West Orange Cove Independent School District

North Early Learning Center

2019-2020 Campus Improvement Plan

Accountability Rating: D

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

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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ethnicity	Student	Percentage
American Indian	1	.3%
African American	166	57%
White	42	14%
Hispanic	54	18.6%
Two or More Races	23	7.9%
Asian	4	1.4%

Student Sub Populations	Total	Percentage
Male	158	54.5%
Female	132	45.5%
Economically Disadvantaged	290	100%
LEP	42	14.5%
Homeless	20	6.9%
Foster Care	7	2.4%
Campus Mobility Rate	0	0%

Demographics Strengths

Maintaining Head Start funded enrollment of 239 and Pre-K enrollment with an active waiting list for Head Start.

All slots are filled within a few days of students withdrawing.

Our LEP population is growing; therefore, we are increasing the number of ESL certified teachers and we have created a bilingual pre k program.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase in Hispanic students with Spanish as their primary language. **Root Cause**: Families move to the area for work.

Problem Statement 2: Increase the number of 4 year old enrollment in Head Start and Pre-K. **Root Cause**: better advertisement, House Bill 3 (all districts in the area now offer all day Pre-K 4 programs)

Student Achievement

Student Achievement Summary

3 year old program 4 year old program

83% of 3 years olds scored above potential delay on the Dial 4 85% of 3 years olds scored above potential delay on the Dial 4

17% scored as potentially delayed on the Dial 4 15% scored as potentially delayed on the Dial 4

Our growth area for 3 year olds is language Our growth area for 4 year olds is language

Student Achievement Strengths

The growth over the past year is 20%. Overall 84% of students are meeting expectations. 85% of 4 year olds are Kindergarten ready.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Language is a growth area for us as a campus. **Root Cause**: Lack of exposure and delay from home.

Problem Statement 2: New bilingual program and lack of some resources. **Root Cause**: The number of Hispanic students speaking Spanish entering the program has increased.

Problem Statement 3: Our current progress monitoring is not showing accurate data (TSG). **Root Cause**: The company has had many updates but hasn't supplied training to understand the updates. The assessment is also very subjective.

School Culture and Climate

School Culture and Climate Summary

This year we are working on improving a sense of trust and communication between all parties.

School Culture and Climate Strengths

Staff passion for teaching is evident.

Staff accommodates all student needs.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: There is a lack of communication between case workers and teaching staff. **Root Cause**: Everyone does not have access to Child Plus so they are not able to see the information that has been inputted for their students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Overall, we have great teacher retention. We grow our own and have turn over in the area of teaching assistants. Several of these have resigned to further their education or obtained a teacher position.

Staff Quality, Recruitment, and Retention Strengths

Our goal is to hire highly qualified staff

Staff appreciation activities

Staff growth in leadership areas

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There is a lack of professional development geared towards early childhood. **Root Cause**: Candidates and employees do not come with the education of what early childhood requires.

Problem Statement 2: Lack of support for new teacher aides. **Root Cause**: Staff turnover.

Problem Statement 3: There is a long term teacher sub in a 3 year old Head Start classroom. **Root Cause**: There is a lack of qualified candidates.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Strengths

Research based curriculum in both 3 and 4 year old programs

Four year olds are more socially emotionally ready for school.

Specials added to the master schedule fosters inquiry and creativity through science lab, student library, gardening, and extended center time.

Morning meeting times were altered to be more interactive

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Lack of knowledge of Head Start Standards and Head Start Early Learning Outcomes Framework (HSELOF). **Root Cause**: Recent changes to the standards and lack of training.

Problem Statement 2: There is a lack of math, literacy, science, and social studies circle times. **Root Cause**: The master schedule did not allow time for circle times.

Parent and Community Engagement

Parent and Community Engagement Summary

We over monthly parent engagement activities. Participation varies. We repeat activities that are attractive to parents each year. We look for their interest or needs and try to accommodate.

Parent and Community Engagement Strengths

Offer activities at different times of the day to accommodate all parents and community

Parent meetings are geared to parent and community interest based on information collected from family services

Parents are always welcomed and encouraged to participate

All activities are listed on monthly calendars sent home to parents in English and Spanish

Campus webmaster works to keep families updated through social media and call outs

We utilize our district director of communications

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Procedures and policies need to be followed by all. **Root Cause**: Staff and parents are familiar with each other leading to more relaxed following of procedures and policies.

School Context and Organization

School Context and Organization Summary

We have many systems in place that allow for our program to be successful overall.

School Context and Organization Strengths

Staff set goals and work towards achievement with help of needed team members support

Needs are addressed with targeted professional development

Abundant resources are available

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Lack of knowledge of all components of Head Start. **Root Cause**: Leadership turnover.

Problem Statement 2: Lack of knowledge of all Texas Pre-K regulations **Root Cause**: Leadership keeping up with changes in Texas Pre-K laws

Technology

Technology Summary

The district as provided us with a great amount of technology to enhance instruction and learning. We plan to utilize our technology admin to help us learn how to use the equipment fully and how we can integrate into our lessons to help make our classrooms interesting and engaging.

Technology Strengths

Updated technology - interactive white boards that students and teachers can use easily to enhance instruction

5 Chromebooks in every classroom for student use during stations

Problem Statements Identifying Technology Needs

Problem Statement 1: Lack of training and lack of technical assistance and support **Root Cause**: There is a limited amount of knowledgeable staff and technology support

Problem Statement 2: Integration of technology into curriculum **Root Cause**: Lack of technology curriculum training

Problem Statement 3: Limited connectivity issues **Root Cause**: Sporadic WiFi connection which increases user frustration

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Observation Survey results

Student Data: Student Groups

- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: The North Early Learning Program will ensure that children and families will be ready to succeed in Kindergarten and beyond by closing achievement gaps.

Performance Objective 1: We will use our universal screener data to drive decisions on our school readiness goals. Our school readiness goals for each student will increase by 10% from the beginning of the year to the end of the year.

    Evaluation Data Source(s) 1: DIAL and CLI Engage data, student portfolios, anecdotal notes

    Summative Evaluation 1:

    High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools Recruit, support, retain teachers and principals 1) 1. Analyze data 2. Use Preschool Early Language & Literacy Including Mathematics (CIRCLE) Best Practices 3. Implement and monitor the use of the Texas Pre-K Guidelines and the Early Learning Outcomes Framework 4. Create experience rooms for children to have real life experiences as they work through the curriculum and school readiness goals. This will allow for daily STEAM opportunities and college and career readiness support. 5. Consistent Vocabulary Teaching model 6. Experience room will drive the instruction 7. Ask "wh" questions	Principal/Program Director, Education Coordinator; Teaching Staff; Teaching Assistants; Program Managers	Children will comprehend and use increasingly complex and varied vocabularies in conversations Children will develop and demonstrate the ability to use math and science concepts				
8. Increased wait time for responses 9. Think, pair, share 10. Daily journaling 11. Content vocabulary word walls 12. Intentional morning meetings (circles) 13. Number lines available 14. Cross curricular activities 15. Individualization (RTI) 16. Home visits/ Parent Conferences 17. Provide monthly opportunities for parent engagement and involvement 18. Social Emotional Focus		**Funding Sources**: 199 - General Fund - 9600.00, 205 - Head start - 43947.00				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

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Goal 2: The North Early Learning Program will establish an enriched program to broaden the children's experiences that continue to support their reading and math skills

Performance Objective 1: 100% of classrooms will become experience rooms that are specific to a theme taken from the recommended TX Pre-K Guidelines and Early Learning Outcomes Framework. The rooms will become the learning environment and will have learning opportunities that reach all senses and support literacy and math skills.

Evaluation Data Source(s) 1: classroom walkthroughs, CIRCLE Checklist

Summative Evaluation 1:

High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 1. Fine arts 2. Gardening 3. Mustang Ignites 4. Attendance Incentive 5. Super 7 (Centers) 6. Increase exposure and create experiences 7. Curriculum based meetings that mirror enrichment activities so parents can provide home support (adopted parent program)	Principal/ Program Director Teachers and Teaching Assistants Education Coordinator Parent Engagement Coordinator ERSEA Coordinator Program Managers	Children will gain experiences in the arts and social skills				
Funding Sources: 199 - General Fund - 500.00, 205 - Head start - 12750.00, 461 - Campus Activity Fund - 2067.00						
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue						

Goal 3: The North Early Learning Program will establish and maintain community STEM partnerships that will lay the foundation for students to learn about nature through investigation and real world experiences.

Performance Objective 1: 100% of classrooms will offer STEAM activities daily for 100% of students to participate in using community partnerships to enhance the opportunities that connect to the real world .

Evaluation Data Source(s) 1:
lesson plans, schedules, classroom walkthroughs, MOUS, field trip opportunities away from the campus and on-site

Summative Evaluation 1:

High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 1) 1. Service Projects 2. Field Trips 3. Community Outreaches (Agri-Life and Stark Foundation) 4.Parent Engagement Meetings 5. Mustang Ignites 6. Campus Consultants	Education Coordinator, Family Engagement Coordinator, Community Partnerships, Nurse, Nutritionist, Teachers, Teaching Assistants, Principal/Program Director	Children will begin to demonstrate citizenship and leadership by taking an active role in campus wide projects.				
Funding Sources: 199 - General Fund - 1650.00, 205 - Head start - 11400.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Campus Funding Summary

199 - General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$9,600.00
2	1	1			$500.00
3	1	1			$1,650.00
				Sub-Total	$11,750.00

205 - Head start

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$43,947.00
2	1	1			$12,750.00
3	1	1			$11,400.00
				Sub-Total	$68,097.00

461 - Campus Activity Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			$2,067.00
				Sub-Total	$2,067.00
				Grand Total	$81,914.00