

**Weslaco Independent School District
Early Learning Foundations Academy
2022-2023 Campus Improvement Plan**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Early Learning Foundations Academy (ELF Academy) is a collaboration with the Hidalgo County Head Start Program that services 3 and 4 year old students. Currently Weslaco ISD has a partnership with Head Starts in Weslaco ISD (North Bridge Elementary, Margo Elementary, and Silva Elementary), Donna (Donna I and Donna II), and Progreso. At the end of the 2021-2022 school year, the ELF Academy serviced 429 students. The average class ratio is 20:3 (WISD teacher, HS teacher, and HS Assistant). WISD ELF teachers co-teach with a Head Start teacher. Our ISD employs 9 teachers, 1 counselor, and we are under the direction of Mrs. C. Martinez, Director of Instructional Programs. Due to recent changes and uncertainty about the ELF Academy, the school is currently in need of the staff needed to run a campus, which includes a Data Entry Clerk, a Secretary, and 4 additional teachers. Our student population was 100% Hispanic in the 21-22 school year. A hundred percent of our students are economically disadvantaged; out of those 429 students, 94.87% were regular ed. and 5.13% were under Special Education. Out of those 429 students enrolled, 35.66% were ELs with 34.5% being regular ed. and 1.17% under Special Education.

42.30% of our students were identified as At-Risk.

We have 100% of our students that are economically disadvantaged.

Demographics Strengths

One of our strengths is the ratio of 20 to 3. Because there are three adults in the classroom, students get more one to one individualized small group instruction.

All of our Head Start classrooms have a Clear Touch panel in which teachers utilize to lead them in their songs and lessons during the day. Students are engaged with the use of technology that is incorporated in their lessons daily.

Teachers also have 10 touch chrome books to utilize during their learning centers. .

The Early Learning Foundations Academy has other strengths. Some of the most notable strengths include:

1. All staff and paraprofessionals are highly qualified.
2. Class size 20:3.
3. Teachers and staff are given leadership opportunities such as serving on SBDM, bilingual chair and District Advisory committee.
4. Campus Attendance rate (89.3%).

5. Minimal to no teacher turn over.

Problem Statements Identifying Demographics Needs

Problem Statement 1: According to end of the year CLI data ELF students area of weakness was in Math. **Root Cause:** The reason students did not show growth in the area of Math was that teachers focused in the area of Literacy.

Student Learning

Student Learning Summary

Early Learning Foundations Administrator and teachers evaluate student data by generating CLI reports. Administration analyzes trends in student achievement by evaluating data in our special population groups. The campus conducts meetings with teachers to desegregate student data to identify the strengths and weaknesses of students to determine specific concerns and plan of action.

Student Learning Strengths

A student achievement strength at the ELF Academy is the belief system that educators and education can make a significant difference in the potential of each and every child. Our teachers and staff are willing to do whatever it takes to help student learn at high levels. Additional strengths are listed below.

Beginning of the year testing: 2018

Strengths:

70% of students met track on Phonics

60% of students me track on Math

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our students are scoring below 60 on rote counting and number recognition. **Root Cause:** The reason why our students are scoring below expectation in Math is due to the lack of consistent Math instruction. Our students are 1st year students in the classroom setting and are adapting to the classroom. They are learning routine and procedures the first full semester. Therefore, students lack a full year of math instruction.

School Processes & Programs

School Processes & Programs Summary

Early Learning Foundations Academy has a highly qualified staff. Upon employment, teachers are given professional development in the district and at Head Start Head Quarters. Professional development needs are determined by EOY testing results, and special campus programs that require training for implementation. All teachers are given opportunities to work together and plan during their conference period. They meet on Mondays, Tuesdays and Wednesdays with teachers at Head Start and on Thursdays and Fridays they meet at the ELF Academy Office to collaborate and synergize.

School Processes & Programs Strengths

In the area of staff quality, recruitment, and retention, the following strengths were identified:

- All staff and paraprofessionals are highly qualified.
- 100% of the teaching staff have between 5-27 years of experience. This is a strength because they are implementing the existing and newest research based lessons and are very equipped in technology.
- Teachers and staff are given leadership opportunities such as serving on SBDM serving as grade level chairs, and bilingual chair.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers don't plan together as often and campus teachers do. **Root Cause:** Because teachers are at different Head Start centers, they don't get to plan and synergize as often as teachers at the same campus.

Perceptions

Perceptions Summary

The Early Learning Foundations Academy is comprised of 3 and 4 year old students that attend Hidalgo County Head Starts in Donna, Weslaco, and Progreso.

ELF teachers collaborate and plan with the Head Start teachers to ensure academic learning.

All ELF teachers collaborate, plan, and participate in PLC's on Thursdays.

ALL ELF teachers meet on Fridays at the ELF office to ensure alignment amongst all Head Starts.

Weekly meetings are held at the ELF office to communicate and discuss any concerns or needs teachers may have.

Data from CLI testing and NWEA MAP Reading Fluency Testing is shared and analyzed to adjust instruction in the classrooms.

School safety continues to be emphasized.

Perceptions Strengths

Reflecting on the culture and climate of The Early Learning Foundations Academy identified the following strengths:

- Open door policy for parents, students and staff concerns.
- The faculty and staff participate in weekly meetings.
- A safe and positive learning environment with differentiated instruction for all learners
- Incorporation of technology in the classrooms.
- The ELF Academy collaboration offers a 3:7 teacher to student ratio.
- Emphasis for students to be ready for Kindergarten.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to end of the year assessment more than {50%} of our ELF students were not Kinder ready by the end of the year. **Root Cause:** The reason students were not Kinder ready was that students were participating in virtual learning for 2 years, then students were absent due to Covid19, missing out on important classroom instruction.

Priority Problem Statements

Problem Statement 1: Our students are scoring below 60 on rote counting and number recognition.

Root Cause 1: The reason why our students are scoring below expectation in Math is due to the lack of consistent Math instruction. Our students are 1st year students in the classroom setting and are adapting to the classroom. They are learning routine and procedures the first full semester. Therefore, students lack a full year of math instruction.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Student Data: Assessments

- State and federally required assessment information
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data





Goals

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs along the continuum of learning environments that develop college, career, military, and service ready leaders.

Performance Objective 1: By the end of the 2020-2021 school year, the number of students who will be Kinder ready will increase 20% in May 2021.

Evaluation Data Sources: 2020-2021 CLI Engage Assessment





Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Read Alouds to model reading, build comprehension, and extend students' vocabulary.</p> <p>Implement STAR(Sit Together and Read) strategies.</p> <p>Implement individualized learning Math and Literacy centers.</p> <p>Implement Conquering the Cosmos Unit.</p> <p>Strategy's Expected Result/Impact: Performance on the assessment will improve.</p> <p>Daily Read Alouds</p> <p>Meet student's individualized learning needs.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional materials needed for hands on learning. - State Comp Ed (SCE) - 16411632900102830</p>	Formative			Summative
	Nov	Jan	Mar	June
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 Continue/Modify
 Discontinue

Goal 2: Engaging LEARNING ENVIRONMENT-Ensure safe, secure, drug-free, technology rich, and inviting environments which promote high performance along the continuum of learning environments.

Performance Objective 1: Implement the use of the Seesaw. The distance learning platform will be utilized to engage students, communicate with parents, and capture asynchronous attendance.





Evaluation Data Sources: Student, parent, and teacher participation on the platform.

Strategy 1 Details	Reviews			
<p>Strategy 1: Train teachers on how to utilize Seesaw to engage students and communicate with parents.</p> <p>Strategy's Expected Result/Impact: Student, parent, and teacher usage of Seesaw.</p> <p>Staff Responsible for Monitoring: Campus Principal Teachers</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - State Comp Ed (SCE)</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Engaging LEARNING ENVIRONMENT-Ensure safe, secure, drug-free, technology rich, and inviting environments which promote high performance along the continuum of learning environments.

Performance Objective 2: During the 2020-2021 school year, a 100% of scheduled safety drills (to include fire drills and lock downs) will be conducted.

Evaluation Data Sources: Documentation of monthly drills





Strategy 1 Details	Reviews			
<p>Strategy 1: Monthly drills will be conducted at the Head Starts. Strategy's Expected Result/Impact: Documented Drills Staff Responsible for Monitoring: Center Managers</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Engaging LEARNING ENVIRONMENT-Ensure safe, secure, drug-free, technology rich, and inviting environments which promote high performance along the continuum of learning environments.

Performance Objective 3: During the 2020-2021 school year we will increase our use of technology to ensure that all staff and students have access to the resources they need for intervention.

Evaluation Data Sources: Sign in Sheets





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional training on Seesaw, Zoom, and Screencastify to enhance their daily lessons.</p> <p>Teachers will assign activities on Seesaw and record lessons using Screencastify during their conference time and staff development planning days.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will use technology to develop oral language skills. Technology will include Elmo, Smart Boards, Chrome books, Ipads, Hatch table, Touch Panels, Computer desktops, laptops, document cameras, printers, ink, media carts, speakers, laminator machine, scanners, and mounted projectors.</p> <p>Strategy's Expected Result/Impact: Increase teachers and students technology skills.</p> <p>Staff Responsible for Monitoring: Principal Center Manager</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The campus technology needs will be addressed through the purchases of necessary components such as but not limited to supplies, printers, projectors, scanner, cameras, laptops, light bulb, software, Elmo projector, HATCH tables, panels, Ipads, and toner for printers.</p> <p>Strategy's Expected Result/Impact: Increase teachers and students technology skills.</p> <p>Staff Responsible for Monitoring: Principal Center Managers</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Increase collaboration to make powerful connections between curriculum, instruction and technology use by expanding ELAR PLCs to include CTCs, Librarians, and instructional department mentor, ELAR Strategist, Instructional Technology dept.</p> <p>Strategy's Expected Result/Impact: The increased understanding of our ELAR curriculum will help make connections to the developing framework. Participants will also better understand How our technology tools can support student literacy instruction.</p> <p>Staff Responsible for Monitoring: ELAR Strategies CTC Librarians</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Engaging LEARNING ENVIRONMENT-Ensure safe, secure, drug-free, technology rich, and inviting environments which promote high performance along the continuum of learning environments.

Performance Objective 4: 100% of WISD students and staff employ safe, secure digital citizenship behaviors





Evaluation Data Sources: Eduphoria sign-in sheets: Internet safety training
Certificate of Certified School status from curriculum vendor

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide technology safety and etiquette to all staff. Strategy's Expected Result/Impact: Signed Technology Use form. Staff Responsible for Monitoring: Principal Center Manager</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Engaging LEARNING ENVIRONMENT-Ensure safe, secure, drug-free, technology rich, and inviting environments which promote high performance along the continuum of learning environments.

Performance Objective 5: WISD teachers and Head Start teachers will be trained in CPR/AED/First Aid.

Evaluation Data Sources: Sign-in Roster; Eduphoria, CPR Cards

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide Staff CPR, AED, First Aid & CPI training.</p> <p>Strategy's Expected Result/Impact: Ensure that all students and staff can rest assured that they will be taken care of should they need CPR/AED/First Aid/CPI</p> <p>Staff Responsible for Monitoring: Administration Nurse Coordinator Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS -Foster exceptional community service, open communication and positive collaboration using innovative and multiple platforms that support teacher and student success.

Performance Objective 1: During the 2020-2021 school year, we will increase parental involvement and community engagement by increasing the number of opportunities for involvement by 5%.

Evaluation Data Sources: Campus Six Weeks Report, Parent sign in logs.

Strategy 1 Details	Reviews			
<p>Strategy 1: Recognize Red Ribbon week and Anti Bullying week, to bring an awareness to students.</p> <p>Strategy's Expected Result/Impact: Red Ribbon Activities Anti-Bullying Activities</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Career Awareness Activities (presentations, guest speakers, College Day)</p> <p>Strategy's Expected Result/Impact: Community Helpers Activities</p> <p>Staff Responsible for Monitoring: Principal Teachers Campus Counselor Center Manangers</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize all forms of contact with parents through phone calls, email, parent teacher conference, school messenger, KWES and social media (Facebook, Twitter).</p> <p>Strategy's Expected Result/Impact: When parents are engaged and participate with campus events/activities student achievement increase. Children whose parents are more motivated to learn are more successful in school.</p> <p>Staff Responsible for Monitoring: Campus Principal Parent Liaison Campus Counselor Ace Coordinator</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 4) Invite parents to come and read to their child. During National Read Aloud Day. 5) Conduct Monthly Meetings at the center to keep parents informed of upcoming events.</p>	Formative			Summative
	Nov	Jan	Mar	June

6) Conduct home visits to Head Start parents to discuss how their child is doing.

Strategy's Expected Result/Impact: Parent Sign Ins

Parent Sign Ins

Parent Logs

Staff Responsible for Monitoring: Center Managers

Principal

Teachers

Center Managers

Center Managers


WISD and HS


Teachers

Title I:

2.4, 2.6, 4.1, 4.2

 No Progress

 Accomplished

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



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Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT-Implement high-quality, research based professional development and continuous support for all employees so that they are able to facilitate teaching and learning along the continuum of learning environments.

Performance Objective 1: During the 2020-2021 school year, 100% of all staff members will participate in professional learning opportunities that support student learning and promote student achievement.

Evaluation Data Sources: T-TESS Goals & Walk-Through, Sign in Logs

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for teacher to network and collaborate with other teachers.</p> <p>Strategy's Expected Result/Impact: Performance on CLI</p> <p>Curriculum Base Assessment District Benchmark STAAR</p> <p>Staff Responsible for Monitoring: Principal CIF</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide appropriate training in implementing Waterford Instruction in order to improve Phonemic Awareness, Letter Recognition, Math Skills and Social Studies and Science concepts.</p> <p>Strategy's Expected Result/Impact: Performance on CLI assessment will improve.</p> <p>Staff Responsible for Monitoring: Principal Teachers Center Managers</p> <p>Funding Sources: - General Fund - 199-11-6399-00-102-7-11</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Professional Learning Communities will meet with their respective grade levels to collaborate on developing activities and share strategies.</p> <p>Strategy's Expected Result/Impact: Increased performance of students on assessments.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT-Implement high-quality, research based professional development and continuous support for all employees so that they are able to facilitate teaching and learning along the continuum of learning environments.

Performance Objective 2: All students will be taught by highly qualified/state certified teachers through several professional development opportunities.

Evaluation Data Sources: Eduphoria and sign in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide mentors and induction training for new teachers and administrators.</p> <p>Strategy's Expected Result/Impact: Mentor assignments, participant feedback</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Funding Sources: - Title II Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide appropriate job-related training for paraprofessionals and other support personnel.</p> <p>Provide training on how to analyze CLI data to adjust instruction</p> <p>Strategy's Expected Result/Impact: Training records, evaluations, feedback</p> <p>Staff Responsible for Monitoring: Director of Staff Development Asst. Superintendent of Elem. Education Asst. Superintendent of Sec. Education</p> <p>Title I: 2.4, 2.5</p> <p>Funding Sources: - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 3) Provide opportunities and encourage teachers and principals to seek additional training in meeting the needs of the district and campus.</p> <p>Strategy's Expected Result/Impact: Training records, documentation</p> <p>Staff Responsible for Monitoring: Director of Staff Development Asst. Superintendent of Elem. Education Asst. Superintendent of Sec. Education Special Programs Principals</p> <p>Funding Sources: - Title II Part A, - State Gifted and Talented (G/T), - State Special Education, - State Bilingual/ESL, - General Fund, - State Comp Ed (SCE)</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 5: FINANCIAL STRENGTH-Facilitate strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state, and local funding that supports the teaching and learning along the continuum of learning environments.

Performance Objective 1: All district procedures will be followed when submitting all purchase orders.

Evaluation Data Sources: Purchase orders, District Audits

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will plan all field trips in a timely manner to allow the school secretary time to gather all information needed to request purchase orders, complete all needed field trip documentation, order school buses, and cafeteria meals (if needed).</p> <p>Strategy's Expected Result/Impact: All district procedures will be followed to ensure a clean audit.</p> <p>Staff Responsible for Monitoring: Principal School Secretary District Business Office</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Early Learning Foundations Academy

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 6.5

Brief Description of SCE Services and/or Programs

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Personnel for Early Learning Foundations Academy

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alma Marines	Teacher PK	0.5
Denise Camargo	Teacher PK	0.5
Emmanuel Garcia	Teacher PK	0.5
Janae Cardenas	Teacher PK	0.5
Jennifer Calvo	Teacher PK	0.5
Maria Mata	Teacher PK	0.5
Marilu Garces-Soto	Teacher PK	0.5
Mindy Oretga	Teacher PK	0.5
Olivia Hernandez	Teacher PK	0.5
Vacancy	Teacher PK	0.5
Vacancy	Teacher PK	0.5
Vacancy	Teacher PK	0.5
Vacancy	Teacher PK	0.5

Campus Funding Summary

State Gifted and Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	3			\$0.00
Sub-Total					\$0.00
State Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	3			\$0.00
Sub-Total					\$0.00
State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional materials needed for hands on learning.	16411632900102830	\$0.00
2	1	1			\$0.00
4	2	3			\$0.00
Sub-Total					\$0.00
State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	3			\$0.00
Sub-Total					\$0.00
General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2		199-11-6399-00-102-7-11	\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
Sub-Total					\$0.00
Title II Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1			\$0.00
4	2	3			\$0.00
Sub-Total					\$0.00