

**Brenham Independent School District**  
**Early Childhood Learning Center**  
**2021-2022 Campus Improvement Plan**

# Mission Statement

## Campus Mission

In collaboration with our families and community, Brenham Early Childhood Learning Center is committed to providing a strong educational foundation for our youngest learners. Our students will have opportunities to build this foundation through academics, music, physical education, social/emotional and play experiences.

## District Mission

In collaboration with our families and community, Brenham Independent School District is committed to an exceptional education for ALL students.

# Vision

## Campus Vision

Empowering Creativity through a Love of learning and Curiosity

## District Vision

Brenham ISD... A proud community inspiring and encouraging excellence for ALL.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Early Childhood Learning Center is a Prekindergarten campus with a current enrollment of 166 students and 28 employees.

Our student demographics are as follows: Hispanic-95, Mulit Racial-4, White-26, Black/African American-39, Asian-2

89% economically disadvantaged

1 administrator/principal

9 classroom teachers/1 of these is bilingual certified

1 speech therapist

1 special ed teacher

1 music/movement teacher

1 librarian

1 nurse

1 headstart teacher

1 secretary/registrar

6 paraprofessionals

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Enrollment rates have decreased from the 2019-2020 school year from 210 students to 166 students **Root Cause:** Lower enrollment due to COVID-19.

**Problem Statement 2:** Current registration process clearly shows confusion on registrants part. Paperwork is incomplete and guidelines are not followed. **Root Cause:** Current preregistration is held on line and late registration is held at another buiding with no involvement on the ECLC's part.

# School Processes & Programs

## School Processes & Programs Summary

All teachers and staff at ECLC are highly qualified and new teachers are assigned a mentor teacher and participate in new teacher orientation at both the district and campus levels.

The teaching and para staff at the ECLC have a varied number of years of experience. Teacher turnover is minimal and the hiring process through HR provides opportunities for interviewing and hiring qualified staff.

Teachers are provided daily planning times, district vertical planning (minimally), and staff development opportunities

Each classroom teacher has their own daily schedule with the following components: RLA, Math, Sc/Soc St, Waterford, Music & Movement, Lunch, Recess. Our goal is to serve students of all populations based on their individual needs through various interventions/programs: Frog Street, ESGI, the general classroom, small group instruction. A testing process qualifies students for ESL or Bilingual based on Home Language Survey documentation. ESL students are served in the general education classroom using ELPS.

Our schoolwide approach to social/emotional learning is the CORE program, with a new value introduced monthly. All situations go back to the value and students are reminded of our Big 3 values repeatedly, on a daily basis.

## School Processes & Programs Strengths

CORE values

Every class goes weekly to the library for a read-aloud and time with the Librarian. Beginning in January, students will check out a book to take back to the classroom for reading time.

Geek Week or Tech Time with Tom happens on a monthly basis for teachers. This provides opportunities for increased technology awareness, troubleshooting current practices, or helping teachers create lessons using technology.

RAZ Kids online reading program is being utilized for face to face and remote learners

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** New PreK curriculum adoption for 2021-2022 school year is now available. Not all teachers have had full curriculum resources for the past three years.

**Root Cause:** Teachers were pulled from the 3 elementary campuses and curriculum resources were moved around. Not all teachers had everything they needed. We have been sharing, pulling, using what we had.

# Perceptions

## Perceptions Summary

The culture and climate of the ECLC is one based on the belief that we empower the youngest learners through creativity, curiosity, play, and most importantly social and emotional learning. The staff is welcoming and positive, and student success is clearly the priority at the ECLC. Parent feedback the past 3 years has been positive with high attendance rates at campus events prior to COVID-19 and campus closures. The use of School Messenger, monthly newsletter in English and Spanish, campus website, campus FaceBook, campus Twitter ensures that all parents know the happenings at the ECLC. The CORE Essentials program used to teach monthly values will continue to be promoted on the campus.

Students are celebrated in the classroom for good behavior as well as the use of the office treasure box for character awards or behavior awards.

## Perceptions Strengths

Attendance incentives are used to increase student attendance

Toys for Tots will provide toys for all students

Fire department provided coats for all students

ECLC receives support from community members in the area of literature/reading support

# 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 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Student Data: Assessments

- State and federally required assessment information
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Section 504 data
- Homeless data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Class size averages by grade and subject
- School safety data

## Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

## Parent/Community Data

- Parent surveys and/or other feedback

## Support Systems and Other Data





- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

# Goals

**Goal 1:** BISD will provide a coordinated curriculum that is implemented through effective instructional practices.

**Performance Objective 1:** 100% of teachers will implement highly effective and rigorous instruction





**Evaluation Data Sources:** High yield instructional strategies, 80% of students will show growth on CLI from BOY to EOY

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue curriculum planning and PLC's <b>Strategy's Expected Result/Impact:</b> Lesson Plans Student Achievement Data <b>Staff Responsible for Monitoring:</b> Administrator Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implementation of Frog Street curriculum in all subject areas in all classrooms. <b>Strategy's Expected Result/Impact:</b> Increase in individual % growth thru-out the year <b>Staff Responsible for Monitoring:</b> Administrator Teachers and Paras	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** BISD will provide a safe and secure environment throughout the district.

**Performance Objective 1:** All staff is trained on visitor procedures, all doors are locked





**Evaluation Data Sources:** Door checks, Raptor data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Walk the campus and check doors. Have school resources officer check doors, check raptor data as needed for visitor info <b>Strategy's Expected Result/Impact:</b> Increased campus safety <b>Staff Responsible for Monitoring:</b> Door checks: All staff Raptor: Secretary/registrar , Administrator	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** BISD will provide a safe and secure environment throughout the district.

**Performance Objective 2:** Fencing is added around entire campus with new gate added at front entrance





**Evaluation Data Sources:** Raptor data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue Raptor System Check-in and Check-out system <b>Strategy's Expected Result/Impact:</b> Raptor Data <b>Staff Responsible for Monitoring:</b> Office Staff	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide staff, parents, and community with appropriate, safe arrival and dismissal procedures <b>Strategy's Expected Result/Impact:</b> Safe drop off and pick up. Increase in the number of instructional minutes at the end of the day with less time for car/bus dismissal <b>Staff Responsible for Monitoring:</b> Administrator <b>TEA Priorities:</b> Improve low-performing schools	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continue to implement car pick up procedure with car signs and office pick up procedures w/id's and 3:00 pm cut off <b>Strategy's Expected Result/Impact:</b> Keep students safe, reduce the amount of students leaving early, <b>Staff Responsible for Monitoring:</b> Administrator	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> 0% No Progress</span> <span> 100% Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** BISD will promote family and community involvement.

**Performance Objective 1:** The ECLC will use various communication tools in a timely manner to make sure that parents and community members are well informed of events





**Evaluation Data Sources:** Parent and community involvement will be evident and ongoing

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Promote positive communication in both English and Spanish between school, home, and community through the campus website, Thursday folder, School messenger, Remind, Class Dojo, Twitter, and FaceBook <b>Strategy's Expected Result/Impact:</b> Parent/teacher written communication Parent surveys and feedback <b>Staff Responsible for Monitoring:</b> Administrator Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus and teacher websites will be implemented and updated regularly to offer timely communication <b>Strategy's Expected Result/Impact:</b> Website updates, parent feedback <b>Staff Responsible for Monitoring:</b> Administrator Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** BISD will attract and retain quality staff.

**Performance Objective 1:** Collaborate and communicate with team members to ensure continuity and provide needed support.

**Evaluation Data Sources:** Staff retention will remain high and staff development will be ongoing

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Principal will work with teachers to provide PD opportunities to increase rigor and student learning <b>Strategy's Expected Result/Impact:</b> workshop registration, classroom walk-thrus, teacher feedback, teacher self report <b>Staff Responsible for Monitoring:</b> Administrator	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Principal will provide quality time for weekly PLC's to allow for data talks <b>Strategy's Expected Result/Impact:</b> teacher feedback, data reports, classroom walk-thrus <b>Staff Responsible for Monitoring:</b> Administrator	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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>				

# Addendums