

# **Houston Independent School District 470 Fonwood Early Childhood Center 2023-2024 Campus Improvement Plan**

**Accountability Rating: C**



# Mission Statement

Fonwood ECC is the best Early Childhood Center for students in the North Forest area because we offer a strong academic foundation in reading, mathematics, and social emotional development. The mission of Fonwood Early Childhood Center is for students to have access to a high-quality early childhood education program that promotes school readiness.

## Vision

This mission will be accomplished through the implementation of a comprehensive, rigorous, and developmentally-appropriate curriculum by knowledgeable and well-trained teaching staff in a positive and nurturing environment that respects and supports diversity. We will work in close partnership with families and the community to maximize each child's potential in all areas of growth and development.

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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

#### i. Discuss how high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments are used daily

High-quality instructional materials, aligned with instructional planning calendars and supported by interim and formative assessments, are pivotal for daily instruction. These materials offer a structured curriculum that ensures content is taught in accordance with educational goals. Teachers use them as the basis for daily lesson planning, while ongoing assessments provide real-time feedback on student progress. This data-driven approach allows educators to adapt instruction, support diverse learning needs, and make timely interventions. Professional development opportunities often accompany these materials, fostering teacher expertise. Moreover, their use promotes consistency across the institution and encourages parental involvement in students' education, ultimately enhancing the overall learning experience.

#### ii. Discuss what effective classroom routines and instructional strategies are used.

Effective classroom routines are essential for maintaining an organized and engaging learning environment. These include morning routines, transitions, classroom management, materials organization, and homework collection. Instructional strategies like differentiation, scaffolding, and active learning cater to diverse student needs and encourage interactive learning. Formative assessments provide real-time feedback, while cooperative learning and technology integration foster collaboration and engagement. Clear objectives, feedback, reflection, and assessment for learning ensure that students grasp lesson outcomes and progress effectively, promoting a positive and productive learning atmosphere.

#### iii. Provide examples of how data is used to drive instruction

Data-driven instruction is integral to effective teaching. In Professional Learning Communities (PLCs), educators collaboratively analyze assessment data to identify areas where students may be struggling and make informed instructional adjustments. This real-time monitoring ensures that learning goals are met. Scaffolding and differentiation are employed to adapt instruction to individual student needs based on data, offering additional support to those who require it and challenging those who excel. Through ongoing analysis of formative assessment results, teachers can refine their teaching strategies, reteach as necessary, and ultimately provide a tailored and responsive learning experience that maximizes student achievement.

### Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

#### Areas of Strength:

- In Literacy, both in English and Spanish for the 2022 - 2023 academic year, the campus demonstrated a significant improvement. English Literacy went from 56% to 80%, while Spanish Literacy increased from 61% to 92%.

- In Math, English Math proficiency improved from 43% to 78% during the same 2022 - 2023 period.

#### Academic Improvement:

- The campus saw notable academic improvements in English Literacy and Math during the 2022 - 2023 academic year. This improvement is attributed to dedicated efforts and effective teaching strategies.

#### **Areas of Excellence:**

- In the 2022 - 2023 academic year, the campus excelled in English Literacy, particularly in Spanish Literacy, where proficiency rates were consistently high, reaching 92%.

#### **Problems of Practice Identifying Student Achievement Needs**

**Problem of Practice 1:** While there is a clear system to track CIRCLE data, teachers lack the efficacy to consistently analyze data and effectively plan for targeted workstation activities and small group instruction. **Root Cause:** PLCs and professional development are not structured in a way to allow for a deep dive into data, which results in a lack in teachers analyzing data to plan effectively for workstation and small group instruction.

**Problem of Practice 2 (Prioritized):** At Fonwood Early Childhood Center, there is not a consistent system in place to monitor attendance, resulting in a 2022-2023 campus attendance rating of 86.99%. **Root Cause:** Other operational tasks may get in the way of conducting and monitoring attendance systems. Campus leaders do not prioritize attendance through consistent meetings with the campus Social Worker and Wraparound Specialist."

**Problem of Practice 3:** At Fonwood Early Childhood Center, there is not a clear system for checking for understanding within the lesson, resulting in a lack of data to adjust instruction to meet the needs of all students. **Root Cause:** Teachers are not well versed in implementation of MRS and CFU's, resulting in teachers not collecting response data to adjust lessons. Teachers are not internalizing lessons or completing lesson rehearsals; therefore, teachers are not effective in the delivery of tier 1 instruction."

## School Culture and Climate

### School Culture and Climate Summary

Staff members can provide feedback to members of the administrative team by scanning a QR code represented on the weekly Principal's Corner newsletter that is emailed to staff weekly. Parents can provide feedback to members of the administrative team by scanning a QR code represented on the Weekly Word newsletter that is emailed to parent/guardians weekly.

### School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data: Based on campus data staff and parents value the administrative staff ability to establish clear expectations for students and staff using staff and parent newsletters and meetings.

### Problems of Practice Identifying School Culture and Climate Needs

**Problem of Practice 1:** At Fonwood Early Childhood Center, although our attendance rate is low for all students, our African-American population has a higher absence rate than other sub-populations. **Root Cause:** Though we have dedicated resources to engage students and parents regarding the importance of student attendance, we need a system for tracking student attendance.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

#### **What does evaluation and student growth and achievement data reflect regarding teacher quality on campus?**

Over the course of the academic year, students' proficiency in Literacy and Math was assessed at the beginning (BOY), middle (MOY), and end (EOY) of the year, with results separated by language (English and Spanish). In English Literacy at the beginning, 56% of 171 students were proficient, and this percentage significantly improved to 80% at both MOY and EOY, indicating substantial progress. In English Math, proficiency rates started at 43% (BOY), increased to 61% (MOY), and further improved to 78% (EOY). For Spanish Literacy, 61% of 70 students were proficient at BOY, which dramatically rose to 92% at MOY and reached 98% at EOY, demonstrating consistent improvement. In Spanish Math, 41% of 70 students were proficient at BOY, increasing to 84% at MOY and further improving to 95% at EOY. These results highlight significant growth in both languages and subjects throughout the academic year, reflecting effective teaching methods and student learning enhancements.

#### **What are staff attendance rates, retention rates, turnover rates? How are you recruiting highly effective staff?**

At Fonwood ECC, there were 28 teachers as of June 1, 2023. Eight teachers left the campus by October 25, 2023, resulting in a turnover rate of 29%. The staff attendance rate was 96%, indicating a strong commitment from our staff. To recruit highly effective staff, we actively facilitate teacher apprenticeships and participate in job fairs, highlighting our proactive approach in attracting exceptionally skilled educators to our school.

#### **How are you using data to inform the selection and development of targeted professional development for staff?**

We leverage data from multiple sources including staff surveys, student achievement metrics, and classroom observations to identify areas for professional development. This data-driven approach ensures that the training is directly aligned with the district's mission and the specific needs of our educators. This enables us to offer targeted, high-impact professional development sessions that contribute to improved teaching and learning outcomes.

#### **What types of professional development have staff attended, how is implementation of learned strategies monitored, what impact has it had on performance, what follow-up is provided?**

Staff have attended professional development sessions covering a range of topics including Teacher Evaluation Systems, HISD Instructional Characteristics, Multiple Response Strategies, Science of Literacy, Coaching and Instructional Feedback, Annotations and Short Constructive Responses, SPED for General Education, NWEA, Curriculum Training, and High-Quality Instruction.

Implementation of these learned strategies is closely monitored through PLCs (Professional Learning Communities) and involves 10

observations per week on campus. During these observations, on-the-spot feedback is provided, and 1-1 feedback sessions are conducted. The impact of these professional development efforts on staff performance has been positive, leading to improved instructional quality and student outcomes.

To ensure continued growth, follow-up support and additional training are provided as needed to address specific needs and challenges identified during the monitoring process.

### **What systems are in place to build capacity and support?**

Supporting teachers and staff at the campus level is crucial for the growth and success of educational institutions. This can be achieved through various strategies and systems. These include offering regular professional development opportunities covering diverse topics, establishing mentorship programs for knowledge sharing, fostering professional learning communities for collaboration, implementing feedback and evaluation processes, using data for informed decision-making, and assisting with curriculum design and updates. Observing colleagues in the classroom, involving parents and the community, and creating a culture of continuous improvement are equally essential. Identifying and nurturing potential leaders and providing resources for diverse student needs further enhance the capacity and support for campus educators.

### **Staff Quality, Recruitment, and Retention Strengths**

The following strengths were identified based on a review of the 2022-2023 data:

The data for Fonwood Early Childhood Center (ECC) provides information on the demographic characteristics of the school's teaching staff, including gender distribution and years of experience.

#### **Strengths:**

- **Gender Diversity:** The data indicates that Fonwood ECC has a gender-diverse teaching staff, with 28 female staff members. Gender diversity can contribute to a well-rounded and inclusive learning environment.
- **Experience Levels:** The school has a mix of teaching experience levels, with both relatively new teachers (18 staff members with  $\leq 5$  years of experience) and experienced teachers (10 staff members with  $\geq 6$  years of experience). This balance suggests that the school values both the energy and fresh perspectives that new teachers bring and the depth of knowledge and experience that seasoned educators offer.

**Professional Development Practices - Diversity in Teaching Staff:** Fonwood ECC showcases a gender-diverse teaching staff, with an all-female group of educators. While this data doesn't reflect gender diversity in the traditional sense, it highlights the importance of female educators in early childhood education. Having an all-female staff in this context may be a conscious decision to create a nurturing and supportive environment for young learners.

The presence of both relatively new teachers ( $\leq 5$  years of experience) and experienced teachers ( $\geq 6$  years of experience) suggests a balanced approach to staffing. The school values the contributions of both new, enthusiastic educators and experienced, knowledgeable staff members, potentially fostering an



environment that promotes mentorship and professional growth.

The gender diversity and balanced mix of experience levels suggest a commitment to nurturing a dynamic and inclusive learning community. A comprehensive understanding of the school's professional development practices and their impact would require additional data and a detailed assessment of specific programs.

#### **Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem of Practice 1:** Fonwood ECC is facing a significant teacher turnover issue with an attrition rate of 29% between June 2023 and October 2023. High teacher turnover can disrupt the learning environment, hinder the development of teacher-student relationships, and reduce the overall stability of the school. **Root Cause:** The primary cause of high teacher turnover is the inadequacy of teacher retention strategies. To address this issue, the school needs to enhance its efforts in retaining experienced and effective educators by creating a more supportive and engaging work environment.

**Problem of Practice 2:** While Fonwood ECC has witnessed substantial improvements in student proficiency throughout the academic year, there is a need for consistent and equitable growth across subjects and student populations. **Root Cause:** The primary cause of inconsistent student proficiency growth is the uneven implementation of teaching methods across subjects and student groups. The school should work on standardizing and aligning teaching approaches to ensure equitable student growth.

**Problem of Practice 3:** While Fonwood ECC has an all-female teaching staff, it should ensure that this gender diversity contributes to an inclusive and supportive early childhood education environment. **Root Cause:** The primary cause is the need to maximize the benefits of gender diversity in early childhood education by fostering an inclusive, nurturing, and supportive learning environment for young learners. The school should invest in diversity and inclusion training and practices to harness the advantages of an all-female staff.

# Parent and Community Engagement

## Parent and Community Engagement Summary

In the 2022-2023 school year, we, at Fonwood ECC, have observed a concerning decline in parental engagement in our after-school activities. Our dedicated team conducted parent surveys to understand the reasons behind this decrease, and the results have shed light on the challenges parents face. It's become apparent that parents' work schedules and their responsibilities to support older siblings when they return home from school have significantly impacted their availability for after-school activities.

We've had the privilege of hearing from many parents who have expressed a strong desire for us to provide morning and afternoon sessions to better align with their schedules. This way, we can tailor our activities to their needs and make it more feasible for them to participate.

Furthermore, it's essential to acknowledge that many parents, despite their eagerness to be involved, are constrained by their work obligations. Additionally, the necessity of traveling to other campuses to pick up older siblings can hinder their ability to attend after-school events here at Fonwood ECC.

On the bright side, we're fortunate to have valuable partnerships with organizations such as Technip, Chosen Behavior, and Urban Harvest. These partnerships enhance our ability to provide support and resources to our students, families, and the broader community, contributing to a more comprehensive and enriching educational experience for all. We remain committed to addressing the challenges and barriers to parental involvement, working collaboratively with our community partners to foster a more engaged and supportive school environment.

## Parent and Community Engagement Strengths

**Technip:** Is a technology company that focuses on subsea projects. Beginning in the 2022-2023 school year, the company partnered with the campus to provide school supplies, valuable supplies, and volunteers hours for the campus.

**Chosen behavior:** Is a mental health rehabilitative agency that provides therapeutic in-home and community services to students at Fonwood Early Childhood Center.

**Urban Harvest:** Is a 501(c)3 nonprofit organization that enriches Fonwood Early Childhood Center by providing a community garden program and youth education garden classes."

## Problems of Practice Identifying Parent and Community Engagement Needs

**Problem of Practice 1:** At Fonwood Early Childhood Center, there was a decrease in parent participation in afterschool activities for the 2022-2023 school year, although our FACE events have increased in the 2022-2023 school year we continue to hold a platinum status. **Root Cause:** A decrease in parent engagement can be attributed to the work schedule of parents prevents them from participating in campus afterschool events.

# Priority Problems of Practice

**Problem of Practice 1:** At Fonwood Early Childhood Center, there is not a consistent system in place to monitor attendance, resulting in a 2022-2023 campus attendance rating of 86.99%.

**Root Cause 1:** Other operational tasks may get in the way of conducting and monitoring attendance systems. Campus leaders do not prioritize attendance through consistent meetings with the campus Social Worker and Wraparound Specialist."

**Problem of Practice 1 Areas:** Student Achievement

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- Campus goals

## **Accountability Data**

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## **Student Data: Assessments**

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

## **Student Data: Student Groups**

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

## **Student Data: Behavior and Other Indicators**

- Discipline records

## **Employee Data**

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

# Key Actions

Revised/Approved: October 23, 2023

**Key Action 1:** Increase student engagement using Multiple Response Strategies.

**Strategic Priorities:**

Expanding Educational Opportunities, Transforming Academic Outreach

**Indicator of Success 1:** Increase use of MRS strategies

**Indicator 1:** Ninety-two (92) spot observations completed by December 2023 will show that at least seventy percent (70%) of teachers will score Proficient or higher.

**Indicator 2:** Another ninety-two spot observations completed by May 2024 will show that at least eighty (80%) percent of our teachers will score Proficient or higher.

**Indicator 3:** Based on MOY CIRCLE assessment results, 70% of PK-4 students will be at or above the benchmark scores for Literacy; that percentage will go up to 85% based on the EOY CIRCLE assessment results.

Specific Action 1 Details	Reviews			
<b>Specific Action 1:</b> Increase professional development regarding MRS  <b>School Leaders' Actions</b>  Conduct trainings during pre-service and professional development days; facilitate effective PLCs; and provide on-the-spot coaching and support in the implementation of Multiple Response Strategies (MRS) as a tool for active student engagement.  Collect and analyze data on student engagement using the spot observation form to provide effective coaching and weekly feedback to teachers as they utilize MRS in their instruction.  Provide teachers with Fonwood's instructional non-negotiables that include the required use of MRS every four minutes during a lesson and indicate these strategies on the lesson plan.  <b>Staff Actions</b>  Actively participate and engage in MRS-related professional development and start applying the knowledge gained within a week of the training.  Be open to feedback from spot observations/lesson plans checklist and make immediate adjustments to increase effectiveness in implementing MRS in the classroom.  Comply with the requirement of utilizing MRS every four minutes during a lesson and indicating the strategies on the lesson plan.	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Key Action 2:** Increase high-quality instruction through the effective delivery of the Three Cheers for Pre-K (Saavas) Curriculum.

**Strategic Priorities:**  
Expanding Educational Opportunities, Transforming Academic Outreach

**Indicator of Success 1:** Increased teacher proficiency

- Indicator 1:** Ninety-two (92) spot observations completed by December 2023 will show that at least seventy percent (70%) of teachers will score Proficient or higher.
- Indicator 2:** Another ninety-two spot observations completed by May 2024 will show that at least eighty (80%) percent of our teachers will score Proficient or higher.
- Indicator 3:** Based on MOY CIRCLE assessment results, 70% of PK-4 students will be at or above the benchmark scores for Literacy; that percentage will go up to 85% based on the EOY CIRCLE assessment results.

Specific Action 1 Details		Reviews			
<b>Specific Action 1:</b> Increase academic outcomes through Savaas curriculum		Formative			Summative
		Feb	Mar	Apr	June
<b>School Leaders' Actions</b>					
Conduct curriculum trainings that focus on effective lesson planning and instructional delivery aligned with Science of Reading (SOR) best practices, MRS, and Demonstration of Learning (DOL) strategies, and provide ongoing support in these areas.					
Provide intentional weekly lesson plans to teachers that follow the specified scope and sequence and that utilize SOR best practices, MRS, and DOL strategies.					
Provide weekly lesson plan feedback to all teachers using Fonwood's Lesson Plan Feedback Form to ensure fidelity of curriculum implementation and ongoing support.					
<b>Staff Actions</b>					
Actively participate and engage in all curriculum trainings and collaborate with colleagues to share instructional best practices.					
Implement the curriculum using SOR best practices, MRS, and DOL strategies with fidelity.					
Teachers will utilize the lesson internalize guide to effectively process and implement curricular lesson plans.					
0% No Progress		100% Accomplished		Continue/Modify	
				Discontinue	

**Key Action 3:** The campus will follow the district's evaluation and referral for students with suspected disabilities to allow greater exploration of potential causes and solutions to address the area of need to help the child experience greater success.

**Strategic Priorities:**  
Expanding Educational Opportunities, Transforming Academic Outreach

**Indicator of Success 1:** Increased operational efficiency with evaluation and referral

- Indicator 1:** 100% of parent request for student evaluation, will be submitted to the campus IAT designee within 24 hours to initiate the IAT process.
- Indicator 2:** Upon obtaining parent/guardian consent, 100% of evaluations will be completed within forty-five school days to ensure students are being provided effective supports.
- Indicator 3:** 100% of IEPs will be individualized based on students FIE to ensure that we are meeting the needs of each individual student.

Specific Action 1 Details		Reviews			
Specific Action 1: Attending professional development trainings		Formative			Summative
		Feb	Mar	Apr	June
<b>School Leaders' Actions</b>					
During campus pre-service, campus leaders will train all teachers regarding IAT timelines for parent request for evaluation.					
Campus leaders will attend all district SPED trainings.					
The Campus IAT liaison will track all IAT request to ensure timelines are met using EasyIEP.					
<b>Staff Actions</b>					
The campus SPED Chairperson will attend all monthly SPED meetings.					
The campus IAT Liaison will attend all district IAT training.					
All campus SPED teachers will participate in district and campus SPED professional development					
0% No Progress		100% Accomplished		Continue/Modify	
				Discontinue	



# State Compensatory

## Budget for 470 Fonwood Early Childhood Center

**Total SCE Funds:** \$67,853.00

**Total FTEs Funded by SCE:** 0.8

### Brief Description of SCE Services and/or Programs

Through the use of State Compensatory Education funds, Fonwood Early Childhood Center will provide equitable services during the regular school day, before and after school day, over school breaks, in intensive, targeted, individualized programs, software program, technologies, extra duty pay, and/or by outside service providers in such a way that we meet the needs of the individual students. Services will include our special populations such as but not limited to: ELs, Special Education, GT, At-Risk, and Economically Disadvantaged.

## Personnel for 470 Fonwood Early Childhood Center

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Rashana Campbell	Tchr, Pre-Kindergarten	0.8

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sharon Bryant	Tchr, Class-Size ESL	Title 1	1
Vanessa Hawkins	Tchr,ClassSize Reduct Gen-Ttl1	Title 1	1

## Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Shanendra Burkhalter	Principal
Parent	Nancy Yaziri Cornejo	Parent
Parent	Shavone Lagadoo	Parent
Community Representative	Tia Glenn	Community Member
Community Representative	Wilma Anderson	Community Member
Business Representative	Shelby Dean	Business Representative
Classroom Teacher	Dianna McKenzie	Professional Staff-Teacher
District-level Professional	Ana Villafuerte	Professional Staff-Teacher
District-level Professional	Felicia Curry	Professional Staff - Other
District-level Professional	Fabiola Bustamante	Professional Staff- Non Instructional Staff Member