

**West Orange Cove Independent School District**  
**North Early Learning Center**  
**2017-2018 Campus Improvement Plan**



# **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.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

<b>Ethnicity</b>	<b>Student</b>	<b>Percentage</b>
American Indian	2	.74%
African American	160	58.8%
White	37	13.6%
Hispanic	51	18.7%
Two or More Races	19	6.9%
Asian	3	1.1%

<b>Student Sub Populations</b>	<b>Total</b>	<b>Percentage</b>
Male	155	56.9%
Female	117	43.0%
Economically Disadvantaged	272	100%
LEP	25	9%
Homeless	0	0%
Foster Care	7	3%
Campus Mobility Rate	0	0%

### Demographics Strengths

Maintaining Head Start funded enrollment of 239 and Pre-K enrollment of 25.

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.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Improve process to ensure 10% disabilities requirement is met by the midpoint and a waiting list is maintained.

**Problem Statement 2:** Improve the balance of 3 and 4 year old enrollment in Head Start and Pre-K.

**Problem Statement 3:** Improve the balance of female and male enrollment.

## Student Achievement

### Student Achievement Summary

3 year old program

30 % performed above expectation

62% performed at met expectation

8% performed below expectation

4 year old program

30% performed above expectation

67% performed at met expectation

3% performed below expectation

### Student Achievement Strengths

90% of students are meeting expectations

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Give our assessments with fidelity and accuracy. **Root Cause:** Lack of training and accountability.

**Problem Statement 2:** Improve the ESL program. **Root Cause:** Lack of curriculum alignment, disperse ESL students among more classes, and limited ESL staff.

**Problem Statement 3:** Lack of time to provide enrichment opportunities and create a time for creativity to be fostered. **Root Cause:** Master schedule doesn't reflect time to extend learning through the arts.

**Problem Statement 4:** Decreased staff knowledge of inquiry based teaching skills. **Root Cause:** Lack of professional development in the area.

## **School Culture and Climate**

### **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 not a common vision. **Root Cause:** Lack of participation in creating the vision.

**Problem Statement 2:** Decreased participation in professional learning communities. **Root Cause:** Lack of valued input.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Strengths**

Our goal is to hire highly qualified staff

Staff appreciation activities

Staff growth in leadership

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Lack of professional development geared towards early childhood. **Root Cause:** A need for developmentally appropriate knowledge.

**Problem Statement 2:** Increase support for new staff. **Root Cause:** Staff turnover.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Strengths**

Research based curriculum in both 3 and 4 year old programs

Specials were added to the master schedule to foster inquiry and creativity

Morning meeting times were altered to be more interactive

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Opening the World to Learning (OWL) curriculum needs updated alignment. **Root Cause:** TX Pre-K guidelines have changed.

**Problem Statement 2:** 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.



## **Family and Community Involvement**

### **Family and Community Involvement 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

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

### **Problem Statements Identifying Family and Community Involvement 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 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:** Increase communication between campus leadership team and teachers. **Root Cause:** A lack of purpose and clear agenda.

**Problem Statement 2:** Lack of knowledge of all components of Head Start. **Root Cause:** Leadership turnover.

# Technology

## Technology Strengths

Updated technology (IPads, desktops and Smartboards)

## 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.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Critical Success Factor(s) data
- PBMAS data
- Community and student engagement rating 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
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility

- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- 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
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement 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:** To strengthen staff and parent knowledge in order to build, use and comprehend increasingly complex and varied vocabulary, math, and science concepts to improve oral language by 50% as measured by student assessment by the end of the program goal year.

**Evaluation Data Source(s) 1:** Professional Development, PLC and Workshop attendance, lesson plans, child assessment scores and reports, T-Tess and CLASS walkthrough documentation, agendas, sign in sheets, feedback surveys from events, home visits, conference schedules, signed parent need documents, call logs, hearing screening documents, class and nurse newsletters, policy council and principal reports, and case management notes

## Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 7</p> <ol style="list-style-type: none"> <li>1) Analyze data</li> <li>2. Use Preschool Early Language &amp; Literacy Including Mathematics (CIRCLE) Best Practices</li> <li>3. Implement and monitor the Texas Opening the World of Learning (OWL) Curriculum and Frogstreet</li> <li>4. Use manipulatives for hands-on learning</li> <li>5. Consistent Vocabulary Teaching model</li> <li>6. Curriculum/lesson planning</li> <li>7. Ask "wh" questions</li> <li>8. Increased wait time for responses</li> <li>9. Think, pair, share</li> <li>10. Daily journaling</li> <li>11. Content vocabulary word walls</li> <li>12. intentional morning meetings</li> <li>13. increased exposure</li> <li>14. increased repetition</li> <li>15. Number lines available</li> <li>16. Use cross curricular activities</li> <li>17. RPM Walks (bulletin boards)</li> </ol>	1	Principal/Program Director, Education Coordinator; Teaching Staff; Teaching Assistants; Program Managers	<p>Children will comprehend and use increasingly complex and varied vocabularies in conversations</p> <p>Children will develop and demonstrate the ability to use math and science concepts</p>				
Funding Sources: 199 - General Fund - \$2,000.00, 205 - Headstart - \$6,726.00							



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

**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:** Incorporate fine arts to broaden their experiences and provide a connection to their reading and math skills while enhancing their social skills

**Evaluation Data Source(s) 1:** Attendance records, sign in sheets, evaluations, and surveys

**Summative Evaluation 1:** Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Fine arts 2. Gardening 3. Science Lab 4. Student Library 5. Mustang Ignites 6. Attendance Incentive 7. Super 7 (Centers) 8. Increase exposure 9. Curriculum based meetings that mirror enrichment activities so parents can provide home support</p>	1	Principal/ Program Director Teachers and Teaching Assistants Education Coordinator Attendance Clerk Program Managers	Children will gain experiences in the arts and social skills				
Funding Sources: 199 - General Fund - \$2,393.00, 205 - Headstart - \$9,459.00, 461 - Campus Activity Fund - \$738.00							



**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:** Collaborate with community partners provide STEM opportunities for real world experiences through gardening and science activities.

**Evaluation Data Source(s) 1:** lesson plans, schedules, sign in sheets, and surveys

**Summative Evaluation 1:** Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) Service Projects                      2. Field Trips                      3. Community Outreaches (Agri-Life and Stark Foundation)                      4.Parent Engagement Meetings                      5. Mustang Ignites                      6. Specials in master schedule</p>	1	Education Coordinator, Family Service 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 - \$1,500.00, 205 - Headstart - \$5,060.00							

# Campus Funding Summary

<b>199 - General Fund</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$2,000.00
2	1	1			\$2,393.00
3	1	1			\$1,500.00
<b>Sub-Total</b>					<b>\$5,893.00</b>
<b>205 - Headstart</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$6,726.00
2	1	1			\$9,459.00
3	1	1			\$5,060.00
<b>Sub-Total</b>					<b>\$21,245.00</b>
<b>461 - Campus Activity Fund</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$738.00
<b>Sub-Total</b>					<b>\$738.00</b>
<b>Grand Total</b>					<b>\$27,876.00</b>