

Big Spring Independent School District

Kentwood Pre-K School

2023-2024 Campus Improvement Plan



Mission Statement

The Core Principles that will guide the decisions of the school system are:

- Recruit and retain highly qualified staff.
- Maintain integrity and professionalism at all times.
- Provide a caring and safe environment.
- Ensure instructional time is valued.
- Provide ongoing meaningful professional development.
- Design and deliver relevant and engaging instruction

Vision

The Vision of Big Spring ISD is to instill respect and pride in all by empowering our community of learners ~ staff and students ~ to unite and commit to educational excellence.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: All student groups at Kentwood ECC will perform at or above 45% on the eCircle Emergent Literacy Reading target of Rapid Letter Naming and Letter Sounds and Mathematic targets of Rote Counting and Number Naming.	12
Goal 2: Kentwood ECC will determine the professional development and support needs of our workforce to ensure the goals of our campus are met.	13
Goal 3: Kentwood ECC will develop partnerships with Big Spring business organizations, parents, and community members	16
Goal 4: Kentwood ECC will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support.	19
Goal 5: Kentwood ECC will continue to promote awareness of integral components that impact student achievement and the school environment	22
Goal 6: School staff will increase family partnerships in the areas of communication, participation, and education for Kentwood ECC families.	26
Goal 7: Kentwood ECC will strictly enforce the BSISD Anti-Bullying policy. There will be zero tolerance for any act of bullying on Moss Elementary's campus.	27
State Compensatory	28
Budget for Kentwood Pre-K School	28
Personnel for Kentwood Pre-K School	28

Comprehensive Needs Assessment

Demographics

Demographics Summary

Kentwood Early Childhood Center is a diverse student population comprised of between 95-105 each school year. We serve students in Early Childhood Special Education (ECSE) and student who qualify. 52% of our student population are male and 36% are female. 55% of our student population is Hispanic/Latino, 32% is White, and 3% is African American. 2% of the population falls into the following categories: Asian and Native American. 30% of our student population is currently being served through special education services. Currently 10% of the population is identified as an Bilingual/ELL.

Demographics Strengths

We are diversified and use our differences to drive our instruction. We place a focus on vocabulary development for our ELL and Special Education populations which in turn helps all of our students who have deficient vocabulary skills. This improves our reading instruction for all demographic groups. In addition, our student population is able to interact with various cognitive levels of students which in turn helps them be more empathetic to others. Additionally, we have an on campus instructional coach that works with our teachers during our Team meeting time to ensure that Pre-K Guidelines are taught to the depth and specificity needed.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Classroom sizes in our Inclusion rooms are at peak levels with 3 year old causing teacher to student ratio to be greater than the 21:1 which disallows for small group remediation as often as some students need. **Root Cause:** Only having two classroom that are designated as Inclusion classroom due to certifications of staff.

Student Learning

Student Learning Summary

Following our first administration of eCIRLCE assessment it was shown that that we had 1% of pre-K students out of range in Rapid Letter Naming, 55% of Pre-K students who need support.

Pre-K	On Track	Needs Support	Monitor
Rapid Letter Naming	42%	55%	1%
Rote Counting	10%	85%	3%
Number Naming	42%	55%	1%

Bilingual	On Track	Needs Support	Monitor
Rapid Letter Naming	42%	58%	0%
Rote Counting	0%	100%	0%
Number Naming	33%	67%	0%

Overall, after our beginning of year testing, 42% of Pre-k students and Bilingual students are on grade level in Rapid Letter Naming, 42% of Pre-K students and 33% of Bilingual students are on grade level in Number Naming.

Student Learning Strengths

We started a tuition program for our Pre-k campus, which is comprised of 13 students. We have fewer students coming to us with little or not background of letter knowledge, and number recognition and counting skills. We implemented Frog Street curriculum, Really Great Reading, and eCricle materials to ensure students are supported on grade level and have differentiation support.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The number of needs support is greater than the number of on track in both Pre-K and Bilingual instruction. This causes our Tier I instruction to be less effective due to the amount of scaffolding that must occur. The number of needs support students needs to decrease by 45% in order to more effectively facilitate classroom and small group instruction. **Root Cause:** We have a large number of teachers who are not only not certified, they do not have a bachelor's degree, therefore the capacity of our teachers is low and they do not know how to remediate their students in tier II and tier III intervention.

School Processes & Programs

School Processes & Programs Summary

All students are being instructed following the Frog Street Curriculum. Teachers use the Frog Street adoption to implement a balanced literacy and social emotional program in class. We supplement the Emergent Literacy Reading piece with eCIRCLE curriculum which helps to scaffold for students who have gaps. In addition, teachers are implementing Really Great Reading into their classrooms to help bridge the gap with students that are continuing to struggle with Emergent Literacy Reading. Teachers are given a 45 minute PLC time three days a week to discuss the needs of students and to better plan for the instruction.

Kentwood ECC has some seasoned staff of teachers who are highly qualified in their fields. We recruit teachers at job fairs and promote our school through Facebook and other social media outlets.

School Processes & Programs Strengths

We have systematic approaches in place to grow students. Through our mentoring program, and utilizing our instructional coach, and vertical and horizontal alignment, the kids see the identical programs and each program has a defined start and stop point for each level. Small group time is used to enrich the learning of students who are beyond the general scope and sequence and to remediate the students who are having difficulties.

Perceptions

Perceptions Summary

The culture and climate of Kentwood ECC for staff and faculty is positive and vision driven. The faculty understand that our goal is to treat students equitably and to ensure that through play, we develop, relationships, and create hands-on, interactive experiences. The community embraces Kentwood ECC and we have several business supporters who will help to fund or manage events. In turn, Kentwood ECC is dedicated to helping the community at large through donations and functions

Perceptions Strengths

Our staff continue to work to provide a safe and secure learning environment for all students at Kentwood ECC. Our staff is committed to a strong foundation of excellence for all students. During the year we focused on a culture of universal achievement and a safe and collaborative culture. The staff also participates in a team building events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: While Kentwood is well received by both parents and community members, we do not have a large number of businesses that partner with the campus. **Root Cause:** Many consider Kentwood a daycare instead of part of BSISD which therefore does not need the same type of business and community support that other campuses in the district may need.

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
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten 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
- 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.
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

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
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: All student groups at Kentwood ECC will perform at or above 45% on the eCircle Emergent Literacy Reading target of Rapid Letter Naming and Letter Sounds and Mathematic targets of Rote Counting and Number Naming.

Performance Objective 1: Kentwood ECC will use data and instructional best practices to increase the number of students on track for Kindergarten.

Evaluation Data Sources: eCircle Assessments and teacher progress monitoring





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Kentwood ECC will implement the New Pre-k Guidelines, Frog Street to improve instruction and to increase the performance on the eCircle assessment.</p> <p>Strategy's Expected Result/Impact: T-TESS walk-throughs and lesson plans</p> <p>Staff Responsible for Monitoring: Campus Administrators and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Oct	Feb	May
	N/A		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Kentwood ECC teachers will utilize Exit Tickets to monitor student understanding of the content and provide students immediate intervention. Three times a week 45 minute PLC provides teachers with an opportunity to plan for struggling students.</p> <p>Strategy's Expected Result/Impact: Daily percentage of mastery and exposure</p> <p>Staff Responsible for Monitoring: Campus Administrator and teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Oct	Feb	May
	N/A		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Kentwood ECC will determine the professional development and support needs of our workforce to ensure the goals of our campus are met.

Performance Objective 1: Kentwood ECC will recruit and maintain a highly qualified staff according to ESSA and/or SBEC standards, and will actively participate in professional development





HB3 Goal

Evaluation Data Sources: ESSA Report

Strategy 1 Details	Formative Reviews		
Strategy 1: Kentwood ECC administrator will receive names and resumes from HR director of highly qualified candidates Strategy's Expected Result/Impact: NCLB report, Application files, Sign- in Sheets Staff Responsible for Monitoring: Principal and Director of Human Resources	Formative		
	Oct	Feb	May
	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 2: Kentwood ECC will determine the professional development and support needs of our workforce to ensure the goals of our campus are met.

Performance Objective 2: Provide a systemic, job-embedded framework for offering continuous learning opportunities of successful practices that meets the needs of the campus.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Moss Elementary will actively participate in professional development as well as offer ongoing professional development through the 45 minute PLC</p> <p>Strategy's Expected Result/Impact: Teachers will be able to better facilitate the adopted curriculum in the classroom and therefore lead to higher results on the eCIRCLE assessment</p> <p>Staff Responsible for Monitoring: Campus Administrators, District Curriculum and Instruction Coordinator, Director of School Improvement</p>	Formative		
	Oct	Feb	May
	N/A		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Goal 2: Kentwood ECC will determine the professional development and support needs of our workforce to ensure the goals of our campus are met.

Performance Objective 3: Develop leadership systems, and have our campus pledge to ensure student success

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Administrators will participate in ongoing professional development geared at best instructional practices. This training will then be used to train teachers during PLC.</p> <p>Strategy's Expected Result/Impact: By increasing the professional development of the campus instructional leaders then we can increase the capacity of our teachers.</p> <p>Staff Responsible for Monitoring: Campus Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Oct	Feb	May
	N/A		
<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 3: Kentwood ECC will develop partnerships with Big Spring business organizations, parents, and community members

Performance Objective 1: Kentwood ECC will continue to develop partnerships with local businesses and civic organizations to benefit the students of the district.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Kentwood ECC will build a network of community partners such as Howard College, Complex Community Federal Credit Union, and Food 2 Kids.</p> <p>Strategy's Expected Result/Impact: Increasing community involvement, increases the community awareness of our educational needs.</p> <p>Staff Responsible for Monitoring: Campus Administrators and staff</p>	Formative		
	Oct	Feb	May
	N/A		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Use local news media and social media as a venue to promote campus projects and successes.</p> <p>Strategy's Expected Result/Impact: Increasing the positive media output, helps the community to see the positive impact that the education at Kentwood ECC is having on students social and emotional growth.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Oct	Feb	May
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 3: Kentwood ECC will develop partnerships with Big Spring business organizations, parents, and community members

Performance Objective 2: Kentwood ECC will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Kentwood ECC will implement a Parent Advisory Council or a Parent Community Group.</p> <p>Strategy's Expected Result/Impact: Increasing the parent involvement will increase student achievement through parent progress monitoring</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Oct	Feb	May
	N/A		
<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 3: Kentwood ECC will develop partnerships with Big Spring business organizations, parents, and community members

Performance Objective 3: Parents and community members will perceive a positive relationship with the campus and its schools as evidenced by data (including but not limited to) district and campus disseminated Parent Involvement Survey.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Kentwood ECC will host, virtually when needed, multiple programs encouraging parental involvement.</p> <p>Strategy's Expected Result/Impact: Allowing the community at large to come and learn about what is happening at Kentwood ECC, allows for them to be more involved in our educational endeavors.</p> <p>Staff Responsible for Monitoring: Campus Administrators and Teachers</p>	Formative		
	Oct	Feb	May
	N/A		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Kentwood ECC will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support.

Performance Objective 1: Kentwood ECC will support comprehensive district-wide implementation and evaluation of BSISD Curriculum Management Plan.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide opportunities to strengthen content knowledge and lesson planning for Emergent Literacy Reading and Writing. Math, and Social Emotion.</p> <p>Strategy's Expected Result/Impact: Participate in Zoom meeting and trainings with Region 18.</p> <p>Staff Responsible for Monitoring: Campus Administrators and Curriculum Department</p>	Formative		
	Oct	Feb	May
	N/A		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Kentwood ECC will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support.

Performance Objective 2: Kentwood ECC will promote a systematic and effective use of data to improve instruction.

Goal 4: Kentwood ECC will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support.

Performance Objective 3: The campus's academic and supplemental programs will be regularly evaluated for effectiveness in improving student performance

Goal 5: Kentwood ECC will continue to promote awareness of integral components that impact student achievement and the school environment

Performance Objective 1: Attendance rate at Kentwood ECC will meet predetermined thresholds each 6 weeks as measured by reports generated by TxEIS.

Goal 5: Kentwood ECC will continue to promote awareness of integral components that impact student achievement and the school environment

Performance Objective 2: 100% of Kentwood ECC instructional staff members will receive professional development on supporting topics which must be completed by designated time line.

Goal 5: Kentwood ECC will continue to promote awareness of integral components that impact student achievement and the school environment

Performance Objective 3: Kentwood ECC will continue to implement campus safety committees and district-wide discipline management policies and procedures.





Goal 5: Kentwood ECC will continue to promote awareness of integral components that impact student achievement and the school environment

Performance Objective 4: Kentwood ECC will increase student achievement and academic success by strengthening educational programs and opportunities for all students and staff.

Goal 6: School staff will increase family partnerships in the areas of communication, participation, and education for Kentwood ECC families.

Performance Objective 1: Kentwood ECC will increase parental involvement by giving parents opportunities to engage, learn, and support their child's education and development.

Evaluation Data Sources: Parents attend and sign-in at the planned activities. Parents will also complete periodic surveys in addition to an EOY survey.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: IMPACT (Importance of Parents and Children Together) learning program for students and their families will continue, integrating curriculum learning with families.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement on the campus</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>Title I: 4.2</p>	Formative		
	Oct	Feb	May
	N/A		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Use parent link system, social media, digital communication applications, and paper based newsletters to communicate with parents.</p> <p>Strategy's Expected Result/Impact: Communication is clear and concise about events available on campus.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative		
	Oct	Feb	May
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 7: Kentwood ECC will strictly enforce the BSISD Anti-Bullying policy. There will be zero tolerance for any act of bullying on Moss Elementary's campus.

Performance Objective 1: Kentwood ECC will continue to investigate any allegations or incidents related to or concerning the act of bullying.

Evaluation Data Sources: Anonymous Alert Reporting System

State Compensatory

Budget for Kentwood Pre-K School

Total SCE Funds:

Total FTEs Funded by SCE: 9.8

Brief Description of SCE Services and/or Programs

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Personnel for Kentwood Pre-K School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Ontiveros	Special Education Aide	0.5
Ana De Santiago Sanchez	Aide	0.5
Brenda Terrazas	Principal's Secretary	1
Dania Rocha	PE Teacher	1
Hannah Marsh	Classroom Aide	1
Heidi Arriaga	Teacher	1
Isabel Castaneda	Teacher	0.5
Katrina Bustamante	LVN	1
Krista Magallanes Silva	Special Education Teacher	1
Marissa Lobaton	Special Education Aide	0.5
Matilde Sotelo	Special Education Aide	0.5
Megan Mundell	Special Education Teacher	0.3
Melissa Walker	Special Education Teacher	0.5
Paula Bacon	Special Education Aide	0.5