, community-minded adults: citizenship, self-esteem, respect for others, accountability for actions, and healthful lifestyles.

<i>Objectives</i>	<i>Program Components or Systems Targeted</i>	<i>Research Based Strategies, Initiatives, and Redesign</i>	<i>Evidence of Change to Guide Decision Making</i>	<i>Person (s) Responsible</i>	<i>Resources Required</i>
<p>1.1 Literacy – 3 year old Skills</p> <ul style="list-style-type: none"> • Retells a story from pictures or memory • Knows when a part is left out of a story • Recognizes that print is what is read rather than the picture • Write first letter of first name • Answers “wh” questions with justifiable responses • Build vocabulary with emphasis on academic vocabulary • Wide reading • Journaling daily 	<p>Education / Early Childhood Development, Transition</p>	<ol style="list-style-type: none"> 1. Analyze data 2. Use Preschool Early Language & Literacy Including Mathematics (CIRCLE) Best Practices 3. Implement and monitor the Texas Opening the World of Learning (OWL) Curriculum 4. Use manipulatives for hands-on learning 5. Use phonemic awareness modeling strategies 6. Curriculum planning 7. SMART Board activities. 8. Ask “wh” questions 9. Increased wait time for responses 10. Think, pair, share 	<p>Anecdotal Records; Lesson Plans; Teaching Strategies Gold Progress Reports Portfolios Walkthroughs Professional Development and Appraisal System (PDAS) Fresh Eye Walks Learning Walks</p>	<p>Hardin; Simon; Teaching Staff; Teaching Assistants</p>	<p>Preschool Early Language & Literacy including Mathematics (CIRCLE) Best Practices Manuals; Opening the World of Learning {OWL} Curriculum; Instructional Materials; Technology; Teaching Strategies Gold program; Professional Development and Appraisal System (PDAS); Head Start Funds; Pre-K Funds</p>

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<p>1.2 Literacy – 4 year olds</p> <ul style="list-style-type: none"> • Can delete a syllable from a word • Produces words with same beginning sounds • Describes, relates, categorizes, compares, and contrasts information learned from books • Answers “wh” questions with justifiable responses • Writes first name • Build vocabulary with emphasis on academic vocabulary • Wide reading • Journaling daily 	<p>Education / Early Childhood Development, Transition</p>	<ol style="list-style-type: none"> 1. Analyze data 2. Use Preschool Early Language & Literacy Including Mathematics (CIRCLE) Best Practices 3. Implement and monitor the Texas Opening the World of Learning (OWL) Curriculum 4. Use manipulatives for hands-on learning 5. Use phonemic awareness modeling strategies 6. Curriculum planning 7. SMART Board activities 8. Ask “wh” questions 9. Increased wait time for responses 10. Think, pair, share 	<p>Anecdotal Records; Lesson Plans; Teaching Strategies Gold Progress Reports Portfolios Walkthroughs Professional Development and Appraisal System (PDAS) Fresh Eye Walks Learning Walks</p>	<p>Hardin; Simon; Teaching Staff; Teaching Assistants</p>	<p>Preschool Early Language & Literacy including Mathematics (CIRCLE) Best Practices Manuals; Opening the World of Learning {OWL} Curriculum; Instructional Materials; Technology; Teaching Strategies Gold program; Professional Development and Appraisal System (PDAS); Head Start Funds; Pre-K Funds</p>

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<p>1.3 Math – 3 year old skills</p> <ul style="list-style-type: none"> • Recognizes taking away an object from a group decreases the number of objects • Recognizes that data can be organized into a graphic representation • Recognizes patterns • Analyze data • Make inferences 	Education / Early Childhood Development, Transition	<ol style="list-style-type: none"> 1. Analyze data 2. Use Preschool Early Language & Literacy Including Mathematics (CIRCLE) Best Practices 3. Implement and monitor the Texas Opening the World of Learning (OWL) Curriculum 4. Use math manipulatives 5. Increase exposure 6. Increase repetition 7. Accessible number line 8. Technology 9. Use cross curricular 10. Encourage children to use mathematical language 11. Incorporate graphs daily 	Anecdotal Records; Lesson Plans; Teaching Strategies Gold Progress Reports Portfolios Walkthroughs Professional Development and Appraisal System (PDAS) Fresh Eye Walks Learning Walks	Hardin; Simon; Teaching Staff; Teaching Assistants	Preschool Early Language & Literacy including Mathematics (CIRCLE) Best Practices Manuals; Opening the World of Learning {OWL} Curriculum; Instructional Materials; manipulatives; number lines; graphic organizers; Technology; Teaching Strategies Gold program; Professional Development and Appraisal System (PDAS); Head Start Funds; Pre-K Funds
<p>1.4 Math – 4 year old skills</p> <ul style="list-style-type: none"> • Recognizes how much can be placed within an object • Recognizes and compares weights of objects and people • Collects data and organizes it in a graphic representation • Analyze data • Make inferences 	Education / Early Childhood Development, Transition	<ol style="list-style-type: none"> 1. Analyze data 2. Use Preschool Early Language & Literacy Including Mathematics (CIRCLE) Best Practices 3. Implement and monitor the Texas Opening the World of Learning (OWL) Curriculum 4. Use math manipulatives 5. Increase exposure and repetition 6. Accessible number line 7. Technology 8. Use cross curricular 9. Encourage children to use mathematical language 10. Incorporate graphs daily 	Anecdotal Records; Lesson Plans; Teaching Strategies Gold Progress Reports Portfolios Walkthroughs Professional Development and Appraisal System (PDAS) Fresh Eye Walks Learning Walks	Hardin; Simon; Teaching Staff; Teaching Assistants	Preschool Early Language & Literacy including Mathematics (CIRCLE) Best Practices Manuals; Opening the World of Learning {OWL} Curriculum; Instructional Materials, manipulatives, number lines and graphs; Technology; Teaching Strategies Gold program; Professional Development and Appraisal System (PDAS); Head Start Funds; Pre-K Funds

<i>Objective</i>	<i>Program Components or Systems Targeted</i>	<i>Research Based Strategies, Initiatives, and Redesign</i>	<i>Evidence of Change to Guide Decision Making</i>	<i>Person (s) Responsible</i>	<i>Resources Required</i>
<p>1.5 Science – 3 year old skills</p> <ul style="list-style-type: none"> • Recognize five food groups • Understands that weights or objects can vary and be compared • Describes life cycles of organisms • Monthly campus science experiments with emphasis on the scientific method used in upper grades 	Education / Early Childhood Development, Transition	<ol style="list-style-type: none"> 1. Analyze data 2. Use Preschool Early Language & Literacy Including Mathematics (CIRCLE) Best Practices 3. Incorporate hands-on learning experiments 4. Materials relevant to life cycles continuously in the science center. 5. Use meals and snack times to discuss food groups. 6. Incorporate weights of various objects in centers and science lab. 7. Shelley’s Scientists monthly experiments 	Anecdotal Records; Lesson Plans; Teaching Strategies Gold Progress Reports Teacher observation Professional Development and Appraisal System (PDAS) Fresh Eye Walks Learning Walks	Hardin; Simon; Teaching Staff; Teaching Assistants	Texas Opening the World of Learning (OWL) Curriculum; Science Handbook; Preschool Early Language & Literacy Including Mathematics (CIRCLE) Best Practices Instructional Materials; Professional Development and Appraisal System (PDAS); Head Start Funds; Pre-K Funds
<p>1.6 Science – 4 year old skills</p> <ul style="list-style-type: none"> • Identify food groups and create a balanced plate • Describes life cycles of organisms • Monthly campus science experiments with emphasis on the scientific method used in upper grades 	Education / Early Childhood Development, Transition	<ol style="list-style-type: none"> 1. Analyze data 2. Use Preschool Early Language & Literacy Including Mathematics (CIRCLE) Best Practices 3. Incorporate hands-on learning experiments 4. Materials relevant to life cycles continuously in the science center. 5. Use meals and snack times to discuss food groups. 6. Incorporate weights of various objects in centers and increase use of science lab. 7. Shelley’s Scientists monthly experiments 	Anecdotal Records; Lesson Plans; Teaching Strategies Gold Progress Reports Teacher observation Professional Development and Appraisal System (PDAS) Fresh Eye Walks Learning Walks	Hardin; Simon; Teaching Staff; Teaching Assistants	Texas Opening the World of Learning (OWL) Curriculum; Science Handbook; Preschool Early Language & Literacy Including Mathematics (CIRCLE) Best Practices Instructional Materials; Professional Development and Appraisal System (PDAS); Head Start Funds; Pre-K Funds

Section 2

School Culture & Climate

<i>Objective</i>	<i>Program Components or Systems Targeted</i>	<i>Research Based Strategies, Initiatives, and Redesign</i>	<i>Evidence of Change to Guide Decision Making</i>	<i>Person (s) Responsible</i>	<i>Resources Required</i>
2.1 .1 NELC will achieve overall student attendance rate of 95% or higher	Attendance	Teachers make at least 5 parent contacts each week; Attendance clerk and Family Service Workers (FSW) call parent when child is absent. FSW visit homes of absent children and bring well children to school before 10AM. Perfect Attendance Pep Rally and Awards each 9 Weeks	Attendance rate will increase; FSW home visit logs	Hardin; Attendance Clerk; Teachers; Family Service Workers (FSW),	Parent Contact Records Absentee Reports Attendance Reports Family Service Worker’s Home Visit Logs
2.1.2 Utilize intervention programs to meet students’ individual educational needs such as: Academic Support-Response To Intervention (RTI), Behavioral Support, English as a Second Language (ESL), Speech, Special Education	Management	Case Management; Admission, Review, and Dismissal (ARD) Meetings Academic Support – Response to Intervention (RTI); Increased individualization in classrooms	Attendance rate and Teaching Strategies Gold skills will increase	Hardin; Simon; Teachers, paraprofessionals; Health and Disabilities Coordinator; Speech Language Pathologist (SLP); Diagnostician; Occupational/Physical Therapist (OT/PT);	Appropriate Plans, Assessments and Scores; Head Start & Pre-K Funds for support personnel and materials
2.1.3 Utilize intervention programs to meet students’ individual educational needs such as: Academic Support-Response To Intervention (RTI), Behavioral Support, English as a Second Language (ESL), Speech, Special Education	Management	Case Management; Admission, Review, and Dismissal (ARD) Meetings Academic Support – Response to Intervention (RTI); Increased individualization in classrooms	Attendance rate and TSG skills will increase	Hardin; Dean of Instruction, Teachers, Health and Disabilities Coordinator; Speech Language Pathologist (SLP); Diagnostician; Occupational/Physical Therapist (OT/PT); ESL Teacher	Case management logs; ARD minutes; LPAC minutes; IEPs; Appropriate Plans, Assessments and Scores; Head Start and Pre-K funds for support personnel and materials

<i>Objective</i>	<i>Program Components or Systems Targeted</i>	<i>Research Based Strategies, Initiatives, and Redesign</i>	<i>Evidence of Change to Guide Decision Making</i>	<i>Person (s) Responsible</i>	<i>Resources Required</i>
2.1.4 Increased staff morale	Management	Staff with perfect attendance will be recognized at Perfect Attendance Pep Rally each 9 Weeks period.	Staff attendance rate will increase; Scores will increase on Positive Climate section of Classroom Assessment and Scoring System (CLASS) instrument	Hardin; Staff;	Attendance Reports Classroom Assessment and Scoring System (CLASS) instrument
2.1.5 Increased campus collaborations	Management	All staff will openly communicate and build team spirit	Staff attendance rate will increase Scores will increase on Positive Climate section of Classroom Assessment and Scoring System (CLASS) instrument	Hardin; All staff	Scores will increase on Positive Climate section of Classroom Assessment and Scoring System (CLASS) instrument
2.2 Increased school and community involvement	Management	Teachers, Family Service Workers (FSW), Policy Council members, and Parent Committee members will encourage family and community involvement; Parent Meetings; Policy Council Meetings; Planned Workshops	Attendance rate will increase	Hardin; Staff; Family Service Workers (FSW); Policy Council members; Parent Committee members; Networked agencies	Absentee Reports Attendance Reports

<i>Objective</i>	<i>Program Components or Systems Targeted</i>	<i>Research Based Strategies, Initiatives, and Redesign</i>	<i>Evidence of Change to Guide Decision Making</i>	<i>Person (s) Responsible</i>	<i>Resources Required</i>
<p>2.3 Insure a highly qualified instructional staff that employs cutting-edge instructional strategies</p>	<p>Curriculum</p>	<p>Provide staff development that focuses on rigor and lesson plan development, strategies, and best practices through individual, Professional Learning Community (PLC) group and campus activities</p>	<p>Instruction reflects higher levels of student engagement and learning; Professional Development and Appraisal System (PDAS) evaluations, walkthroughs and written documentation</p>	<p>Hardin; Dean of Instruction, Fiscal Manager, Instructional Staff</p>	<p>Staff attendance of training sessions and workshops as recorded on sign-in sheets and Continuing Education Units (CEU) certificates; Professional Development and Appraisal System (PDAS), Head Start Funds; Pre-K Funds</p>

Section 3

Staff Quality, Recruitment & Retention

<i>Objective</i>	<i>Program Components or Systems Targeted</i>	<i>Research Based Strategies, Initiatives, and Redesign</i>	<i>Evidence of Change to Guide Decision Making</i>	<i>Person (s) Responsible</i>	<i>Resources Required</i>
Activity 3.1 100% of the teaching staff will be highly qualified.	Highly Qualified teachers Professional Development	Interview committees Check for certifications Job Fairs Gifted and Talented training Participate in district recruitment events and utilized recruitment tools.	Appropriate certifications	Hardin, Simon	Edivate, Eduphoria, Region 5 HR Department Support
3.2 Maintain current CDA credentials for Teacher Assistants <ul style="list-style-type: none"> • Monitor credentials • Provide ongoing support 	Human Resources Staffing Compliance with Head Start	Head Start funds initial and renewal of Child Development Associate (CDA) credentials for Teacher Assistants	Recruit qualified energetic staff Provide ongoing support and training	Hardin, Simon	Head Start Funding
3.3 Provide support and development to new teachers and staff	New Teachers New staff	Provide mentors Provide buddies	Staff retention Trained teachers Trained staff Mentor meetings Training agendas and sign in sheets	Hardin, Simon, Mentor teachers	Head Start funding

Section 4 Curriculum & Instruction

<i>Objective</i>	<i>Program Components or Systems Targeted</i>	<i>Research Based Strategies, Initiatives, and Redesign</i>	<i>Evidence of Change to Guide Decision Making</i>	<i>Person (s) Responsible</i>	<i>Resources Required</i>
4.1 Align data instruments <ul style="list-style-type: none"> • DIAL 4 Screening tool • Teaching Strategies Gold • Head Start Child Outcomes • Pre-Kindergarten Guidelines 	Head Start Guidelines; Texas Education Agency (TEA) Pre-K outcomes; Developmental Indicators for the Assessment of Learning—version 4 (DIAL 4) ; Teaching Strategies Gold Online	<ol style="list-style-type: none"> 1. Analyze data 2. Analyze Components 3. Align all components 	Anecdotal Records; Lesson Plans; Teaching Strategies Gold Progress Reports Portfolios Walkthroughs Professional Development and Appraisal System (PDAS) Fresh Eye Walks Learning Walks	Hardin; Simon; Teaching Staff; Teaching Assistants	Texas Opening the World of Learning (OWL) Curriculum; Instructional Materials; technology Professional Development and Appraisal System (PDAS); Head Start Funds; Pre-K Funds;
4.2 Small group instruction <ul style="list-style-type: none"> • Reading and math will be taught in small group • Small groups will be 30 minutes each (1 hour total for reading and math) 	Education / Early Childhood Development, Transition	<ol style="list-style-type: none"> 1. Analyze data 2. Use Preschool Early Language & Literacy Including Mathematics (CIRCLE) Best Practices 3. Implement and monitor the Texas Opening the World of Learning (OWL) Curriculum 4. Use manipulatives for hands-on learning 5. Use phonemic awareness modeling strategies 6. Curriculum planning 7. SmartBoard activities 	Anecdotal Records; Lesson Plans; Teaching Strategies Gold Progress Reports Portfolios Walkthroughs Professional Development and Appraisal System (PDAS) Fresh Eye Walks Learning Walks	Hardin; Simon; Teaching Staff; Teaching Assistants	Texas Opening the World of Learning (OWL) Curriculum; Science Handbook; Preschool Early Language & Literacy Including Mathematics (CIRCLE) Best Practices Instructional Materials; Professional Development and Appraisal System (PDAS); Head Start Funds; Pre-K Funds

<i>Objective</i>	<i>Program Components or Systems Targeted</i>	<i>Research Based Strategies, Initiatives, and Redesign</i>	<i>Evidence of Change to Guide Decision Making</i>	<i>Person (s) Responsible</i>	<i>Resources Required</i>
<p>4.3 Individualization for every student</p> <ul style="list-style-type: none"> • Early identification • Early Intervention • Individual Student Action Plans (ISAP) will be developed for all Tier 3 students after fall screening 	<p>Screening instruments Teacher observation</p>	<ol style="list-style-type: none"> 1. Analyze data 2. Use data to guide instruction to meet all skill levels 3. Identify students who perform outside the average range 4. Implement strategies, then evaluate and reflect 5. Reteach for skill acquisition 6. Continuous monitoring and adjusting for student success 7. Use Teaching Strategies Gold to scaffold students 8. Case management data documentation and review every nine weeks 	<p>Anecdotal Records; Lesson Plans; Teaching Strategies Gold Progress Reports Portfolios Walkthroughs Professional Development and Appraisal System (PDAS) Fresh Eye Walks Learning Walks Case management logs</p>	<p>Hardin; Simon; Teaching Staff; Teaching Assistants</p>	<p>Texas Opening the World of Learning (OWL) Curriculum; Science Handbook; Instructional Materials; Professional Development and Appraisal System (PDAS); Developmental Indicators for the Assessment of Learning—version 4 (DIAL 4); Case management logs; Head Start Funds; Pre-K Funds</p>

Section 5

Discipline Management

<i>Objective</i>	<i>Program Components or Systems Targeted</i>	<i>Research Based Strategies, Initiatives, and Redesign</i>	<i>Evidence of Change to Guide Decision Making</i>	<i>Person (s) Responsible</i>	<i>Resources Required</i>
5.1 Behavior Management Plan <ul style="list-style-type: none"> Update campus behavior plan to reflect more meaningful and developmentally appropriate plans using a color-coded system (green, yellow, red) Positive Reinforcement Rewards System Group Counseling Parental support 	Campus Behavior Plan; Classroom Assessment and Scoring System (CLASS) Instrument	Age appropriate consequences Positive reinforcement Reward system Color-coded to add meaning for young students Group counseling for students who exhibit a need Work with parents to provide consistency for the student	Walkthroughs Professional Development and Appraisal System (PDAS) Fresh Eye Walks Learning Walks Group counseling logs	Hardin; Simon; Julie Allensworth; Teaching Staff; Teaching Assistants; Samaritan Counseling	Behavior Management Plan Technology Campus Funds for rewards; Professional Development and Appraisal System (PDAS); Classroom Assessment and Scoring System (CLASS); Counseling through Samaritan Counseling; Head Start funds
5.2 Communication Folder <ul style="list-style-type: none"> Send folder home daily for review Increase parent/teacher communication Provide daily feedback to improve behavior 	Campus Behavior Plan Classroom Assessment and Scoring System (CLASS) Instrument	Age appropriate consequences Reward system Color-coded to add meaning for young students	Walkthroughs Professional Development and Appraisal System (PDAS) Fresh Eye Walks Learning Walks Number of students earning rewards Parent/teacher interactions	Hardin; Simon; Teaching Staff; Teaching Assistants	Behavior Management Plan Technology Campus Funds for rewards; Professional Development and Appraisal System (PDAS); Classroom Assessment and Scoring System (CLASS)
5.3 Maintain a positive classroom climate conducive to learning <ul style="list-style-type: none"> Early identification Early Intervention Monitored using Classroom Assessment and Scoring System (CLASS) instrument 	Management Mental Health Education and Early Childhood Development; Classroom Assessment and Scoring System (CLASS) Inst.	Evaluation and Implementation of the Campus Behavior Management Plan	Sign-In Sheets; Agendas; Log of Counseling Sessions; Referral Doc.; Classroom Assessment and Scoring System (CLASS) Observation Feedback Forms, student-teacher interactions	Hardin; Allensworth; Simon; All Staff	Copies of Campus Behavior Management Plan; CLASS Observer training; CLASS recertification for CILT; Classroom Assessment and Scoring System (CLASS) Instrument; Head Start funds

Section 6

Family & Community Involvement

**PARENT AND COMMUNITY ENGAGEMENT 1304.41;
GOVERNANCE 1304.50**

- Increase parent and community engagement.
- Parents and district staff will work jointly to enhance the quality and effectiveness of our school.
- Involve volunteers directly in fulfilling the district’s mission and vision, particularly through their work with children and teachers in the instructional program.

<i>Objective</i>	<i>Program Components or Systems Targeted</i>	<i>Research Based Strategies, Initiatives, and Redesign</i>	<i>Evidence of Change to Guide Decision Making</i>	<i>Person (s) Responsible</i>	<i>Resources Required</i>
<p>6.1 Increase the number of parent and community participants in each of the following:</p> <ul style="list-style-type: none"> a. Engagement b. Open House c. Special programs d. Parent Meetings 	<p>Parent/Community Engagement; Governance</p>	<ol style="list-style-type: none"> 1. Provide campus orientation that includes: campus goals and procedures, the importance of parental participation and involvement 2. Provide volunteer training that includes: volunteer information, responsibilities, and opportunities, and review of volunteer handbook. 3. Provide volunteer recognition program 4. Maintain a Head Start Policy Council that will serve to provide parent decision-making opportunities and provide program advocacy information and opportunities. 5. Encourage parents to participate in staff-parent conferences and home visits to discuss their child’s development and school readiness 	<p>Sign-in Sheets and Agendas; Home Visit and Conference Schedules</p>	<p>Hardin; Mitchell; Simon; Family Services Staff; Teaching Staff; Teaching Assistants; District Partners in Education (PIE) Coordinator</p>	<p>Sign-in Sheets and Agendas; Training Materials; Policy Council Procedures; Head Start Funds</p>

<i>Objective</i>	<i>Program Components or Systems Targeted</i>	<i>Research Based Strategies, Initiatives, and Redesign</i>	<i>Evidence of Change to Guide Decision Making</i>	<i>Person (s) Responsible</i>	<i>Resources Required</i>
6.2 Increase levels of parent education and employment.	Parent/Community Engagement; Governance	<ol style="list-style-type: none"> 1. Make parents aware of available community resources workshops and training 2. Establish agency, parent, and program partnerships 3. Provide educational and employment participation and enrollment information 4. Provide crisis intervention and prevention information 5. Encourage participation in Breakfast Buddies, Ladies Breeze, and Male Buzz activities 6. Provide parent training meetings 7. Provide continued training for parents about school readiness and Head Start school readiness goals. 	Sign-in Sheets and Agendas, Complete parent activities	Hardin; Mitchell; Family Services Staff; Teaching Staff; Teaching Assistants; District Partners In Education (PIE) Coordinator; County Extension Agency; Greater Orange Area Literacy (GOALS)	Sign-in Sheets and Agendas, Complete parent activities; Head Start Funds;
6.3 Establish Head Start Family Partnership Agreements.	Parent -Community Engagement; Governance	<ol style="list-style-type: none"> 1. Provide parents with the opportunity to engage in and establish family and program partnerships 2. Empower parents in meeting desired family goals 3. Provide parent education and training 4. Provide Parent/Teacher campus meetings. 	Complete Family Partnership Agreements; Training schedules	Hardin; Mitchell; Simon; Family Services Staff; Teaching Staff; Teaching Assistants	Complete Family Partnership Agreements; Training schedules
6.4 Provide families with important information quickly	Blackboard Call-out System Parent-Community Engagement; Management	School Communication	Number of call-outs Blackboard Tech-connect	Hardin; Simon;	Call Out System

Section 7

School Context & Organization

<i>Objective</i>	<i>Program Components or Systems Targeted</i>	<i>Research Based Strategies, Initiatives, and Redesign</i>	<i>Evidence of Change to Guide Decision Making</i>	<i>Person (s) Responsible</i>	<i>Resources Required</i>
7.1 Maintain high expectations for academics and behavior	All students	Effective teaching strategies and behavior management techniques Positive student response to expectations	Increased assessment scores Increased positive tone scores on Classroom Assessment and Scoring System (CLASS) instrument.	Hardin; Simon; Mitchell; Allensworth; Instructional Staff	Campus Funding Eduphoria Classroom Assessment and Scoring System (CLASS) instrument
7.2 More effective communication between Family Service Workers (FSW) and Instructional Staff <ul style="list-style-type: none"> • Better use of email • Managers inform staff of news once a month • Improved communication between teacher/paraprofessional 	Management; Education/ Early Childhood Development;	More efficient use of email; Google Calendar and other forms of communication; Face-to-Face meetings; Family Services Manager attends Instructional Staff Meetings	More communication evident in email, sign-in sheets, and logs	Hardin; Managers; Staff	Email, PA system
7.3 All teachers and instructional paraprofessionals will participate in campus decision-making process	Professional Learning Communities	Professional Learning Community (PLC) System	CILT Professional Learning Community (PLC) Groups	Hardin; Dean of Instruction; Instructional Staff	Agendas and Sign-in Sheets from meetings

Section 8

Technology

EDUCATION AND EARLY CHILDHOOD DEVELOPMENT 1304.21

- Provide appropriate technology instruction to enable students to develop technology skills that promote their own learning.

<i>Objective</i>	<i>Program Components or Systems Targeted</i>	<i>Research Based Strategies, Initiatives, and Redesign</i>	<i>Evidence of Change to Guide Decision Making</i>	<i>Person (s) Responsible</i>	<i>Resources Required</i>
<p>8.1 Technology in every classroom</p> <ul style="list-style-type: none"> • North Early Learning Center will provide appropriate technology opportunities for students to develop their technology skills. • Utilize Waterford • Utilize Zoophonics 	Technology	<ol style="list-style-type: none"> 1. Integrate technology into the Head Start/Pre-Kindergarten/ Preschool Programs for Children with Disabilities curriculum for all regular and special programs. 2. Provide technical assistance, maintenance and repair. 3. Provide professional development in the areas of computer literacy for staff. 4. Provide SMART board training and implement strategies for effective use of SMART boards in the classroom 	Observation of technology in classroom; Sign-in Sheets; P Drive Technology Files; Complete work orders	Hardin; Simon; Teaching Staff; Teaching Assistants; District Technology Staff	Texas Opening the World of Learning (OWL) Curriculum; classroom iPads; Hardware; Age Appropriate Software; SMART Board Training and Resources; District Technology Staff; Head Start Funds;

Section 9 School Safety

MANAGEMENT SYSTEMS ND PROCEDURES 1304.51

MENTAL HEALTH 1304.24

FACILITIES 1304.53 (Safe Environment)

- Provide a safe and orderly school climate, conducive to learning.
- Develop and/or refine for all students and facilities, strategies to maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

<i>Objective</i>	<i>Program Components or Systems Targeted</i>	<i>Research Based Strategies, Initiatives, and Redesign</i>	<i>Evidence of Change to Guide Decision Making</i>	<i>Person (s) Responsible</i>	<i>Resources Required</i>
9.1 Maintain a record of 0 incidents of violence and 0 incidents of drugs, alcohol, and tobacco during the 2014-2015 school year.	Management Mental Health Facilities	<ol style="list-style-type: none"> 1. Implement the district’s Crisis Management Plan for a. Violence Prevention, b. Conflict Resolution, and c. Suicide Prevention 2. Ensure staff team is trained in Crisis Prevention Intervention (CPI) 3. Inform parents of students’ behavior daily 4. Provide group and individual instruction through the use of the district’s counseling curriculum 5. Require visitors to sign in and wear visitor’s badges, and to check in through Raptor – present drivers’ license or Texas identification card 6. Provide counseling in crisis situations 7. Provide instruction in prevention of school violence 	Sign-in Sheets; Agendas; Log of Counseling Sessions; Completion of Communication Folders	Hardin; Allensworth; Simon; Mitchell; Teachers; Teaching Assistants; G. Willis	Copies of District Crisis Management Plan; Raising Your Spirited Child Training; Communication Folders; Mental Health Curriculum and Materials; Head Start Funds

<i>Objective</i>	<i>Program Components or Systems Targeted</i>	<i>Research Based Strategies, Initiatives, and Redesign</i>	<i>Evidence of Change to Guide Decision Making</i>	<i>Person (s) Responsible</i>	<i>Resources Required</i>
<p>9.2 North ELC will ensure the safety of our students and staff when they are on our campus and provide a productive environment conducive to learning</p>	<p>Management; Governance; Safe and Drug Free Schools</p>	<p>Emergency call button in each classroom Doors monitored by camera/buzzer system Red Ribbon Week Encourage friendship and caring with Right Choice Words and Mental Health components</p>	<p>Continue to have a safe environment for our students and staff</p>	<p>Hardin; District Administrators; Campus Staff; Policy Council</p>	<p>Collaboration of funding between Head Start and WOCCISD.</p>