

**Houston Independent School District**  
**355 King Early Childhood Center**  
**2023-2024 Improvement Plan**

# Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
School Culture and Climate	5
Staff Quality, Recruitment, and Retention	6
Parent and Community Engagement	8
Priority Problems of Practice	9
Comprehensive Needs Assessment Data Documentation	10
Key Actions	12
Key Action 1: MLK ECC will perform above grade level percentages in overall Math proficiency skills in English and Spanish due to high quality instruction which will result in student achievement.	12
Key Action 2: MLK ECC will perform above grade level percentages in overall Phonological Awareness proficiency skills in English and Spanish due to high quality instruction which will result in student achievement.	12
Key Action 3: MLK ECC will implement Multiple Response Strategies (MRS) to increase student engagement across all content areas.	13
Key Action 4: MLK ECC will follow the district's evaluation and referral for evaluation process for students with suspected disabilities.	14
State Compensatory	15
Budget for 355 King Early Childhood Center	15
Personnel for 355 King Early Childhood Center	15

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

Pre-Kindergarten is a critical issue that has far-reaching implications for a child’s educational journey and future success. The root causes of this problem are multifaceted and often interrelated. Listed below are some potential root causes:

### Assessment Practices:

- Lack of formative assessment tools to guide instruction.
- Assessment practices that do not account for socio-economic or cultural diversity.

### Student Achievement Strengths

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

- Our teachers implement effective classroom management systems to address various behaviors.

Follow Instructions	Pay Attention	Getting the (T) Attention	Accepting No	Accepting Feedback
5%	8%	10%	21%	3%

- Increase in Letter ID and Phonological Awareness Skills

Literacy Total (Letter ID and Phonological Awareness Skills)		
2021-2022 School Year	2022-2023 School Year	2023-2024 BOY
74%	85%	

- Increase in Math from the previous school year

<b>Math (Overall)</b>		
2021-2022 School Year	2022-2023 School Year	2023-2024 BOY
81%	89%	

**Problems of Practice Identifying Student Achievement Needs**

**Problem of Practice 1:** Increase integration of appropriate technology tools and resources to enhance experiences. **Root Cause:** Limited access to utilizing technology in a meaningful way.

# School Culture and Climate

## School Culture and Climate Summary

The culture and climate of MLK ECC is one that embraces diversity and actively promotes inclusion. The campus prioritizes the safety and well-being of the students and there are clear policies and practices in place to prevent bullying, discrimination, and harassment. The campus maintains high academic standards and expectations and students are motivated to excel and reach their full potential.

## School Culture and Climate Strengths

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

Areas of strength for MLK ECC are teacher attendance (85% and above), student achievement (A rated campus), tight systems and routines, and hands-on learning experiences which promote critical thinking and problem solving.

All stakeholders are part of our vision and mission. The schools meets with parents often to discuss the progress of their child.

Our campus is consistently working with our community to build an inclusive school community,

## Problems of Practice Identifying School Culture and Climate Needs

**Problem of Practice 1:** Our students struggle with how to appropriately engage emotionally in different situations with different peers and adults. **Root Cause:** A lack of counseling and mental health services to support students' well being.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

The culture and climate of MLK ECC is one that embraces diversity and actively promotes inclusion. The campus prioritizes the safety and well-being of the students and there are clear policies and practices in place to prevent bullying, discrimination, and harassment. The campus maintains high academic standards and expectations and students are motivated to excel and reach their full potential. Regular teacher attendance has been a key component of maintaining consistency in the classroom. When teachers are consistently present, routines and expectations are established which leads to better classroom management, a decrease in behavior issues, and in turn higher student achievement. Areas of strength for MLK ECC are teacher attendance (85% and above), student achievement (A rated campus), tight systems and routines, and hands-on learning experiences which promote critical thinking and problem solving.

- We identify specific goals and objectives that are aligned to the mission and vision of the district as well as the campus.
- We gather from CIRCLE assessment and teacher anecdotal notes to assess the current state of staff performance and professional development needs.
- Analyze the data to look for trends, patterns and areas of improvement.

The retention rate for teachers at MLK ECC is at or above 95% for the past 3 years.

### Staff Quality, Recruitment, and Retention Strengths

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

#### Staff Quality

Teacher evaluation and students' growth and achievement data for MLK ECC reflect that teachers are

- delivering high quality instruction
- the quality of lesson planning indicates teacher preparedness and commitment to deliver best practices,
- differentiating instruction to meet the diverse needs of students.

At MLK ECC data is used to target specific professional development.

- Identify specific goals and objectives that are aligned to the mission and vision of the district as well as the campus.
- We gather from CIRCLE assessment and teacher anecdotal notes to assess the current state of staff performance and professional development needs.
- Analyze the data to look for trends, patterns and areas of improvement.

The retention rate for teachers at MLK ECC is at or above 95% for the past 3 years.

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

**Problem of Practice 1:** We will continue to provide immediate support to increase our Tier 1 high quality instruction. **Root Cause:** There are processes in place to help our struggling teachers but more direct support is needed.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Parent and community engagement at MLK ECC is critical to a child's academic and social development. When parents and families are actively involved in a child's education, it can have a positive impact on their overall success in school. Some family engagement activities are

- Monthly Parent Meetings
- Family Literacy and Family Math Nights
- Parent Conferences to discuss academics/behavior
- Field experiences
- Cultural Programs
- Partnership with Baker Ripley (Headstart)
- Parent Volunteers

## Parent and Community Engagement Strengths

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

- Showcase our student experiences on social media
- Collaboration with Head Start
- Parenting Tips Academic Workshops
- Coffee with the principal
- MLK Student Centered Programs

## Problems of Practice Identifying Parent and Community Engagement Needs

**Problem of Practice 1:** Increase parental awareness around the systems and structure of the Prekindergarten curriculum. **Root Cause:** Low parental awareness the curriculum and how to best support Pre-Kindergarten Education at home.



# Priority Problems of Practice

# Key Actions

**Key Action 1:** MLK ECC will perform above grade level percentages in overall Math proficiency skills in English and Spanish due to high quality instruction which will result in student achievement.

**Strategic Priorities:**

Expanding Educational Opportunities

**Indicator of Success 1:** MLK ECC will perform above grade level percentages in overall Math proficiency skills in English and Spanish due to high quality instruction which will result in student achievement.

**Indicator 1:** The average percentage of Pre-Kindergarteners performing above grade level in overall Math skills as measured by CLI will increase from 89.09 (English) to 95.00% CLI 2024.

**Indicator 2:** The average percentage of Pre-Kindergarteners performing above grade level in overall Math skills as measured by CLI will increase from 87.85(Spanish) to 95.00% CLI 2024.

**Indicator 3:** By EOY administration, the average percentage of students performing above grade level in Operations will go from  
81.98% in English speaking classrooms to 90%  
81.82% in Spanish speaking classroom to 90%

**Key Action 1:** MLK ECC will perform above grade level percentages in overall Math proficiency skills in English and Spanish due to high quality instruction which will result in student achievement.

**Indicator of Success 2:** MLK ECC will perform above grade level percentages in overall Math proficiency skills in English and Spanish due to high quality instruction which will result in student achievement.

**Indicator 1:** Students will be progress monitored using a campus created assessment after BOY CLI administration (October) and after MOY CLI administration (March) to ensure that we move the percentage of students meeting overall math benchmark skills.

**Indicator 2:** 90% of our students receiving Special Education services will show adequate growth towards their IEP goals with a focus on Pre-Kindergarten Math skills, as measured by the Special Education teachers monthly progress notes and CIRCLE assessment scores for those students who are administered CIRCLE.

**Indicator 3:** For the 2023-2024 school year, MLK ECC will increase the Attendance percentage (as noted in A4E) from 91.6% to 95% as to increase student achievement in overall Pre-Kindergarten Math skills.

**Key Action 2:** MLK ECC will perform above grade level percentages in overall Phonological Awareness proficiency skills in English and Spanish due to high quality instruction which will result in student achievement.

**Strategic Priorities:**

Expanding Educational Opportunities

# 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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## 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
- 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
- Homeless data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) 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
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS 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
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

**Indicator of Success 1:** MLK ECC will perform above grade level percentages in overall Phonological Awareness proficiency skills in English and Spanish due to high quality instruction which will result in student achievement.

**Indicator 1:** The average percentage of Pre-Kindergarteners performing above grade level in overall Phonological Awareness skills as measured by CLI will increase from 55.88% (English) to 80% CLI 2024.

**Indicator 2:** The average percentage of Pre-Kindergarteners performing above grade level in overall Phonological Awareness skills as measured by CLI will increase from 64.78 (Spanish) to 80% CLI 2024.

**Indicator 3:** By EOY administration, the average percentage of students performing above grade level in Alliteration will go from 69.76% in English speaking classrooms to 80%. 78.11% in Spanish speaking classroom to 85%.

**Key Action 2:** MLK ECC will perform above grade level percentages in overall Phonological Awareness proficiency skills in English and Spanish due to high quality instruction which will result in student achievement.

**Indicator of Success 2:** MLK ECC will perform above grade level percentages in overall Phonological Awareness proficiency skills in English and Spanish due to high quality instruction which will result in student achievement.

**Indicator 1:** Students will be progress monitored using a campus created assessment after BOY CLI administration (October) and after MOY CLI administration (March) to ensure that we move the percentage of students meeting overall math benchmark skills.

**Indicator 2:** 90% of our students receiving Special Education services will show adequate growth towards their IEP goals with a focus on Pre-Kindergarten Language Arts skills, as measured by the Special Education teachers monthly progress notes and CIRCLE assessment scores for those students who are administered CIRCLE.

**Indicator 3:** For the 2023-2024 school year, MLK ECC will increase the Attendance percentage (as noted in A4E) from 91.6% to 95% as to increase student achievement in overall Pre-Kindergarten Language Arts skills.

**Key Action 3:** MLK ECC will implement Multiple Response Strategies (MRS) to increase student engagement across all content areas.

**Strategic Priorities:**

Expanding Educational Opportunities

**Indicator of Success 1:** MLK ECC will implement Multiple Response Strategies (MRS) to increase student engagement across all content areas.

• 100 % student participation as shown by Spot Observations and TTESS walkthroughs.

• 100% critical thinking in all content areas as shown by embedding MRS in all content areas. Critical thinking will be measured by quick assessment (student strategy has been implemented).

• 100% collaboration among students will be gauged by documentation gathered through Spot Observations, TTESS Walkthroughs and Observations.

**Key Action 4:** MLK ECC will follow the district's evaluation and referral for evaluation process for students with suspected disabilities.

**Strategic Priorities:**

Expanding Educational Opportunities, Increasing Organizational Efficiency

**Indicator of Success 1:** MLK ECC will follow the district's evaluation and referral for evaluation process for students with suspected disabilities.

**Indicator 1:** 100% of parent requests for student evaluation will be submitted to the campus IAT designee within 24 days of the request.

**Indicator 2:** After parent consent is obtained, 100% of evaluations will be completed with 45 school days.

**Indicator 3:** 100% of evaluations will be individualized based on students IEP.

# State Compensatory

## Budget for 355 King Early Childhood Center

Total SCE Funds: \$3,783.00

Total FTEs Funded by SCE: 0.5

Brief Description of SCE Services and/or Programs

--

## Personnel for 355 King Early Childhood Center

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Clara Llerena	PreKindergarten	0.5