



# Early Childhood and Family Center

2021-2022 School Improvement Plan

# ECFC: STRENGTHS

- Community Partnerships to support students and families in accessing resources
- ECFC provides a diversity of services that focus on students and families
  - Head Start funded enrollment for 299 students beginning at age 3
  - Pre-School for All funded enrollment for 190 students beginning at age 3
  - Self Contained Special Education services beginning at age 3
  - Transitional Kindergarten for students who need “gift of time”
- Communication with families and community through social media, school web site, and See Saw
- Family Support Specialists that collaborate with families

# ECFC: AREAS TO IMPROVE

- Increase math experiences by integrating in all areas of the learning environment
- Social and Emotional Learning opportunities for all staff:
  - LUME: educate and help adults deepen their understanding of the child's emotional development which is the foundation for lifelong health, growth, and learning. This professional learning will help staff become reflective practitioners.
  - Conscious Discipline: Evidenced and researched based social emotional intelligence and classroom management system.
- Increase staff and ECFC families understanding of Parent, Family, and Community Framework to show growth in positive goal-oriented relationships that are child centered.
  - Focus on Family Well-Being: Health promotion and illness prevention depend on nutrition, and access to regular medical care including dental, physical and mental health.

## Early Childhood and Family Center School Improvement Goals 2021-2022

### ACADEMIC GOAL(S)

#### Alignment to District Goals

- At the end of the 2021-2022 school year 80% of Pre-K and Head Start students will meet or exceed letter identification. (86% Transitional Kindergarten)
- At the end of the 2021 – 2022 school year 75% of Pre-K and Head Start students will meet or exceed number identification. (86% Transitional Kindergarten)

*QPS will increase student achievement and growth as measured by state and local assessments.*

### GOAL MONITORING (Data)

- GOLD Assessment Data: Fall/Baseline, Winter, & Spring
- Letter Identification Data: Fall/Baseline, Winter, & Spring
- Number Identification Data: Fall/Baseline, Winter, & Spring

### SCHOOL TASKS AND STAFF PD TO SUPPORT GOAL

- Analyze Gold Data to guide instruction throughout the school year
- PLC and PD time will be utilized to learn from colleagues regarding areas identified as a challenge through data
- August PD focusing on research based Creative Curriculum: All content areas

## ECFC- School Improvement Goals 2021-2022

### SCHOOL CULTURE/CLIMATE GOAL(S)

- ECFC will attract high quality staff who are supportive and respectful of one another, personally and professionally.

### Alignment to District Goals

*QPS will improve staff and school morale to maintain a safe, healthy, equitable and supportive environment for all students and staff as measured by the 5Essentials Survey data, discipline data and teacher retention rate.*

### GOAL MONITORING (Data)

- 5 Essentials Data – Increase % of staff who agree and strongly agree in the following:
- 1) Teacher – Teacher Trust (All staff)
  - 2) Collaborative Practices (All staff)

### SCHOOL PLANS AND STAFF PD TO SUPPORT GOAL

- Relationship building activities among staff
- Leadership team help build professional capital among staff
- Build in time and coverage for staff to:
  - 1) observe colleague's instructional practice at ECFC with time for feedback/reflection
  - 2) analyze assessment data to plan instructional decision.
  - 3) onboarding for new staff and continuous learning for all ECFC staff with survey data

# ECFC: HOT ROCKS

- Social and Emotional Need of students, families, and staff.
- Recruitment of High- Quality Head Start Staff
  - Decrease in people obtaining Associates of Early Childhood
  - Salary is not competitive with day care centers