

West Orange Cove Independent School District
North Early Learning Center
2018-2019 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ethnicity	Student	Percentage
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%

Student Sub Populations	Total	Percentage
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

14 % performed above expectation

75% performed at met expectation

11% performed below expectation

4 year old program

16% performed above expectation

71% performed at met expectation

13% performed below expectation

Student Achievement Strengths

89% 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: Decreased staff knowledge of inquiry based teaching skills. **Root Cause:** Lack of professional development in the area.

Problem Statement 4: Math achievement was a low area in ongoing assessment. **Root Cause:** Teaching assistants were delivering instruction instead of the certified teacher.

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 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.

Problem Statement 2: A feeling of not being appreciated due to many district employees feeling that we play all day. **Root Cause:** This district as a whole may not understand what our program is about and what the expectations of it are.

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

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.

Problem Statement 3: Small groups are too large. They typically consist of 9 students to 1 adult. **Root Cause:** Lack of professional development or focus on what is developmentally appropriate for early childhood students.

Parent and Community Engagement

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

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

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 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 Strengths

Updated technology (desktops and laptops)

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Critical Success Factor(s) 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

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, 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
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality 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
- 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June



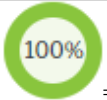

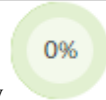

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 7</p> <ol style="list-style-type: none"> 1) Analyze data 2. Use Preschool Early Language & Literacy Including Mathematics (CIRCLE) Best Practices 3. Implement and monitor the Texas Opening the World of Learning (OWL) Curriculum and Frogstreet 4. Use manipulatives for hands-on learning 5. Consistent Vocabulary Teaching model 6. Curriculum/lesson planning 7. Ask "wh" questions 8. Increased wait time for responses 9. Think, pair, share 10. Daily journaling 11. Content vocabulary word walls 12. Intentional morning meetings 13. Increased exposure 14. Increased repetition 15. Number lines available 16. Use cross curricular activities 17. Individualization (RTI) 18. Home visits/ Parent Conferences 	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				
<p>Funding Sources: 199 - General Fund - 38500.00, 205 - Head start - 27750.00</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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 students' 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:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <ol style="list-style-type: none"> 1) Fine arts 2. Gardening 3. Science Lab 4. Student Library 5. Mustang Ignites 6. Attendance Incentive 7. Super 7 (Centers) 8. Increase exposure and create experiences 9. Curriculum based meetings that mirror enrichment activities so parents can provide home support 	<p>Principal/ Program Director Teachers and Teaching Assistants Education Coordinator ERSEA Coordinator Program Managers</p>	<p>Children will gain experiences in the arts and social skills</p>				
<p>Funding Sources: 199 - General Fund - 0.00, 205 - Head start - 7601.00, 461 - Campus Activity Fund - 1319.41</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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 and staff to provide STEM opportunities for real world experiences through gardening, math, inquiry based learning, and science activities.

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

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <ol style="list-style-type: none"> 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 	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.				
<p>Funding Sources: 199 - General Fund - 2000.00, 205 - Head start - 3250.00</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$38,500.00
2	1	1			\$0.00
3	1	1			\$2,000.00
Sub-Total					\$40,500.00
205 - Head start					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$27,750.00
2	1	1			\$7,601.00
3	1	1			\$3,250.00
Sub-Total					\$38,601.00
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$1,319.41
Sub-Total					\$1,319.41
Grand Total					\$80,420.41