

Keller Independent School District
Early Learning Center-North
2024-2025 Campus Improvement Plan



Mission Statement

Every child that **participates** in our ELC North programs will be **protected**, will have a high quality education **provided** to them, and they will be **prepared** for Kindergarten.

Protect - Provide - Prepare

Vision

To provide an outstanding campus environment for every stakeholder to learn, work, contribute to, and thrive at.

Value Statement

***Safe**

***Professional**

***Positive**

***Serve**

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Comprehensive Needs Assessment

Revised/Approved: October 3, 2024

Demographics

Demographics Summary

ELC North is a highly diverse campus. The majority of students attend the campus 1-2 years. Enrollment predictions can be challenging based on a transitional population and individualized special education needs. Based on campus enrollment data from 5/30/2023, student totals are 318. PreK is at 124 students and Special Education is at 194 students. A large amount of ARDs are scheduled throughout the year for admittance of new students. Identified Special Needs students can start as young as 3 years old.

Based on enrollment as of 5/30/2023 - here are the campus demographic breakdowns of key subpopulations:

Bilingual - 39 students

ESL - 72

SPED - 194

ECON DIS - 206

MILITARY - 16

FOSTER - 8

HOMELESS - 4

Many of our students have more than one qualifier.

Demographics Strengths

*Highly diverse campus

*ELL levels of support

*District specialists availability and involvement

*Enrollment at a steady growth - assists with forecasting

*Programs available to meet a wide variety of needs

*PBA Team giving effective referrals

Problem Statements Identifying Demographics Needs

Problem Statement 1: Many students enroll in our school with unmet physical, social/emotional, and learning needs. Enrollment continues to increase with funding decreasing district and statewide. **Root Cause:** Students have experienced trauma, economic disadvantages, and lack of learning experiences and opportunities. Lack of funding from the state level.

Student Learning

Student Learning Summary

Student Learning refers to the annual and quarterly reviews from varied sources of formal and informal data. Teachers send home report cards and IEP updates along with weekly communication. The data provides insight about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study. The Creative Curriculum Gold Assessment will be the primary progress monitoring tool for the 2024-2025 school year. Teachers also provide supplemental data.

Student Learning Strengths

- *The school offers a continuum of services to meet any and all children that arrive on campus.
- *The school offers enrichment classes such as Music, Theater, Library, Makerspace, and P.E. These classes also support the PreK curriculum objectives.
- *Teachers having 1 assistant per classroom, plus floating assistants for Special Education programs.
- *Ample supply and availability of materials and resources.
- *Play based practices having a positive effect with functioning and developmental skills.
- *Creative curriculum to be used school wide for every classroom and academic progress monitoring documentation.
- *School wide continued focus on trauma based and mental health wellness for students and staff.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The majority of students have low BOY assessment results. **Root Cause:** Lack of exposure to literacy, conversations, learning experiences, and school settings.

School Processes & Programs

School Processes & Programs Summary

This area describes the teaching, learning, and assessment materials and resources available for our staff. The materials are evaluated to ensure alignment with PK Guidelines, Developmentally Appropriate Practices, and Powerful Instructional/ High Yield strategies.

A high quality, play-based curriculum continues to be implemented with increasing fidelity. The Heggerty Literacy program will be integrated within instructional day for all classes. Makerspace is entering its sixth year on our campus. The Creative Curriculum Gold assessment will be the primary BOY, MOY, and EOY assessment for progress monitoring and reporting. Individual I.E.P.'s and anecdotal evidence will also be used during the school year.

School Processes & Programs Strengths

*Schoolwide use of the same curriculum and assessments.

*Schoolwide use of PAX: Good Behavior Game, a universal prevention model that encompasses evidence-based strategies to improve self-regulation, cultivate positive peer relationships and enrich the school climate.

*Curriculum's flexibility to scaffold based on student need.

*Effectiveness and fidelity of Letterland campus wide.

Effectiveness and fidelity of Gomez and Gomez in our bilingual program.

*PreK guidelines and curriculum in place.

*Co-curr. classes participation in certain units.

*Quality social-emotional assessment provided through Gold.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students are at wide various levels of achievement with academic tasks and ability levels. **Root Cause:** Students first time in an academic or school environment - some students not yet identified as special needs.

Perceptions

Perceptions Summary

The Perceptions section focuses on how we conduct business with various stakeholders. Input includes but is not limited to: surveys, anecdotal evidence, volunteers, parent participation, 2-way communication, and community partnerships. Historically, ELC North maintains a strong employee retention level.

- *Meet the Teacher and Parent Orientation combined - highly attended.
- *CEIC opportunities for parents, business, and community input.
- *Principal communication through Blackboard and Remind 101.
- *Classroom communication through SeeSaw.
- *Campus four core values of Safety, Professional, Positive, and Serve.
- *High parent participation for student activities during the day and after hours events.
- *Strong community partnerships with The Hills Church.

Perceptions Strengths

- *Some after school activities for parents first time in KISD
- *Inclusion opportunities and the variety of services offered here
- *Teams with common planning time,
- *Efficient and safe arrival and dismissal processes
- *Schoolwide vision, mission, and values statements posted and known
- *Student progress monitored with data
- *Bi-weekly meetings with teams and administrators
- *Action Teams meet monthly to collaborate and lead campus in achieving campus CIP goals.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Lack of parent involvement. Many parents going through difficult circumstances. Root Cause Lack of resources or information. Most children attend here 1 year only. Parents having to work multiple jobs or raise multiple children alone. **Root Cause:** Lack of resources or information. Most children attend here 1 year only. Parents having to work multiple jobs, parents raising multiple children alone, grandparents raising children,.

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 goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain

Student Data: Assessments

- State and federally required assessment information
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- 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
- Section 504 data
- Homeless data

Student Data: Behavior and Other Indicators

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

Employee 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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Goals

Goal 1: Increase Student Achievement

Performance Objective 1: 75% of students will show growth of at least one level from the first to the fourth checkpoints on Objective 15 a-c (notices and discriminates rhyme, alliteration, and discrete units of sound) and Objective 18 a-b (interacts during reading experiences, book conversations, and text reflections; uses emergent reading skills) as measured by Standard Gold Assessment.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Follow recommended PK framework to include at least one Read Aloud opportunity per day.</p> <p>Measures: Lesson plans, team meetings, classroom observations.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: - 199 - General Fund - \$0</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: The daily use of small and large group activities and review targeting specific skills.</p> <p>Measures: Teacher table, teacher lessons in centers during discovery learning, progress monitoring.</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July

Action Step 3 Details

Progress Reviews

Action Step 3: Opportunities for staff development on curriculum implementation, effective use of GOLD assessment reports, PD on best instructional practices.

Measures: Learning sessions during faculty, leadership, and team meetings. Creative Curriculum PD during identified district days.

Staff Responsible for Monitoring: Principal, AP, Director of Early Learning

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

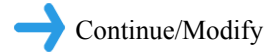
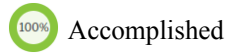
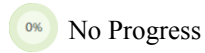
Funding Sources: Staff Professional Development - 199 - General Fund - \$3,000

Progress

Dec





Apr

July



Goal 2: Overall Excellence in Student, Parent, and Community Relations





Performance Objective 1: 75% of Pre-K students will meet the widely held expectation (levels 5-8) of Objective 1 (a-c): Regulates Own Emotions and Behaviors by Managing Feelings, Following Limits and Expectations, and Taking Care of Own Needs as measured by Standard Gold Assessment.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Consistent schoolwide implementation of Creative Curriculum. Measures: Walkthroughs, lesson plan checks, coaching after hours opportunities, PD trainings throughout the year. Staff Responsible for Monitoring: Principal, AP, Early Learning Department</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Creative Curriculum Supplies and PD - 199 - General Fund - \$800</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: School Counselor Guidance lessons and needs based groups. Measures: Documented schedule, annual plan, monthly support lessons, small groups Staff Responsible for Monitoring: Principal, AP, Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Campus wide trainings for all stakeholders. Measures: Faculty meeting agendas, zones of regulation, shared vocabulary, calm down areas, staff professional development opportunities. Staff Responsible for Monitoring: Principal, AP, Counselor, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Classroom materials - 199 - General Fund - \$500</p>	Progress		
	Dec	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Employee Excellence and Organizational Improvement

Performance Objective 1: ELC North will retain 80% of its workforce compared to 70% as measured by end of the year contract commitments of teachers and paraprofessionals.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Allowing extra time daily for team planning, collaboration, PLCs, and meetings. Measures: Daily schedules, admin. monthly meetings, group lesson plans instead of individual. Staff Responsible for Monitoring: Principal, AP, Team Leads</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Time and planning areas. - 199 - General Fund - \$0</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Campus personnel provision of off hours events such as but not limited to Fun Runs, exercise groups, entrepreneur club, leadership training, and off campus social events. Measures: Implementation of and number of participants involved in each opportunity. Staff Responsible for Monitoring: Principal, AP, Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Participants use own money. - 199 - General Fund - \$0</p>	Progress		
	Dec	Apr	July

Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Individual recognition through monthly awards, social opportunities at faculty meetings, and personalized notes.</p> <p>Measures: Staff distribution of monthly award. Faculty agenda items. Amount of notes written during the year.</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - 199 - General Fund - \$0</p>	Progress		
	Dec	Apr	July
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Campus Funding Summary

199 - General Fund					
Goal	Objective	Action Step	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3	Staff Professional Development		\$3,000.00
2	1	1	Creative Curriculum Supplies and PD		\$800.00
2	1	3	Classroom materials		\$500.00
3	1	1	Time and planning areas.		\$0.00
3	1	2	Participants use own money.		\$0.00
3	1	3			\$0.00
Sub-Total					\$4,300.00