

**Greenville Independent School District**  
**LP Waters Early Childhood Center**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

Greenville Independent School District prepares, inspires, and empowers students in a safe and nurturing environment to become responsible citizens who successfully compete in a global society.

## Vision

We educate today...you succeed tomorrow!

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

LP Waters Early Childhood Learning Center is a Pre-K/Head Start campus in Greenville ISD serving 358 students with 92% of the students being economically disadvantaged, and 29% of the students being English Language Learners. The campus has three ethnic groups that comprise the majority of the population with 16% being African American, 48% Hispanic, and 26% White. Of the 358 students, 101 students are in the Head Start program. The campus student population also includes 84 students that are in the Pre-K program designed for 3 year old students. The Pre-K 3 program has a capacity of 80 English speaking students and 40 Spanish speaking students. The center also houses both 3 and 4 year old students in the Early Childhood Special Education (ECSE) program. This program includes 74 children receiving special education services in the Early Childhood Special Education classroom or inclusion services in the General Education classroom. The program also includes 6 Bilingual classes, 4 in PreK-4 and 2 in PreK-3.

### Demographics Strengths

We are a diverse campus, teaching our students about inclusion. Our students are introduced to different cultures and differences. Our special education students, bilingual students and deaf ed students all participate in activities together. Students begin their academic career at LP Waters and disperse to the other campuses once they leave LP.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Attendance rate for the 2020-2021 school year was below 95% in all programs. **Root Cause:** Parent knowledge of attendance laws and enforcement of such laws.

# Student Achievement

## Student Achievement Summary

2020-2021 School year, LP Waters CIRCLE DATA scores reflect rote counting noted as a weakness in the BOY and MOY. Marked improvement was noted at the EOY with an average of 86% of students being on track. Operations and counting sets are an area to grow. Students scores reflect 71% for Rapid Vocabulary 82% for Phonological awareness. Areas to grow are rhyming and alliteration. EOY Science was reported at 81%, a decrease from the MOY at 91%.

## Student Achievement Strengths

Overall math is a strength for LP Waters students. In phoenemic awareness, LP Waters' bilingual students start at significantly lower performance levels and exceed in the area of rhyme, syllabication, and rapid letter naming. This is a testimony to the fidelity of the bilingual team to the implementation of the District second language acquisition model. Students at LPW do show exemplary scores in the area of rapid letter naming.

End of Year CIRCLE progress monitoring Pre-K assessments show Social Emotional behaviors to be above average in the 80% range overall of students on track.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** CIRCLE Progress Monitoring Pre-K data shows scores in rapid letter naming and rhyming 2 show lower growth from BOY to MOY than other areas of the assessment. **Root Cause:** Consistent student attendance and varied classroom intervention strategies.

# School Culture and Climate

## School Culture and Climate Summary

The mission of the LP Waters staff is to nurture life- long learning through motivation, traditions, routines, expectations and positive interactions. To begin our day, we have continued to implement strategies from Capturing Kids Hearts (CKH) and have added Concious Discipline to continue to build positive relationships with our students and families. Within the first 9 weeks of school, our staff makes positive phone calls to all students to open the line of communication and build positive relationships with their families. Our teachers and staff meet weekly to coordinate classroom and home-to-school activities. Parent/Community participation is low, due to a previously closed campus because of Covid 19. Communities in Schools of Greater Dallas provides daiily intervention for both students and parents, and their focus is the on the lack of basic needs and/or social emotional deficiencies that hinder their ability to perform in school. Over 80% of our families attended meet the teacher.

## School Culture and Climate Strengths

LP Waters staff continues to work to provide a safe and secure learning environment for all students. Our staff is committed to a strong foundation of excellence for all students. During the first 2 weeks of school, our focus was on routines and procedures, to allow students the opportunity to become acclimated to school and become familiar with the rules and procedures. Beginning in the second 9 weeks, student celebrations will occur during monthly assemblies and daily announcements.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

LP Waters has 26 classroom teachers, 15 in the Pre-K4 program, 6 in the Pre-K 3 program, 1 Deaf Education, and 4 in the Early Childhood Special Education Classroom. Of these, 92% meet certification requirements. Additionally, teaching assistants not only meet district criteria standards but also have or are working on a Childhood Developmental Associate (CDA) which exceeds district criteria. The CDA is a 120 hour program requiring certification mastery by exam and a detailed thorough portfolio for successful completion. Approximately 75% of LP Waters teachers have more than five years of teaching experience. Thirty-one percent of the teachers have a Master's Degree.

With the implementation of the Ignite Grant, LP Waters has 2 demo teachers on staff who are available to meet with teachers to discuss best practices. Ongoing professional development is embedded into our meeting structures and PLC's are held twice monthly to address ongoing instructional needs and data mining. Teachers are evaluated using the TTESS system and the CLASS system. Teachers in need of assistance are addressed in a supportive and timely manner utilizing Demo teachers, assistant principal and principal. A systematic approach to walkthroughs will be implemented this year.

Staff moral is important to the administration at LP Waters. Weekly staff brags are shared via weekly principal email. Various activities, such as Christmas count down activities and Teacher Appreciation week, are held on campus to promote team building and a family-type atmosphere.

## Staff Quality, Recruitment, and Retention Strengths

Retention rates of staff are at 91% for paraprofessionals and 90% for teachers. Each teacher belongs to an academic team with a team leader. This is a "go to" person for them when they have questions or need guidance. When struggling teachers are identified, however, there are identified demo teachers or mentors who work with those teachers to provide support, suggestions, and assistance in any way possible. The district has also received a grant allowing for Demonstration teachers on each campus. Every 2 new teachers has been assigned to 1 Mentor.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1 (Prioritized):** Recruiting and retaining highly-qualified teachers and Instructional Assistants. **Root Cause:** Competitive salaries in other districts and a shortage of qualified candidates.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

LP Waters teachers meet weekly to plan lessons addressing all areas of the curriculum. This year, the focus at LPW will be on balanced literacy, social/emotional and student engagement in learning activities. LP Waters uses the Frog Street Curriculum in conjunction with Pre-K standards and Head Start Early Learning Outcomes Framework to align instruction. Professional Learning Communities are also utilized for data digs with CIRCLE Progress Monitoring Pre-K data and writing data to review student progress to determine where instructional adjustments need to be made. Teachers use this information to guide their planning for instruction.

## Curriculum, Instruction, and Assessment Strengths

Our current curriculum, Frog Street, is aligned with Federal and State requirements and is available in Spanish and English. Teachers report satisfaction with the curriculum. In the 21-22 schoolyear, LP Waters purchased upgraded resources and curriculum.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** Students are behind from the last 2 years resulting in learning gaps. **Root Cause:** Students are behind in basic reading skills and phonemic awareness.



# Parent and Community Engagement

## Parent and Community Engagement Summary

LP Waters staff has a strong commitment to community involvement and participation. For many of our parents, this is their first experience in public school and we take that responsibility very seriously. Our goal is to be a partnership between home and school. Blackboard messages promote activities and attendance at events. See Saw or Remind apps are utilized to communicate school activities and events. Parent attendance at events this past year were low due to Covid 19 and closed campuses. Opportunities for family and community involvement will include: monthly parent meetings, weekly professional learning communities, parent make and take activities, adult ESL classes, Family Potlucks, and Pre-K graduation. Our community is involved with our program on a weekly basis. We partner with clothe-a-child for clothing needs. Our local grocery stores donate to our events. All of our events are a community event. Community in School (CIS) was also a strong partner at LP Waters this year. CIS is a 501(c)(3) non-profit intervention that is an evidence-based practice of the community school model with trained staff embedded on campuses to provide daily intervention to high-need students and families. CIS also provides behavioral support via counseling and guidance with a focus on improving attendance and academic outcomes. We also developed a Parent/Family Engagement Committee, which consists of campus members, parents, and community members, to develop our Parent Engagement Plan along with helping to improve our home visits.

## Parent and Community Engagement Strengths

Communities in Schools brought community support into the school, acquiring car seats, clothing, school supplies, and counseling options. She also provided emotional, behavioral, and academic support for some of our struggling learners through small group meetings. Attendance at most events is diverse and standing room only. We can depend on our partners.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** School staff will increase family partnerships in the areas of communication, participation, and empowerment for LP Waters families. **Root Cause:** Focus has been on meeting Head Start requirements and Covid did not allow for visitors or volunteers to campus. Most functions were limited to virtual meetings and activities.

# School Context and Organization

## School Context and Organization Summary

The LP Waters Pre-K/Head Start professional learning committees consists of seven academic teams with the special education staff integrated into each of those teams. Although our data points are based on CLI, we analyze student data to monitor and adjust instruction as needed. Small group instruction is utilized to focus on closing the learning gaps for students and enrich learning for all. Our primary job is to prepare our students for kindergarten in any setting: general education setting or self contained special education.

A combination of resources are used to implement the program, including Frog Street and the Head Start Technology Component, CIRCLE Progress Monitoring Pre-K. Curriculum and assessments are aligned to the Pre-K Guidelines and Head Start Early Learning Outcomes Framework. A variety of ongoing activities are planned to increase parent and student engagement. RTI meetings are held the 1st Thursday of the month. The 1st Wednesday of the month is a family resource meeting. During these meetings, the campus Parent and Family Engagement Coordinator, Family Service Worker, and CIS representative attend. The purpose is to determine if there are specific needs that families need that have not been brought to their attention. Parents are invited to all RTI meetings.

## School Context and Organization Strengths

Our Head Start Grant, Pre-K Grant, and the Frog Street Curriculum tie together with common goals. The PreK 3 program is also strong, growing, and requiring the implementation of a waitlist. Students who were in the PreK 3 program demonstrated strong development in letter naming and phonological awareness. They also showed a strong foundation in their writing and their development in social/emotional skills.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1 (Prioritized):** Small group instruction was not implemented in the 2020-2021 school year. **Root Cause:** School closure due to COVID-19.

# Technology

## Technology Summary

Each classroom at LP Waters has 2 student computers in it. Continued use of the COW, allowed computer usage by the students weekly. Each classroom is provided with two time blocks on the schedule for the COW. Students demonstrated skills in using their name card to login, finding their learning game application, and effectively playing those games. All teachers also have Chromebooks. All classrooms have smart boards to facilitate the integration of technology on a daily basis. The Pre-K students and teachers actively use technology on a daily basis. Blackboard messenger and DOJO or Remind are two other forms of technology routinely used for parent communication on a daily basis.

## Technology Strengths

All classrooms are equipped with Smart Boards to implement technology into the teaching and learning environment. Teachers are provided laptops and instructional assistants are provided Chromebooks. Teachers utilize SeeSaw for communication with parents.

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** Students using technology in new and innovative ways. **Root Cause:** Promoting technology in the classroom and utilizing the FrogStreet Lily Pad application.

# Priority Problem Statements

**Problem Statement 1:** Attendance rate for the 2020-2021 school year was below 95% in all programs.

**Root Cause 1:** Parent knowledge of attendance laws and enforcement of such laws.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** CIRCLE Progress Monitoring Pre-K data shows scores in rapid letter naming and rhyming 2 show lower growth from BOY to MOY than other areas of the assessment.

**Root Cause 2:** Consistent student attendance and varied classroom intervention strategies.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Recruiting and retaining highly-qualified teachers and Instructional Assistants.

**Root Cause 3:** Competitive salaries in other districts and a shortage of qualified candidates.

**Problem Statement 3 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 4:** Students are behind from the last 2 years resulting in learning gaps.

**Root Cause 4:** Students are behind in basic reading skills and phonemic awareness.

**Problem Statement 4 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 5:** School staff will increase family partnerships in the areas of communication, participation, and empowerment for LP Waters families.

**Root Cause 5:** Focus has been on meeting Head Start requirements and Covid did not allow for visitors or volunteers to campus. Most functions were limited to virtual meetings and activities.

**Problem Statement 5 Areas:** Parent and Community Engagement

**Problem Statement 6:** Small group instruction was not implemented in the 2020-2021 school year.

**Root Cause 6:** School closure due to COVID-19.

**Problem Statement 6 Areas:** School Context and Organization

**Problem Statement 7:** Students using technology in new and innovative ways.

**Root Cause 7:** Promoting technology in the classroom and utilizing the FrogStreet Lily Pad application.

**Problem Statement 7 Areas:** Technology

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Accountability Distinction Designations

## **Student Data: Assessments**

- State and federally required assessment information
- Observation Survey results

## **Student Data: Student Groups**

- STEM/STEAM data

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

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

## **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**

- Budgets/entitlements and expenditures data
- Study of best practices





# Goals

**Goal 1:** LP Waters Early Childhood Center will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

**Performance Objective 1:** By May 2022, 80% of students will score at the pre-communicative level according to the EOY district writing assessment rubric.

**Evaluation Data Sources:** Write Across Greenville - Writing Rubric





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Writing Everyday: By October 1, 2021 100% of teachers will be trained in the district writing plan and writing rubric.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% Teachers will be trained in the district writing plan and writing rubric.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Writing Everyday: Teachers will implement daily content writing during math, science, and language arts, and free writing opportunities during conceptual refinement period.</p> <p><b>Strategy's Expected Result/Impact:</b> 85% of students will score at the pre-communicative level on the district EOY writing rubric.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Asst. Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Writing Everyday: In September, January and April, teachers will analyze district's writing assessment DATA to monitor student performance and generate intervention plans.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students scoring at beginning level will have appropriate intervention plans. Students writing above expected levels will have an appropriate enrichment plan.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Asst. Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Writing Everyday: Following BOY and MOY district writing assessment, students writing at beginning level according to writing rubric will receive small group support a minimum of 3 times per week.</p> <p><b>Strategy's Expected Result/Impact:</b> At least one year of growth in writing (two levels on the district writing rubric)</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> By November 2022, 100% of staff will be trained on The Writing Without Tears curriculum. <b>Strategy's Expected Result/Impact:</b> 100% Teachers will be trained in the writing curriculum. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Academic progress updates will be communicated to parents each nine weeks. <b>Strategy's Expected Result/Impact:</b> Parents are informed of student's academic progress Increased parent involvement <b>Staff Responsible for Monitoring:</b> Classroom Teachers Assistant Principal	<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 1:** LP Waters Early Childhood Center will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

**Performance Objective 2:** By October 1, 2022, 85% of students will be able to state their goal for each content area at the beginning of each content lesson.

**Evaluation Data Sources:** Lesson Objectives and Products posted in 100% of classrooms;  
Classroom observations  
Lesson plans





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> School Culture: By Sept. 1, 2021, all teachers will receive staff development in the creation of lesson objectives and product. <b>Strategy's Expected Result/Impact:</b> 100% of teachers trained in Lesson Objective and Product process. <b>Staff Responsible for Monitoring:</b> Principal	<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> School Culture: Beginning October 1, 2021, teachers will post and share lesson objective and product with students at the beginning of content lesson. <b>Strategy's Expected Result/Impact:</b> All Students know their objective and product for the lesson; 100% of teachers will post their objectives as evidence through classroom walkthroughs. <b>Staff Responsible for Monitoring:</b> Classroom teacher	<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;">  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 1:** LP Waters Early Childhood Center will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

**Performance Objective 3:** By May 2022 students average gains per content area over last year will increase 3% using CLI Engage DATA in language arts and mathematics.





**Evaluation Data Sources:** CLI Engage DATA  
Classroom observation DATA  
Student Portfolios

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct 6 walkthrough evaluations per teacher with 75% face-to-face feedback concerning the planning and instructional domains.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instructional practices as evidenced through classroom walkthroughs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Upon completion of BOY, MOY, and EOY CLI Engage, Writing Assessments, and monthly portfolios teachers will conduct DATA analysis in Professional Learning Communities in order to identify strategies to drive instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 95% of students will demonstrate growth on Middle of the Year and End of Year assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will utilize assessment DATA to design whole group, small group and individualized interventions and reteaching opportunities to ensure mastery of instructional concepts by all students.</p> <p><b>Strategy's Expected Result/Impact:</b> 10% improvement on End of Year assessments over last year.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>Comprehensive Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** LP Waters Early Childhood Center will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

**Performance Objective 4:** By May 2022 school academic performance in language arts, math and attendance will exceed last year's performance by 3 % in all three areas.





**Evaluation Data Sources:** CLI Engage  
ADA

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> By Oct. 2021, strategies will be in place to promote attendance by students over last year (See Goal II PO1). <b>Strategy's Expected Result/Impact:</b> Increased student attendance to 95%. <b>Staff Responsible for Monitoring:</b> Principal SEO	<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> By May 2022, strategies in place will improve student performance over last year (See Goal 1 PO4) in accordance with CLI Engage DATA. <b>Strategy's Expected Result/Impact:</b> Increased student performance on Middle of Year and End of Year assessments. <b>Staff Responsible for Monitoring:</b> Principal	<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>				

**Goal 2:** LP Waters Early Childhood Center will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

**Performance Objective 1:** By May 2022 the school's average daily attendance will meet or exceed 95% or better for the year.





**Evaluation Data Sources:** ADA Report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Attendance: Implement daily announcements celebrating classes with perfect attendance. Classes with 30 or more perfect attendance days in a 9 week period receive Popsicle party.  <b>Strategy's Expected Result/Impact:</b> Increased student attendance to 95%.  <b>Staff Responsible for Monitoring:</b> Principal / Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Attendance: Teachers will disinfect classrooms daily to minimize illness causing germs that may cause child to get sick and miss school.  <b>Strategy's Expected Result/Impact:</b> Increased student attendance to 95%.  <b>Staff Responsible for Monitoring:</b> Classroom teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Attendance: Absences will be monitored through Attention2Attendance and parents of students with excessive absences will be contacted to generate an attendance contract.  <b>Strategy's Expected Result/Impact:</b> Increased student attendance to 95%.  <b>Staff Responsible for Monitoring:</b> Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** LP Waters Early Childhood Center will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

**Performance Objective 2:** By May 2022 staff will maintain a safe and disciplined environment conducive to student learning and employee effectiveness

**Evaluation Data Sources:** Discipline DATA  
CLASS observation data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> School Culture: Classroom teachers will conduct session of preventive discipline to support student socio-emotional growth and anti-bullying strategies including Capturing Kids' Hearts and MANDT strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Lower student referrals to the Mental Health and Wellness Coordinator by 25%.</p> <p><b>Staff Responsible for Monitoring:</b> Mental Health and Wellness Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> School Culture: By November 2021, the principal will conduct 2 sessions minimally to train parents and community members on effective volunteer practices to ensure a safe and positive school environment for all stakeholders.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parental involvement to 1000 hours by May 21, 2020 as evidenced by volunteer log.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Family Engagement Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize Student Engagement Officer to support and effectively coach students with behavioral concerns.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased student negative behavior Support students behavior needs</p> <p><b>Staff Responsible for Monitoring:</b> SEO Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** LP Waters Early Childhood Center will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.





**Performance Objective 3:** Carry out and maintain effective disinfecting procedures within the classroom and throughout the building to decrease student and staff illness.

**Evaluation Data Sources:** Custodian duties  
Teacher and Instructional Assistant daily cleaning  
Nurse's logs

**Goal 3:** LP Waters Early Childhood Center will actively recruit, support, develop, and retain highly qualified employees for all areas of the organization.

**Performance Objective 1:** By November 2022, all teacher positions will be filled by highly qualified teachers.





**Evaluation Data Sources:** Professional Certifications

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Writing Everyday: By November 2021, 100% of teachers will be trained in the implementation of writing plan and use of writing rubric.  <b>Strategy's Expected Result/Impact:</b> Increased student proficiency in writing to 90% of students achieving a pre-communicative rating.  <b>Staff Responsible for Monitoring:</b> Principal /Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> School Culture: In September, January and May 100% of teachers will receive professional development in the area of DATA analysis and intervention after receiving CLI Assessment results.  <b>Strategy's Expected Result/Impact:</b> Develop staff in the area of DATA analysis and intervention design. 100% of students have appropriate intervention plans.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> School Culture: Conduct 6 walkthrough evaluations per teacher per semester with 75% face-to-face feedback.  <b>Strategy's Expected Result/Impact:</b> Increase retention rate of teachers.  <b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> School Culture: Wednesday afternoon Staff meetings will include professional development sessions to support teachers' professional growth.  <b>Strategy's Expected Result/Impact:</b> Increase capacity of professional staff.  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> School Culture: Implement Professional Learning Communities (PLCs) twice per month minimally to support teachers' opportunity to analyze DATA and design DATA driven interventions.  <b>Strategy's Expected Result/Impact:</b> Improve student achievement.  <b>Staff Responsible for Monitoring:</b> Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 4:** LP Waters Early Childhood Center will develop and implement a long-range financial plan that results in the most effective mix of educational and financial resources available while attaining the long-range goals and objectives of the district. (Resulting in improved Student Achievement)

**Performance Objective 1:** By October 30, 2021, establish and train Policy Council to guide and approve Head Start guidelines for Hunt County Head Start.





**Evaluation Data Sources:** Policy Council Manual

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> By October 2021, Establish and train Policy Council to act as the Head Start administrative body. <b>Strategy's Expected Result/Impact:</b> Review and approve Head Start Business. Active parent participation Active community involvement <b>Staff Responsible for Monitoring:</b> Principal Family Engagement Coordinator	<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> By October 2022 Policy Council will approve Head Start budget and business for the 2021-22 school year. <b>Strategy's Expected Result/Impact:</b> Complete Head Start administrative business. <b>Staff Responsible for Monitoring:</b> Principal	<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:** LP Waters Early Childhood Center will develop and implement a long-range financial plan that results in the most effective mix of educational and financial resources available while attaining the long-range goals and objectives of the district. (Resulting in improved Student Achievement)

**Performance Objective 2:** 100% of expenditures will align with campus and district goals.

**Evaluation Data Sources:** Detailed and Summary Expenditure Reports





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> School Culture: Campus budget will be reviewed weekly to ensure that all expenditure align with campus and district goals. <b>Strategy's Expected Result/Impact:</b> Efficient use of school resources. <b>Staff Responsible for Monitoring:</b> Principal Secretary	<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> Master Schedule: Master schedule will be reviewed to ensure effective use of time and personnel. <b>Strategy's Expected Result/Impact:</b> Ensure proper allocation of personnel and money Increased student achievement <b>Staff Responsible for Monitoring:</b> Principal	<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 5:** Communication among the campus employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive. The district will provide for family and community involvement that results in positive partnership. Partnership means a willingness to do, to give, to work with the district and share responsibility at various levels of involvement accepting responsibility for the education of students.

**Performance Objective 1:** Weekly, the principal will communicate with staff accurate instructional, organizational, and calendar information.





**Evaluation Data Sources:** LP WATERS Weekly Update

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Each week, principal will email weekly update to all staff highlighting calendar, instructional and organizational information for the upcoming week.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of staff will be informed on campus events.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

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**Performance Objective 2:** Utilize technology to engage parents effectively as evidenced by participation in electronic meetings and school events.





**Evaluation Data Sources:** Blackboard messages  
Calendars  
Portfolios  
See Saw

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Family Partnerships: Minimally twice monthly, the principal will contact all families informing of important school events using school messenger system.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved family engagement by 25% over last year as demonstrated by blackboard results.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Family Partnerships: Each nine weeks, each teacher will share students portfolios with parents in order to inform of child's progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved family engagement to 95% as measured by portfolio records.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Family Partnerships: By October 31, 2022, Establish Policy Council in accordance with Head Start Guidelines in order to engage families and community in school decisions.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved community engagement by establishing Policy Council 100% in accordance with Head Start rule as measured by sign in sheets.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Family Engagement Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** Communication among the campus employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive. The district will provide for family and community involvement that results in positive partnership. Partnership means a willingness to do, to give, to work with the district and share responsibility at various levels of involvement accepting responsibility for the education of students.

**Performance Objective 3:** Identify and support 100% of homeless students (families) through school, district and county resources available.

**Evaluation Data Sources:** Registration  
 Family Engagement Coordinator  
 Health and Welfare Coordinator

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% of families will complete Student Residency Form upon registration in order to identify any potential homeless families. <b>Strategy's Expected Result/Impact:</b> 100% of homeless students identified upon enrollment <b>Staff Responsible for Monitoring:</b> Data Clerk	<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> Yearly 100% of staff will be trained in the identification and procedures of identified homeless children. <b>Strategy's Expected Result/Impact:</b> 100% of homeless students identified upon enrollment <b>Staff Responsible for Monitoring:</b> Mental Health and Wellness Coordinator	<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> 100% of identified homeless children (families) may receive free meals, school supplies, clothing, transportation (to and from school), tutoring (if applicable), counseling, and summer enrichment program. <b>Strategy's Expected Result/Impact:</b> Provide support to 100% of identified homeless children <b>Staff Responsible for Monitoring:</b> Mental Health and Wellness Coordinator	<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