West Orange-Cove CISD
North Early Learning Center
Head Start Program, Pre-K/PPCD Programs
Campus Improvement Plan

2013 - 2014

Mission Statement

The mission of West Orange-Cove Consolidated Independent School District, as a progressive multicultural community, is to graduate students able to reach their potential and excel in a diverse society as productive, responsible citizens by utilizing an innovative curriculum, outstanding facilities, patrons' special talents and unique business/industry partnership.

Vision Statement

North Early Learning Center will provide a foundation for school readiness and later school success for students to become lifelong learners.

School Motto

Learning as we grow, growing as we learn.

Professional Staff Members

| Name	Department	Representation	Years of Service
Shannon Larson	North Early Learning Center	Principal/Head Start Director	19
Sarah Landry	Education Coordinator	Academic Coordinator	9
Kristi Abshire	4 Year Old Head Start Teacher / ESL Representative	CILT/Professional Teaching Staff	7
Leighia Barron	PPCD Teacher	CILT/Professional Teaching Staff	39
Stephen Michutka	ELAR and Social Studies	CILT/Professional Teaching Staff	4
Amanda Harris	Math and Science	CILT/Professional Teaching Staff	8
Ola Conner	3 Year Old Head Start Teacher / Inclusion Representative	CILT/Professional Teaching Staff	6
Bridget Linscomb	4 Year Old Head Start Teacher	CILT / Professional Teaching Staff	3

Parents, Business, & Community Members

Name	Group	Contact Number
Carolyn Williams	Policy Council Chairperson	409-330-3432
Lauraly Kibodeaux	Policy Council Vice Chairperson	409-330-2718
Eltonya Brooks	Policy Council Secretary	409-332-3028
D'Ann Perry	Policy Council Assistant Secretary	409-330-7848
Don Brooks	Policy Council Member	409-332-3028
Melody Ducharme	Policy Council Member	337-326-3124
Annie Lewis	Policy Council Member	409-670-9767
Andrew Hayes	Policy Council School Board Liaison	409-886-8589
Robert Fredrick	Policy Council Community Representative	409-330-7936

Three Year Old Data 2012 -2013 School Year
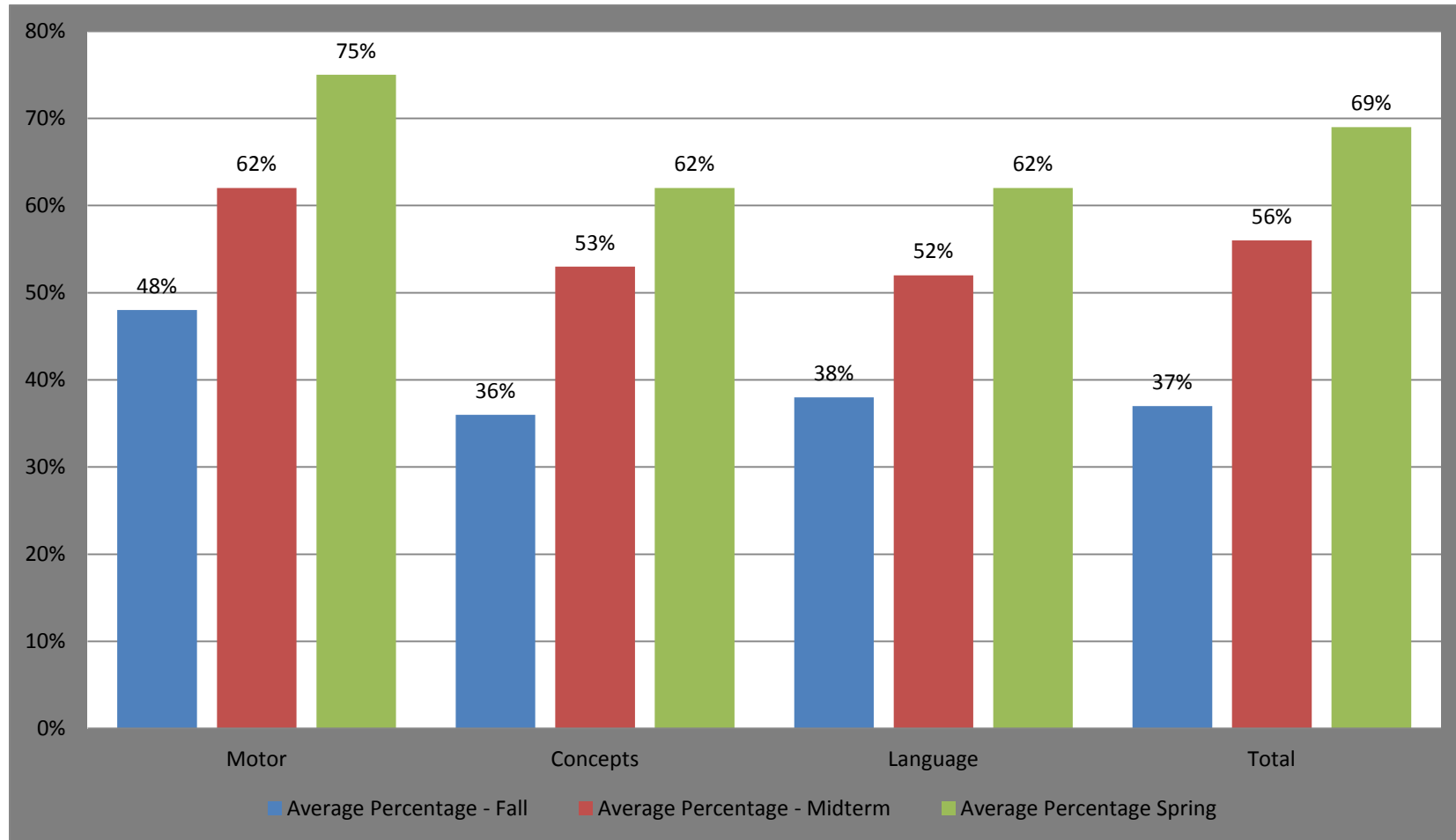
Four Year Old Data 2012 -2013 School Year
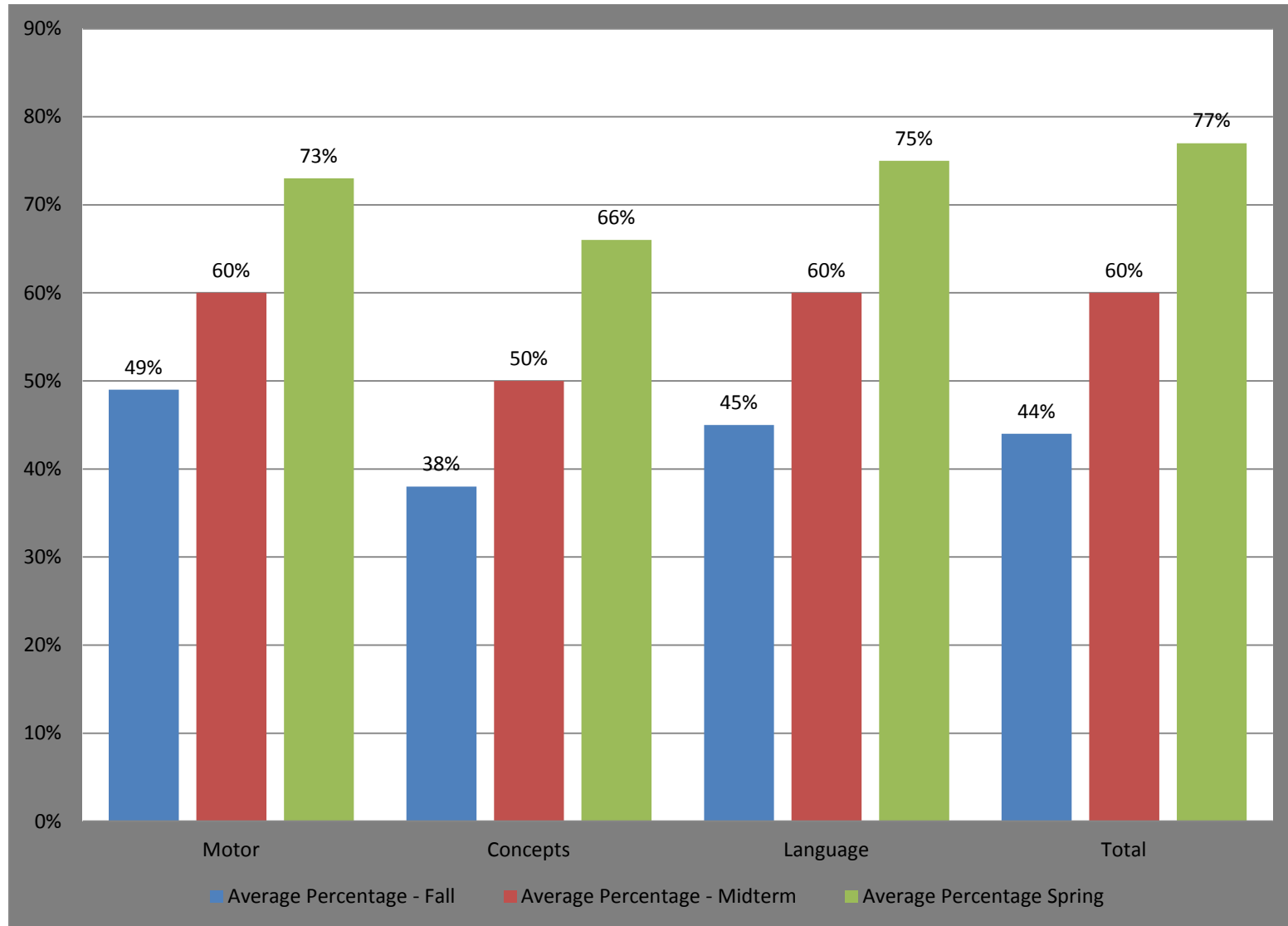
Section 1

Instruction

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.

Objective	Program Components or Systems Targeted	Research Based Strategies, Initiatives, and Redesign	Evidence of Change to Guide Decision Making	Person (s) Responsible	Resources Required
1.2 <u>Math:</u> 90% of students will collect data and organize it in a graphic representation.	Education / Early Childhood Development, Transition	1. Analyze data 2. Use CIRCLE best practices 3. Implement and monitor the OWL Curriculum 4. Use math manipulatives 5. Increase repetition 6. Use cross curricular 7. Encourage children to use mathematical language to describe data 8. Incorporate graphs daily	Anecdotals; Lesson Plans; DIAL 4 Individualization Sheet; Progress Reports	Larson; Landry; Teaching Staff; Teaching Assistants	OWL Curriculum; Instructional Materials; Head Start Funds; Pre-K Funds; Manipulatives; graphs; technology

1.3 <u>Math</u> : Four year old students will recognize 10 numerals and three year old students will recognize 4 numerals.	Education / Early Childhood Development, Transition	1. Increased campus awareness 2. Analyze data 3. Use CIRCLE best practices 4. Implement and monitor the OWL Curriculum 5. Use math manipulatives 6. Increase exposure 7. Increase repetition 8. Accessible number line 9. Technology 10. Engage students in a variety of counting activities and opportunities to work with numbers and operations	Anecdotals; Lesson Plans; DIAL 4 Individualization Sheet; Progress Reports	Larson; Landry; Teaching Staff; Teaching Assistants	OWL Curriculum; Instructional Materials; Head Start Funds; Math Manipulatives; Number Lines
1.4 <u>Science</u>: 90% of four year old students and 50% of three year old students will be able to describe life cycles of two organisms.	Education / Early Childhood Development, Transition	1. Analyze data 2. Use CIRCLE best Practices 3. Implement iOpeners curriculum supplement from OWL 4. Incorporate hands-on learning experiments 5. Rotate lab materials every two weeks. 6. Materials relevant to life cycles continuously in the science center.	Anecdotals; Lesson Plans; DIAL 4 Individualization Sheet; Progress Reports; Walk-Throughs	Larson; Landry; Teaching Staff; Teaching Assistants	OWL Curriculum; Science Handbook; IOpeners Supplement; Instructional Materials; Head Start Funds

Section 2

Student Attendance, College Readiness and Graduation/Dropout Rate

ATTENDANCE 1305.8

NUTRITION 1304.23

- Student attendance will meet or exceed the 85% Head Start standard for attendance.
- Maximize student attendance and completion rates by remedying situations causing absenteeism.

Objective	Program Components or Systems Targeted	Research Based Strategies, Initiatives, and Redesign	Evidence of Change to Guide Decision Making	Person (s) Responsible	Resources Required
2.1 Career and College Readiness: Even with increased effort, students' exposure to post-secondary opportunities is limited. North ELC will increase the number of opportunities for students to explore post-secondary opportunities.	Education / Early Childhood Development, Mental Health Transition, Field Trip	1. Ongoing conversations and open dialogue with students / parents 2. Using "When I Go to College" curriculum on a monthly basis 3. Monthly college recognition activities 4. Bulletin board representation of elementary, middle, high school and college to show progression of education 5. Have current "parent students" give talks on college	Lesson Plans; Curriculum Planning; Parent Feedback; Campus Activities	Larson; Landry; Mitchell; Teaching Staff; Teaching Assistants;	When I Go to College Curriculum; Lamar State College; Head Start Funds

| 2.2 Attendance : Student attendance has frequently fluctuated over the past several years. Despite improvements the campus has not reached the 95% attendance goal. Students will achieve the 95% attendance goal for the 2013-2014 school year. | Education / Early Childhood Development; Transition; Attendance; Child Health and Nutrition | 1. Implement a corrective plan that addresses absences/tardies per 6 weeks.

2. Parent training

3. Case Management

4. Ongoing communication between office and staff
5. Attendance pep rally every nine weeks involving the students, parents and community
6. Lunch with the principal including students and parents- per 6 weeks | Improved attendance rate; Phone Logs; Home Visit Logs; Notes; Attendance Reports | Larson; Landry; Mitchell; Wolfe; Teaching Staff; Teaching Assistants; Family Services Staff | Orientation; Head Start Funds; Certificates; Pep Rally Materials |

Section 3

Safe, Secure, and Orderly Environment

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.

• Objective	Program Components or Systems Targeted	Research Based Strategies, Initiatives, and Redesign	Evidence of Change to Guide Decision Making	Person (s) Responsible	Resources Required
3.1 Maintain a record of 0 incidents of violence and O incidents of drugs, alcohol, and tobacco during the 2012-2013 school year.	Management Mental Health Facilities	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. Implement classroom management strategies based on _Raising Your Spirited Child_ to assist students with behavior issues 4. Inform parents of students' behavior weekly 5. Administer the Dial 4	Sign-in Sheets; Agendas; Log of Counseling Sessions; Completion of Communication Folders	Larson; Allensworth; Landry; 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

		Social Emotional Checklist to all Pre-K and Head Start children 3 times per year 6. Provide group and individual instruction through the use of the district's counseling curriculum 7. Post emergency and fire drill signals 8. Call emergency drill monthly 9. Require visitors to sign in and wear visitor's badges, and to check in through Raptor – present drivers' license or TX ID 10. Provide counseling in crisis situations 11. Provide instruction in prevention of school violence 12. Call bad weather and disaster drills as scheduled by superintendent or designee 13. Implement the Emergency Operations Plan			

| 3.2 Maintain a positive classroom climate conducive to learning. | Management Mental Health Education and Early Childhood Development | 1. Evaluation and Implementation of the Campus Behavior Management Plan
2. Implement classroom management strategies based on <u>Raising Your Spirited Child</u> to assist students with behavior issues
3. Use CLASS monitoring tool to assess classroom climate and student interactions.
4. Implement the use of a cool down place in the classroom for students to regain control of behavior. | Sign-In Sheets; Agendas; Log of Counseling Sessions; Referral Documentation; CLASS Observation Feedback Forms | Larson; Allensworth; Landry; All Staff | Copies of Campus Behavior Management Plan; Sharon Kruger for training; Copies of office referrals; CLASS Instrument |

Section 4

Parent and Community Engagement

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.

Objective	Program Components or Systems Targeted	Research Based Strategies, Initiatives, and Redesign	Evidence of Change to Guide Decision Making	Person (s) Responsible	Resources Required
4.2 Increase levels of parent education and employment.	Parent/Community Engagement; Governance	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 "I Care" parent training meetings 7. Provide continued training for parents about school readiness and Head Start school readiness goals.	Sign-in Sheets and Agendas, Complete "I Care" activities	Larson; Mitchell; Family Services Staff; Teaching Staff; Teaching Assistants; District PIE Coordinator; County Extension Agency; GOALS	Sign-in Sheets and Agendas, Complete "I Care" activities

4.3 Establish Head Start Family Partnership Agreements.	Parent - Community Engagement; Governance	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	Larson; Mitchell; Landry; Family Services Staff; Teaching Staff; Teaching Assistants	Complete Family Partnership Agreements; Training schedules
4.4 Increase community involvement and collaboration to ensure that families receive the best services available.	Parent-Community Engagement; Governance	1. Community Partnership Agreements 2. CAN – Community Assistance Network 3. District PIE and Parent Program 4. Network with agencies in the community in order to establish a variety of avenues for the families. 5. Service coordination will comply with confidentiality policy and exists only to improve services 6. Utilize the ChildPlus Software and other automated databases to track follow-up services	Complete Community Partnership Agreements; Schedule of collaboration; Agendas; Contact Logs; ChildPlus Reports	Mitchell; D. Richard; Family Services Staff	Complete Community Partnership Agreements; Schedule of collaboration; Agendas; Contact Logs; PROMIS Reports

Section 5

Special Services

EDUCATION AND EARLY CHILDHOOD DEVELOPMENT 1304.21
MENTAL HEALTH 1304.24

- Provide appropriate instruction to all general education learners
- Provide appropriate instruction to all English Language Learners
- Provide appropriate instruction to all students with special needs
- Provide appropriate instruction to gifted learners

Objective	Program Components or Systems Targeted	Research Based Strategies, Initiatives, and Redesign	Evidence of Change to Guide Decision Making	Person (s) Responsible	Resources Required
5.1 North Early Learning Center will provide appropriate instruction to all students with special needs.	Mental Health Disabilities, Education/Early Childhood Development	1. Increase the capacity of preschool students in regular education settings to ensure the provision of services in the least restrictive environment (LRE). 2. Continue the inclusion/capacity building of children with disabilities, consistent with their IEP by training staff and parents in the concept of inclusion/capacity building (LRE) and implementing a team teaching model for the provision of student with disabilities in the LRE.	Review of ARD recommendations; Review instructional settings	Larson; Landry; Allensworth; ARD Committees; WOCCISD Special Services	Information of Capacity Bldg; ARD forms
5.2 North Early Learning Center will provide appropriate transition preparation for all students.	Mental Health Disabilities Education/Early Childhood Development Transition	Provide Early School Transition from HS/PK/PPCD to K by: a. Providing orientation to parents of students entering PK and K to increase parental awareness of expectations. b. Provide special education training for parents transitioning to Kindergarten.	Sign-In Sheet, Training Packet, Campus Team Active	Larson; Allensworth; Landry; Mitchell; Teaching Staff; Teaching Assistants; Special Services Office	Training Packets; Sign ins; Agendas

		c. Provide vertical teaming opportunities between PK and K teachers for the purpose of aligning the curriculum, sharing instructional strategies/activities to ensure student success in kindergarten. d. Provide campus tours to PK students and their parents in an effort to familiarize students with facility and program activities. e. Provide meeting of administrators HS/PK/PPCD and K teachers and parents of HS/PK/PPCD students to increase parental awareness of kindergarten guidelines, procedures and curricula requirements f. Provide kindergarten school supplies to HS/PK/PPCD students prior to entering kindergarten.			
5.3 North Early Learning Center will provide appropriate instruction to all students who are English Language Learners.	Education/Early Childhood Development Mental Health Transition	<u>English as a Second Language (ESL)</u> 1. Provide staff development that addresses the affective, linguistic, and cognitive needs of the limited English proficient (LEP) students in the ESL and regular classrooms. 2. Provide ESL services to support LEP student's success in the regular classroom in accordance with state and local requirements. 3. Provide LEP students with an environment that supports and respects the gender, culture, language, ethnicity and family by ensuring that materials, literature, bulletin boards, curriculum themes and activities, programs and field trips reflect diversity.	Sign-in Sheets; Student Progress Reports	Larson; Landry; ESL Teachers; LPAC	Reg. V ESC, Training Materials

Section 6

Technology

EDUCATION AND EARLY CHILDHOOD DEVELOPMENT 1304.21

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

Objective	Program Components or Systems Targeted	Research Based Strategies, Initiatives, and Redesign	Evidence of Change to Guide Decision Making	Person (s) Responsible	Resources Required
North Early Learning Center will provide appropriate technology opportunities for students to develop their technology skills.	Technology	1. Integrate technology into the HS/PK/ PPCD 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	Larson; Landry; Teaching Staff; Teaching Assistants; District Technology Staff	OWL Curriculum; Hardware; Age Appropriate Software; SMART Board Training and Resources; District Technology Staff

Section 7

Health Services

CHILD HEALTH AND DEVELOPMENTAL SERVICES 1304.20

CHILD HEALTH AND SAFETY 1304.22

NUTRITION 1304.23

- Complete Medical, dental, developmental and social/emotional screenings within timelines.
- Complete all treatments recommended by the end of the 2013-2014 school year to ensure that all students are physically healthy.
- Assist all families of children with no health insurance in obtaining it.
- Assist all families of children with no medical and /or dental home in obtaining them.

Objective	Program Components or Systems Targeted	Research Based Strategies, Initiatives, and Redesign	Evidence of Change to Guide Decision Making	Person (s) Responsible	Resources Required
7.1 Maintain a 100% screening exam (medical, dental, developmental, social/emotional) and immunization rate.	Child Health and Development Child Health/Safety Nutrition	Ensure parents are provided necessary forms for EPSDT/Medical Screenings for Head Start PD students enrolling between April 1 and the first day of school to be completed by providers.	Medicaid screenings completed by Medicaid Provider	Trump	Registered Dietitian
7.2 Accomplish 100% medical and dental treatment of children identified by doctor or dentist as needing it.	Child Health and Development Child Health/Safety Nutrition	Ensure non-Medicaid or non-insured Head Start and PK students receive medical and dental screens by arranging on-campus Medical and Dental Screenings	Medical screenings completed by medical/dental providers	Trump	Medical Providers

7.3 All children will have access to health insurance.		Assist all families of children with no health insurance obtain a source of health insurance by providing them with Medicaid and CHIPs applications and providing assistance and follow-up on the completion and submission of applications.	List of families assisted with Medicaid and CHIPs applications. Increase in number of HS children with a source of health insurance	Trump, Mitchell; Family Services Staff	Vision & Hearing Screening Equipment, DIAL-III, Blood Pressure Machine, Medical Providers
7.4 All children will have a medical and dental home.		1. Ensure referral and follow-up medical and dental care is available where deemed necessary by screenings. 2. Assist all Head Start families of children without a medical or dental home obtain one.	Follow-ups completed in timely manner; List of families assisted in obtaining a medical and/or dental home. Increase in the number of HS children with a medical and dental homes	Trump; Mitchell; Family Services Staff	Duties and Responsibilities of the Health Ser. Adv. Com.; PROMIS Software
7.5 Dietary needs of all children will be met.	Child Health and Development Child Health/Safety Nutrition	1. Ensure any child with special dietary need is reported to the district's Food Services Director, campus cafeteria employees. 2. Contract with registered dietitian to support Head Start nutrition program	Copies of special Nutrition Plans, supplementary menus; list of duties; contact logs and notes of services	Larson; Trump; Dwight; Food Services; Teaching Staff; Teaching Assistants	Registered Dietitian
7.6 All children will be current with immunizations.		Ensure all students receive age-appropriate immunizations according to district policy.	Contact logs, immunization records	Trump	Medical Providers

7.7 All children will receive appropriate health screenings.		Ensure completion of the following screenings for all enrolled students: a. EPSDT b. Growth Assessment c. Vision Screenings d. Hearing Screenings e. Blood Pressure f. DOCT (Speech) g. Behavior Observation h. DIAL 4 i. FORM 10	Health Records, Education Records	Trump; Landry; Allensworth; Teaching Staff	Vision & Hearing Screening Equipment, DIAL 4, Blood Pressure Machine, Medical Providers
7.8 The Health Service Advisory Committee will continue to operate.		1. Provide for the creation of Health Service Advisory Committee, which will plan and evaluate health services for students and to assist and advise the Health Services Manager on Health related issues.	List of committee members, Schedule of Meetings and Agendas	Larson; Trump	Duties and Responsibilities of the Health Ser. Adv. Com.
7.9 Maintain current health records for all students.	Health Services	1. Keep all Health Records current through the district's tracking system. 2. . Utilize the Head Start Family Information System ChildPlus software and other automated databases to track screenings and follow-up services.	Current Health Records	Larson; Trump; D. Richard	ChildPlus Software