

Houston Independent School District
209 Neff Early Childhood Center
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Neff Early Learning Center serves a total of 7 students in the PALS setting, (1) Kindergarten Co-Teach, First grade Explore (1), First grade Co-Teach, Speech Impairment (13) in reflection to the listed students, many hold special needs supports to reach grade level mastery. Neff ELC will ensure that all support will build skills comprehension.

Student Achievement Strengths

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

2022-23 SPED ARD compliance deadlines are reviewed by campus administrators were completed by 100%

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: There is a need to increase collaboration between departments (ESL, Bilingual) and partner teachers (SPED, General Ed) to ensure coordination of programs and increase student achievement. **Root Cause:** Students that are receiving SPED services and are ESL are performing lower than the students that are in the Bilingual program.

School Culture and Climate

School Culture and Climate Summary

The Neff Early Learning Center community is a school of engaging, unique, and creative opportunities when it comes to framing student learning. Our school wide culture fosters/ supports a rich focus on literacy, numeracy, fine arts and social emotional support. In an effort to continuously nurture staff and families we have put in use the Project Class Program to support peer behavior and social awareness. An additional main component to offer an inclusive environment in implementing a collaborative, coaching, instructional and professional environment.

School Culture and Climate Strengths

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

Neff ELC uses the schoolwide communication platform ClassDojo & TEAMS. Teachers can foster a positive relationship with parents and guardians by communicating learning expectations, information reflecting events and progress of individual students throughout the school year. Weekly Schoolwide Newsletters are also posted though email to staff & ClassDojo announcements will support (community members and families).

Neff Early Learning Center truly focuses on the "whole child". We ensure Social emotional Learning opportunities for every student by implementing the Sanford Harmony curriculum and partnering with Wraparound services and CIS for support services.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Campus staff needs continuous training with inclusion and best practices to implement in their classrooms that support SPED Students (Alleviating student isolation/ red zone) . **Root Cause:** Teachers are in need of more modeling and or onsite coaching using UDL framework and utilizing inclusive strategies. PLC will be required to support IEP requirements of select learners by SPED Chair.

Problem of Practice 2: Students need an opportunity to share their perceptions and experiences with SEL so campus can use the feedback to improve student outcomes. **Root Cause:** Due to holding a high at-risk community there will be a need to actively support and monitor the well-being of students & Families.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

To maintain and sustain a collaborative instructional team that is open to feedback, coaching and building capacity to support student achievement.

Staff Quality, Recruitment, and Retention Strengths

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

For the 2023-24 school year over 100% of teachers returned to campus and we added an additional 2 classes to support our growing student population. We have moved our Bilingual classes to Dual Language in an effort to support our EB transitioning students.

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

Problem of Practice 1: How can we ensure that in the implementation of our new Dual Language program that teachers, parents and students are receiving a high-quality experience within the first year of this program? **Root Cause:** Neff Early Learning Center reflects the current growth and data points for the 2022-2023 school year: In 2022-2023, 78% of our student population was emergent bilingual (EB). In 2023-2024, that number has grown to 83% of our student population due to 81% of our incoming Pre-K students qualifying for EB services. Based on EOY Reading Level Assessment results, a focus on improving reading subtest is

Parent and Community Engagement

Parent and Community Engagement Summary

Neff ELC's goal is to ensure all families are academically informed and engaged within their students' learning and school environment.

Expanding educational opportunities for parents so that they are able to be informed of student learning and how to support them within the home environment.

Neff ELC will hold parents as accountability partner in achieving students' success.

Parent and Community Engagement Strengths

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

Communication: Neff parents and the school engage in regular, two-way, meaningful communication about student learning through parent conferences and ClassDojo

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: How can we get our ESL parents more involved with parent conferencing and Monthly Principal Meetings? **Root Cause:** Many of our parents work during instructional windows and or hold limited transportation to attend schoolwide events during and after school.

Priority Problems of Practice

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
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten 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
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Study of best practices
- Action research results

Key Actions

Key Action 1: Prioritized Lever #1: Strong School Leadership and Planning

Prioritized Lever #2: Effective, Well-Supported Teachers

To increase the academic performance of special education students, general education instructors and special education teachers will collaborate weekly. They will collaborate to put student IEP goals into practice and actively change accommodations in response to learning displays from the students. Based on IEP goals and services, special education teachers will develop compliance monitoring mechanisms. These key action items will be performed PLC collaboration, ARD meetings and progress monitoring review.

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Measurable Results

Indicator 1: SPED ARD compliance deadlines will be reviewed by campus administrators on a daily basis w/ Special Education Chair.




BOY- 85% or above MOY 90% or above EOY 100%

Indicator 2: SPED ensures all district compliance deadlines are met by at least 95% by EOY

Student IEP goals are being progress monitored and assessed weekly. Frequent IEP monitoring will be completed to support the teacher with student progress and also address families with student milestones and any further interventions needed.

Indicator 3: 70% of SPED students will earn their growth measure points in reading and math as evidenced by the NWEA Map, Dibels, Circle tests at the MOY of Year in March and 80% by EOY, in May.

100% of IEPs will remain compliant for the 2023-2024 school year.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Specific action steps the building leaders will take to accomplish the objective?)</p> <p>School Leaders' Actions</p> <p>Campus administrators and SPED department will ensure all students are placed in the appropriate learning environment where their needs are being met(PALS, Co-Teach or Explore programs). Student progress reports will be reviewed by campus administrators to ensure progress during the following assessment windows of BOY, MOY, EOY. Neff ELC will provide parent workshops throughout the school year (BOY, MOY, EOY) to inform and support family understanding of SPED services and campus intervention.</p> <p>Staff Actions</p> <p>Review educational data on each student with a disability. Using information from various sources (e.g., evaluations, IEPs, report cards, test scores, teacher reports, etc.) * Identify a student's strengths and areas of need for students to receive the support they need. Meet once a week to collaborate and review IEP goals, Demonstrations of Learning results, and progress monitoring. Teachers holding classes with students of Special needs will undergo Bi-weekly PLC with Special Education Chair. Create a method to track service hours spent working with students by SPED and all employees. Set up a weekly PLC for special education teachers to gather and share ideas. Create a shared calendar with the ARD schedule for the 2023-2024 academic year.</p>	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: Instructional staff will participate in PLC, Coaching and Demo Lessons on a weekly basis to build instructional capacity.

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Measurable results

Indicator 1: SDMC will meet quarterly to include teachers, community members, and parents to discuss school climate and culture. School committees will meet quarterly to ensure school input around academic, safety, and climate. A parent meeting will be held to discuss student progress, achievement and outcomes.

Indicator 2: Teacher instructional capacity and improvement will reflect through T-TESS Walkthroughs and coaching visits

Indicator 3: Project Class referrals will reduce from 36% to 20% by End of Year

Specific Action 1 Details	Reviews			
Specific Action 1: Specific action steps the building leaders will take to accomplish the objective School Leaders' Actions School leaders will: Coach and support teachers through daily coaching and feedback. Meet with SDMC members to discuss school and culture. Staff Actions All staff will meet and participate in committees to contribute ideas and give feedback.	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 3: Key Action for High Quality Instruction

Prioritized Lever #1: Strong School Leadership and Planning

Prioritized Lever #4: High-Quality Curriculum

Prioritized Lever #5: Effective Instruction

Increase the quality and capacity of instruction by ensuring Learning Objectives and DOL are aligned on daily lessons.

Maximizing instructional time and implementing MRS strategies throughout the lesson with the use of transitional learning.

These key action items will be implemented through weekly PLC collaborations, spot coaching, data dive meetings, lesson internalization, and lesson rehearsal.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Measurable results

Indicator 1: 100% of teachers will engage students in transitional learning by October, 2023.

Indicator 2: 100% of teachers will be observed by coaches weekly beginning August 28th, 2023- in all core subjects.

Indicator 3: 80% of the scores of spot observations conducted in December will be proficient or higher; that percentage will increase to 90% in May 2024.

Specific Action 1 Details		Reviews			
Specific Action 1: Specific action steps the staff will take to accomplish the objective School Leaders' Actions School leaders will align transition activities throughout the campus in designated areas based on the weekly objectives and DOLs. School leaders will collaborate with teachers during PLC to construct aligned transitional activities that are updated based on campus data and student mastery. Provide SPOT Coaching daily and written feedback daily for every teacher using the spot observation form. Conduct effective PLCs focusing on teacher practice by way of lesson demonstration & At-Bat sessions. Provide feedback, refinements, and actionable next steps during PLC and development clinics. School leaders will observe all in class and transitional activities and provide on the spot coaching as needed daily. Collaborate with colleagues and learning coaches to develop training on rigorous daily lessons that align LO and DOL with the opportunity to extend the lesson using the transitional learning model and develop plans for transitional activities throughout each learning cycle. Staff Actions Teachers will collaborate during PLCs to create and rehearse in class lessons and transitional learning activities aligned with weekly objectives and DOLs. Teachers will engage students with transitional activities during transitions during the day 100% of the time. Teachers will collect observational data as students interact in these lesson activities and provide on-the-spot reteaching moments. Identify Desired Learning Outcomes from all in class and transitional activities.		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 4: For the 2023 - 2024 school year, Wraparound Services, our Parent Engagement Representative and HeadStart Family development will continue programs and support for parents and families in the Sharpstown Community. Neff ELC will continue to improve and increase school activities and 3 parent engagement events per month.

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISSD Talent

Indicator of Success 1: Measurable results

Indicator 1: 100% of students with high-risk behaviors will be supported through Wraparound and HeadStart Development Program

Indicator 2: Individualized Support is offered to students and/or families with multiple-complex needs typically provided in a one-on-one setting within the school community.

Indicator 3: Our families will participate in monthly parent engagement events.

Specific Action 1 Details	Reviews			
Specific Action 1: Specific action steps the building leaders will take to accomplish the objective School Leaders' Actions Neff Early Learning Center Leaders will support families through the following: Attendance Committee Updates & Communication Parent Instructional Guides by HISSD will be distributed for review Class Dojo Campus News/ Announcements Monthly Principal/ leadership Meetings Parent Center Resources and Technology Available Daily with Parent Engagement Specialist support Immunization clinic and Health Screenings (1 Per semester) Wrap Around Service Manager Support Staff Actions Neff Early Learning Center Staff will support families through the following: Curriculum Workshops for parents by grade level (Per- Semester) Parent Instructional Guides by HISSD will be distributed for review Campus will hold Literacy and Math/Science Family Nights Campus will offer ESL classes (through WRS) Parent Center Resources and Technology Available Daily with Parent Engagement Specialist support Parent Conferences (Quarterly)	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

State Compensatory

Budget for 209 Neff Early Childhood Center

Total SCE Funds: \$18,589.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

As a result of student learning loss and overall high need to close the academic achievement gap. The following items of items and/or services will be used to support student academic recovery: Interventions (support staff overtime) Staff Overtime for academic programming after school Materials and Staff in support of social emotional learning Literacy Now Interventions HRLY Librarians Classroom materials(Journal, writing materials and carpets, projectors)

Personnel for 209 Neff Early Childhood Center

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ms. Langlois	Fine Arts, Music Teacher	1
Ms. Martinez	1st grade Teacher, ESL	1

Campus Shared Decision Making Committee

Committee Role	Name	Position
Non-classroom Professional	Dana Makin	Nurse
Administrator	Holley Mays	Principal
Administrator	Martha Cadesa	Dean of Instruction
Community Representative	Sandra Aguilar	Wraparound
Administrator	Ebony Johnson	Assistant Principal
Classroom Teacher	Rosa Oviedo	first grade teacher
Classroom Teacher	Heidy Juarez	Pre-K representative
Classroom Teacher	Kate Phuah	Kinder Representative
Classroom Teacher	Tracey Jaquinde	First grade teacher
Non-classroom Professional	Mirella Herrera	