

2024-2025 Campus Improvement Plan

Fonwood Early Childhood Center

Shanendra Burkhalter

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

CIRCLE assessment data for the school year 2023-2024 shows an 8% growth in the overall percentage of students meeting the CIRCLE benchmark between the Beginning-of-Year (BOY) (84%) and Middle-of-Year (MOY) (92%) in Phonological Awareness.

Historically speaking, our Bilingual student population consistently performs higher than our English-speaking population in Phonological Awareness. Factors that may contribute to lower performance in our English-speaking population are attendance, parent engagement, and student engagement.

Needs related to improving the quality of instruction

While the current PK curriculum (SAAVAS – Three Cheers for Pre-K) provides teachers with high-quality instruction across all ten PK domains, there is a need to supplement instruction in pre-reading skills (Alphabet Knowledge and Phonological Awareness). Adopting a supplementary curriculum (i.e. Heggerty Curriculum) that will provide direct instruction in phonological awareness and that is aligned with Science of Reading can empower our teachers with research-based teaching strategies that will enhance instructional quality.

System evaluation (philosophy, processes, implementation, capacity)

At Fonwood ECC, we are committed to fostering an environment where continuous improvement, accountability, and student-centeredness are at the core of everything we do. We regularly evaluate curriculum effectiveness by engaging in conversations about high-quality learning and instruction during PLCs. We analyze student performance on CIRCLE assessments and Common Assessments to refine and adapt teaching methods towards student achievement. Through SPOT observations, we assess teaching strategies, classroom management, and student engagement and then provide teachers with coaching sessions and tailored professional development to enhance their instructional skills and effectiveness.

School Action Plan Template

KEY ACTION ONE	<p>Key Action <i>(Briefly state the specific goal or objective.)</i> Increase high-quality instruction through the effective delivery of the <i>Three Cheers for Pre-K (Saavas)</i> and Heggerty Curriculum.</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> • 70% of the scores on spot observations conducted in December by an independent review team will be proficient or higher; that percentage will increase to 80% in May 2025. • 80% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by Dimension 2.1 through 2.5 (Instruction) of the T-TESS rubric. [The Principal, Assistant Principal, and Teacher Specialist will evaluate all teachers using the HISD evaluation system.]
	<p>Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> • Organize comprehensive training sessions for teachers during district scheduled professional development days on the principles, methodologies, and best practices of the campus Curriculum. • Conduct regular classroom observations using the district’s spot observation form to assess the fidelity of campus Curriculum implementation and provide immediate feedback to teachers to address any challenges or areas for improvement. • Offer ongoing support (almost daily) through coaching, mentoring, and bi-weekly professional learning communities (PLC) to ensure teachers feel confident and competent in implementing the curriculum effectively. • Invite Early Childhood Department coordinators once each semester to provide feedback and coaching in curriculum implementation.
	<p>Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> • Engage actively in all district and campus professional development. • Implement daily the Campus Curriculum with fidelity, following the prescribed sequence of activities and instructional strategies. • Differentiate instruction daily to meet the diverse needs of students and provide additional support or enrichment activities as needed to ensure all students make progress towards prekindergarten guidelines. • Monitor student progress by collecting and analyzing data on student performance to identify areas of strength and areas needing additional support. • Collaborate with colleagues during bi-weekly PLCs and weekly team meetings to share successful instructional strategies and provide mutual support. • Communicate with families about the importance of early childhood education and ways they can support their child's learning at home.

	Key Action One: Raise the quality of Phonological Awareness instruction through the effective implementation of Heggerty Early Prekindergarten Curriculum.		
Staff Level.	Who: Shanedra Burkhalter and Flora Henry-Smith		
	What: During August pre-service, teachers and teacher assistants will participate in a Heggerty Early Prekindergarten Curriculum training led by a Heggerty Specialist and Three Cheers for Pre-K training led by the District Early Childhood Department. Through interactive workshops and targeted discussions, educators will gain practical insights to support literacy development in all students. Ongoing Three Cheers for Pre-k and Haggerty Curriculum professional development and demos will occur during PLC meetings.		
	When: August Pre-Service and PLC Meetings		
	Where: Fonwood Early Childhood Center		
Budget	Proposed item	Description	Amount
	Staff development	Heggerty Curriculum Training	\$1,700
	Materials/resources	Teacher Guides and Student Workbooks	\$4,500
	Purchased services	N/A	N/A
	Other	N/A	N/A
	Other	N/A	N/A
	TOTAL		\$6,200
Funding sources: Title-1 Part-A- Basic Programs			

KEY ACTION TWO

Key Action *(Briefly state the specific goal or objective.)*

Increase student attendance through a consistent and systematic approach.

Indicators of success *(Measurable results that describe success.)*

- Increase the Campus average attendance from 90% to 92% in the 2024-2025 school year by May 2025.
- Maintain a monthly campus attendance average of 92% or higher.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- Review weekly campus attendance reports on the district’s attendance dashboard (Everyday Labs and Power BI) to identify trends and patterns and troubleshoot areas of concern.
- Communicate attendance policies effectively to families through various channels, including school website, parent orientation sessions, School Dojo, and school flyers.
- Identify and address potential barriers to attendance, such as transportation challenges, health issues, or family circumstances and refer them to the district’s Sunrise Centers and other support services to help families overcome obstacles that may prevent students from attending school regularly.
- Conduct monthly meetings with parents or caregivers of chronically absent students to talk about the importance of regular attendance and the benefits on their children’s academic success.
- Recognize class-level attendance achievements during daily morning announcements and recognize individual-level attendance achievements every six weeks on the school newsletter.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Monitor student attendance daily and promptly calling parents or caregivers when a student is not in the classroom by 8:00 a.m. (early attendance).
- Document details of the phone call, including the date, time, and outcome of the conversation, in the weekly attendance log for reference and follow-up purposes.
- Inform parents or caregivers about the school's attendance policies and procedures, including any requirements for providing excuse notes or documentation for absences, through Class Dojo and other means of classroom communication.
- Create an engaging learning environment that motivates students to come to school every day.

	Key Action Two: Increase student attendance through a consistent and systematic approach.		
Staff Level.	Who: Shanedra Burkhalter and Chelsea Heery		
	What: Create a 2024-2025 campus attendance plan based on 2023-2024 data trends and receive feedback from campus stakeholders (SDMC and Teachers). We will use stakeholder feedback to finalize the attendance plan. I will present the finalized attendance plan to stakeholders during the quarter 1 SDMC meeting and the August pre-service.		
	When: August Pre-Service and Quarter 1 SDMC Meeting		
	Where: Fonwood Early Childhood Center		
Budget	Proposed item	Description	Amount
	Staff development	August Pre-Service	N/A
	Materials/resources	Attendance Certificates	\$300
	Purchased services	Attendance Medals	\$600
	Other	N/A	N/A
	Other	N/A	N/A
	TOTAL		\$900
Funding sources: Parent Teacher Organization			

KEY ACTION THREE

Key Action *(Briefly state the specific goal or objective.)*

Improve Special Education instruction in our Special Education programming with consistent, ongoing focus on aligning to state requirements and building systems to exceed expectation.

Indicators of success *(Measurable results that describe success.)*

- By May 2025, at least eighty-five (85%) percent of ECSE teachers will be rated “Proficient 1” or higher based on the SPOT Observation Forms.
- The percentage of “evidence that accommodations and modifications documented in state folders” as measured by a rubric and as reviewed by an independent team from the Special Education Department will increase from 82.9 in May 2024 to 90% in May 2025.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- Schedule and conduct bi-weekly PLC meetings on high-quality instruction as outlined in HISD’s key instructional characteristics and the spot observation.
- Schedule and review at least 25% of all campus IEPs quarterly with the rubric and checklist.
- Schedule and review at least 25% of all campus state folders quarterly to ensure proper filing of accommodation documents.
- Provide on-the-job coaching regularly (almost daily) and written feedback at least once a month for every teacher using the district spot observation form.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- The campus SPED Chairperson will attend all monthly SPED Chair meetings conducted by HISD Office of Special Education Services.
- Campus ECSE teachers will participate in all district trainings offered by HISD Office of Special Education Services.
- General Education and ECSE teachers will participate in campus semester trainings conducted by the campus Speech Therapist and campus administrators that focus on effective implementation and documentation of Speech accommodations.
- ECSE teachers will file a monthly work sample to document student accommodation in state folders.
- General Education Teachers will file a weekly accommodation form to document student accommodation in state folders.

	Key Action Three: Improve Special Education instruction in our Special Education programming with consistent, ongoing focus on aligning to state requirements and building systems to exceed expectation.		
Staff Level.	Who: Shanedra Burkhalter and HISD Office of Special Education		
	What: The campus will use data sources (Folder Audit, MOY Proficiency Screener, and Progress Tracking/IEP/ARD Compliance) and campus systems (Weekly Chairperson Meeting, Semester Folder Audits, and SPOTS) to monitor alignment to state requirements.		
	When: August Pre-Service, PLC Meetings, and Weekly Chairperson Meetings		
	Where: District and Campus		
Budget	Proposed item	Description	Amount
	Staff development	August Pre-Service PLC Meetings Monthly Chairperson Meeting	N/A
	Materials/resources	N/A	N/A
	Purchased services	N/A	N/A
	Other	N/A	N/A
	Other	N/A	N/A
	TOTAL		N/A
Funding sources: N/A			

