

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



# Mission Statement

The Community of Early Learning Center South will foster a strong foundation for a bright future by providing a safe and nurturing environment filled with engaging educational experiences designed to grow, develop and empower all students to their fullest potential.

## Vision

Early Learning Center South - A dedicated learning community committed to the individual growth and development of Keller ISD's youngest students.

## Value Statement

We hold ourselves accountable for providing exceptional educational experiences.

We inspire educational excellence through collaborative relationships.

We cultivate life-long learning.

We provide approachable, responsive customer service.

We embrace diversity.

We embrace change and innovation

We make data-driven decisions.

We have a positive attitude toward the future.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

ELC South is a highly diverse campus. It is an entitlement Pre-K campus, which means all of our students must meet eligibility for attendance in one of the following ways: 1) qualifies for Bilingual or ESL services, 2) qualifies based on income (free/reduced lunch), 3) Homeless as defined by 42 U.S.C, 4) child of an active duty military member or a military member who was injured or killed while serving, 5) is or has ever been in the conservatorship of DFPS, and/or 5) is the child of a person eligible for the Star of Texas Award. The majority of students attend this campus for only one year, with the exception of students with an IEP. Enrollment predictions can be challenging based on a transitional population and individualized special education needs. High numbers of ARD meetings are scheduled throughout the year for continued admittance of new special education students.

Based on enrollment as of 09/06/24, there are currently 313 students enrolled at ELC South. The campus demographic breakdown is as follows:

African American: 24% of students

Hispanic: 39% of students

White: 17% of students

American Indian: 0 students

Asian: 14% of students

Multi-Race: 6% of students

Hawaiian/Pacific Islander: 0 students

Other pertinent demographic information:

Economically disadvantaged students: 73% of students

Bilingual students: 14% of students

Emergent Bilingual students: 27% of students

Students under the care of DFPS: 0 students

Homeless students: 2% of students

Military connected: 4% of students

## Demographics Strengths

- We are a culturally diverse campus, including both students and staff.
- Many staff members have multiple years of experience in early childhood, and we have high staff retention rates.
- The staff receives ongoing training to support children in the area of emotional development, trauma informed practices, and academic supports.
- District specialists, along with campus administration, are available to train, coach, and support staff.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Many students enroll with unmet physical and social/emotional needs, or some other disadvantage. **Root Cause:** Students have experienced a lack of educational and social experiences, trauma, and poverty at a young age.

# Student Learning

## Student Learning Summary

The majority of students only attend Early Learning Center South for one year, before moving to Kindergarten at their home campus. Thus, we are unable to compare student data over time. Each school year is a snapshot for that particular group of students. The progress of all students at ELC South is measured using the standard GOLD Assessment from Teaching Strategies. IEP progress is also collected for special education students. Emergent Bilingual students are not yet old enough to be evaluated using TELPAS.

# School Processes & Programs

## School Processes & Programs Summary

Teachers at ELC South utilize Creative Curriculum from Teaching Strategies as a resource for teaching the Texas Pre-K Guidelines. The Keller ISD PK Scope and Sequence provides structure and a timeline for the curriculum units. Staff members receive ongoing curriculum and assessment training to ensure PK Guidelines are effectively taught. All students at ELC South attended co-curricular classes on a daily basis in an inclusive setting. These classes include library, physical education, music, and creative dramatics.

# 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
- 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
- Effective Schools Framework data

## Student Data: Assessments

- State and federally required assessment information
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB 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
- Discipline records
- School safety data
- Enrollment trends

**Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- T-TESS data

**Parent/Community Data**

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

**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

# Goals

**Goal 1:** Increase Student Achievement

**Performance Objective 1:** 80% of Pre-K 4 students will meet the widely held expectation (levels 5-8) of Objectives 15-17 (phonological awareness, phonics, alphabet knowledge, print concepts) as measured by Standard Gold Assessment.

Action Step 1 Details	Progress Reviews		
<p><b>Action Step 1:</b> Unit planning with teachers before each new unit to identify the Texas PK literacy guidelines that will be taught in that particular unit.</p> <p><b>Measures:</b> Teacher attendance at unit planning meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
Action Step 2 Details	Progress Reviews		
<p><b>Action Step 2:</b> Daily large and small group instruction to target specific literacy Guidelines.</p> <p><b>Measures:</b> Classroom walkthroughs and formal T-TESS observations Lesson plans</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Classroom teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>


Action Step 3 Details	Progress Reviews		
<p><b>Action Step 3:</b> Monthly student meetings to develop strategies for struggling students.</p> <p><b>Measures:</b> Monthly teacher attendance at student meetings Implementation of strategies in classrooms</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers Campus Administration Campus Counselor</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
<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:** Overall Excellence in Student, Parent, and Community Relations

**Performance Objective 1:** 60% of parents and guardians will attend at least one event or training session at ELC South during the 2024-2025 school year, as measured by attendance and sign-in sheets.

Action Step 1 Details	Progress Reviews		
<p><b>Action Step 1:</b> Offer 2-4 parent training opportunities at the early learning campuses.</p> <p><b>Measures:</b> Parent attendance at offered training sessions Professional Development agendas</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus Counselor SPED Liaison</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p><b>Action Step 2:</b> Provide opportunities for parents to volunteer and engage with campus events.</p> <p><b>Measures:</b> Parent attendance at organizational meetings</p> <p><b>Staff Responsible for Monitoring:</b> Campus Events Committee Campus Administration</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p><b>Action Step 3:</b> Offer parent resources to include: vendor fair, clothing and food resources, access to parent liaison, etc.</p> <p><b>Measures:</b> Documentation of campus events through mass communication, flyers, etc.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Events and Heritage Committees Campus Administration Campus Counselor</p>	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p><b>Action Step 4:</b> Provide consistent, timely communication to families</p> <p><b>Measures:</b> Monthly parent newsletter from campus administration Seesaw access Use of Blackboard and paper copies of flyers for parent notification of events</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Classroom Teachers</p>	Progress		
	Dec	Apr	July

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Goal 3:** Employee Excellence and Organizational Improvement

**Performance Objective 1:** The campus will increase staff retention (teachers and paraprofessionals) by 5% from last year, as measured by signed contracts and letters of reasonable assurance in June of 2025.

Action Step 1 Details	Progress Reviews		
<b>Action Step 1:</b> Monthly student meetings to support teachers with strategies for struggling students. <b>Measures:</b> Teacher attendance at monthly student meetings <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Counselor Classroom Teachers	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
Action Step 2 Details	Progress Reviews		
<b>Action Step 2:</b> Monthly staff motivational strategies and recognition incentives <b>Measures:</b> Documentation of positive notes sent to staff members Heart at Work recognition in weekly newsletter and hallway display Campus calendars of staff events <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Counselor	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
Action Step 3 Details	Progress Reviews		
<b>Action Step 3:</b> Seek and respond to staff feedback <b>Measures:</b> Survey Results Student Meetings T-TESS Conversations <b>Staff Responsible for Monitoring:</b> Campus Administration	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
Action Step 4 Details	Progress Reviews		
<b>Action Step 4:</b> Provide clear communication to staff, limiting unnecessary and redundant emails <b>Measures:</b> Weekly staff newsletter from Principal GroupMe messages to staff Campus handbook expectations for communication <b>Staff Responsible for Monitoring:</b> Campus administration	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>

Action Step 5 Details	Progress Reviews		
<p><b>Action Step 5:</b> Monthly Rookie Roundup and ECSE Meetings to support new teachers and promote retention.</p> <p><b>Measures:</b> Monthly sign-in sheets. Feedback provided by new staff members</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Team Leaders</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Progress		
	Dec	Apr	July
<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>			