

Greenville Independent School District
LP Waters Early Childhood Center
2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated



Board Approval Date: November 19, 2024

Mission Statement

Our united GISD community strives to prepare, inspire, and empower every student to lead a successful life.

Vision

We educate today...you succeed tomorrow!

Core Beliefs

We believe every student deserves to be in a safe environment while receiving a broad-based education in preparation for life and work.

- ***We will maintain on each GISD campus, a safe and disciplined environment conducive to student learning and employee effectiveness.***

We believe all children can and will reach their full educational potential when given the necessary tools, direction, and support.

- ***We will ensure that all children leave GISD with a strong educational foundation which will allow them to pursue their goals and dreams regardless of personal circumstance, economic status, or learning challenges. This will be facilitated through the equitable allocation of resources and utilization of personalized education plans.***

We believe our exceptional staff is the most important resource serving the students of our district.

- ***We will actively recruit, support, develop, and maintain highly qualified employees who have character and competencies for all areas of the organization. The district will develop an attractive and competitive career package that will establish GISD as a preferred employer.***

We believe GISD is accountable to all stakeholders through the success of our students and staff.

- ***We will continually strive toward achieving the highest accountability ratings established by the Texas Education Agency and will foster the development of leadership skills which will allow our students to become successful and productive citizens.***

We believe GISD is accountable to all stakeholders through the efficient use of our resources.

- ***We will maintain fiscal responsibility in all district management decisions. We will implement our long-range strategic plan to ensure that improvements in school and support facilities are developed in a timely, functional, and cost-effective manner. We will maintain existing facilities to support the safety, comfort, and educational well-being of all those in our district. We will communicate with open, honest, transparency of the financial needs of the district with the broader community.***

these relationships.

- *We will maintain accurate, consistent, timely, and interactive communication between district employees, students, parents, and the community at large. The district will provide for family and community involvement that results in positive partnerships reflecting a willingness to work with the district and to share responsibility at various levels for the education of our students.*

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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.

Campus Demographics Snapshot		Ethnicity		
Female Students	230	Hispanic	55%	
Male Students	244	White	21%	
Total	474	African American	16%	

L.P. Waters stands out as the sole Early Childhood Center within the Greenville Independent School District (ISD). Over the past four years, the center has experienced a steady growth in enrollment, with an average of 430 students currently attending.

In addition to being a key educational facility, L.P. Waters serves as the fiscal agent for the Hunt County Head Start program, providing funding for 101 enrollment spots for eligible children. The campus offers educational services for students in both Pre-Kindergarten 3 (Pre-K 3) and Pre-Kindergarten 4 (Pre-K 4), ensuring a robust early learning experience for young learners.

Beyond its core Pre-K programs, L.P. Waters is committed to inclusivity by offering several specialized educational programs. These include a Bilingual program that caters to approximately 120 students across six classrooms in both Pre-K 3 and Pre-K 4, promoting language development and cultural understanding. The Early Childhood Special Education (ECSE) program also plays a crucial role, supporting around 50 students in four self-contained classrooms, addressing their unique learning needs. Additionally, the Deaf Education program provides specialized instruction to students through the Regional Day School for the Deaf, ensuring that all children have access to quality education.

A notable aspect of L.P. Waters is the high percentage of economically disadvantaged students, which stands at 94%. This statistic highlights a pressing need for resources that meet fundamental requirements such as nutrition, transportation, and school supplies. Given this demographic's challenges, there is a significant demand for additional support systems that facilitate access to educational opportunities and services, ultimately aiming to bridge the achievement gap and promote equitable learning outcomes for all students.

Demographics Strengths

L.P. Waters is often the first school experience for students any educational and social setting. We believe we have created a learning environment that will meet the needs of our students and families alike. As a diverse campus, L.P. Waters aims to foster an inclusive environment where students in specialized programs participate alongside their peers in the General Education population, allowing them to eat, play, and learn together.

To support students and families, L.P. Waters employs two Head Start family advocates who regularly check in with families to ensure students are prepared and set up for success. Additionally, the school's mental health coordinator, counselor, and social worker provide resources to families, enabling them to have the necessary support for their child's academic

success.

The school also benefits from a low turnover rate for teachers, providing a good foundation and consistency within the campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Lack of early literacy and numeracy development. **Root Cause:** Limited exposure to educational resources at home.

Problem Statement 2 (Prioritized): Low attendance rates affect students' early childhood education and the overall effectiveness of the program. Reduced attendance results in missed learning opportunities and delays in curriculum delivery. The attendance rate for the 2023-2024 school year was 89.8%, well below the target goal of 95%. **Root Cause:** Parents may not be fully aware of the importance of consistent attendance for early childhood development. Communication issues between the center and families, including reminders about the benefits of regular attendance or the scheduling flexibility offered, may lead to misunderstandings or lack of urgency.

Problem Statement 3: Attendance across all programs during the 2023-2024 academic year fell short of the 95% benchmark. **Root Cause:** Parents' knowledge of attendance laws and enforcement is crucial. There is little understanding of the significance of consistent Pre-K attendance and how absences can be detrimental to a student's academic progress.

Student Achievement

Student Achievement Summary

L.P. Waters Curriculum Overview and Student Achievement Data

L.P. Waters implements the Circle Pre-K curriculum, which has been instrumental in tracking student progress. At the beginning of the year (BOY), CIRCLE DATA scores indicated that rote counting was a significant area of concern, with only 10% of students demonstrating proficiency. However, by the end of the year (EOY) for the 2023-2024 school year, there was a notable improvement, with an average of 86% of students on track in rote counting. This reflects a significant advancement in a historically challenging area for our student population, making it a primary focus for our campus.

In terms of operations, this remains an area for growth. The BOY data showed that only 9% of students were on track in this skill, which we will continue to address as the year progresses.

Additionally, the BOY CIRCLE data highlighted phonological awareness as another weakness among students. The average percentage of students on track in critical areas such as Syllabication, Onset-Rime, Alliteration, and Rhyming was only 7%. These skills will be emphasized later in the academic year. Furthermore, Rapid Vocabulary scores revealed that 55% of students are on track, indicating a moderate strength in vocabulary development.

Overall, while there are identified weaknesses, the significant progress in rote counting and vocabulary development illustrates the ongoing efforts to enhance student achievement at L.P. Waters.

Student Achievement Strengths

Math remains a significant area of strength for students at L.P. Waters. Currently, the average score for the Beginning of Year (BOY) assessments shows that students are performing at 50% in number discrimination and 47% in shape discrimination. This reflects the effectiveness of our campus-wide emphasis on foundational skills such as rote counting and number naming. By continuing to focus on these essential skills, we anticipate improvements in overall math performance across the student body.

In addition to math, our students also demonstrate notable proficiency in vocabulary acquisition. Recent data indicates that 55% of students are on track in rapid vocabulary development. This strength in vocabulary not only supports their communication skills but also enhances their ability to engage with more complex texts and concepts in various subjects.

Overall, the combination of strong foundational math skills and vocabulary development positions our students for continued success in their academic journey.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Inadequate opportunities for parents to support language development at home. **Root Cause:** Many parents have limited access to books and learning tools, and as a result, they may be unable to provide rich language interactions and early literacy support for their children.

Problem Statement 2 (Prioritized): The CIRCLE Progress Monitoring data for Pre-K students indicates that the lowest scores were observed in the beginning of the year (BOY) for the following skills: Phonological Awareness, Rote Counting, and Operations. This suggests that these areas may require additional targeted instruction and support to help students develop these foundational early literacy skills. **Root Cause:** Students entering Pre-K often have minimal understanding of the alphabetic principle. They may recognize few, if any, letters or the connection between letters and their corresponding sounds. Therefore building alphabet knowledge and phonological awareness.

Problem Statement 3: The CIRCLE Progress Monitoring data for Pre-K students indicates that the lowest scores were observed in the beginning of the year (BOY) for the following skills: Rapid letter naming Sound-letter correspondence This suggests that these areas may require additional targeted instruction and support to help students develop these foundational early literacy skills. **Root Cause:** Students entering Pre-K often have minimal understanding of the alphabetic principle. They may recognize few, if any, letters or the connection between letters and their corresponding sounds.

School Culture and Climate

School Culture and Climate Summary

Mission Statement of L.P. Waters Staff

The L.P. Waters staff is dedicated to fostering a nurturing, safe, and enjoyable community that promotes growth through compassion, patience, and love.

Greeting and Relationship Building

Students are welcomed at the door with various greeting options as part of our Capturing Kids Hearts (CKH) implementation. Additionally, we have integrated Conscious Discipline to strengthen positive relationships with our students and families. Our staff proactively engages with families through positive phone calls and home visits, establishing partnerships that enhance communication and build strong connections.

Collaboration and Family Involvement

Weekly meetings among teachers and staff facilitate the coordination of classroom activities and home-to-school initiatives. We have seen increased interest from parents in volunteering, and we are committed to providing more opportunities for parents and families to engage actively within the school day.

School Culture and Climate Strengths

L.P. Waters Staff Commitment to Student Safety and Excellence

The staff at L.P. Waters is dedicated to creating a safe and secure learning environment for every student. We emphasize a strong foundation of excellence throughout our educational practices.

In the first five weeks of school, our primary focus has been on establishing routines and procedures. This effort allows students to acclimate to the school setting and become familiar with the established rules.

Daily announcements serve to recite pledges, recognize staff and student birthdays, and give shout-outs to those who go above and beyond in their contributions.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: With a staff of long term members, they are often reluctant to be vulnerable with one another. **Root Cause:** Staff do not fully trust one another due to long standing relationships.

Problem Statement 2: At L.P. Waters, there has been a noticeable increase in challenging student behaviors, including frequent tantrums, aggression, defiance, and difficulties with following instructions. **Root Cause:** Many children are still in the early stages of developing emotional regulation, social skills, and impulse control.

Problem Statement 3 (Prioritized): Low attendance rates affect students' early childhood education and the overall effectiveness of the program. Reduced attendance results in missed learning opportunities and delays in curriculum delivery. The attendance rate for the 2023-2024 school year was 89.8%, well below the target goal of 95%. **Root Cause:**

Parents may not be fully aware of the importance of consistent attendance for early childhood development. Communication issues between the center and families, including reminders about the benefits of regular attendance or the scheduling flexibility offered, may lead to misunderstandings or lack of urgency.

Problem Statement 4 (Prioritized): Students using technology in new and innovative ways and accessing engaging applications to enhance the learning environment. **Root Cause:** One to one technology is not present, students want engaging and fast moving applications.

Problem Statement 5: The community often see our school as the youngest therefore not holding students to a higher level. **Root Cause:** We are not always looked at like a real school but more as a daycare.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

L.P. Waters had a low teacher turnover rate for the 2023-2024 school year. This is due in large part to our positive school culture and climate. Our campus strives to support teachers each and every day and provide them with the tools to be successful in the classroom.

L.P. Waters Teacher Overview

L.P. Waters employs 26 classroom teachers, including 15 in the Pre-K4 program, 6 in the Pre-K3 program, 1 in Deaf Education, and 4 in Early Childhood Special Education. Teaching assistants meet district criteria and are either certified or pursuing a Childhood Developmental Associate (CDA), which involves a 120-hour program, an exam, and a comprehensive portfolio. Approximately 75% of the teachers have over five years of experience, and 31% hold a Master's Degree.

Professional Development and Collaboration

Professional learning opportunities are critical to our staff meetings, with lesson planning meetings occurring bi-monthly to address instructional needs and data analysis. Teachers participate in weekly Professional Learning Community (PLC) meetings to share best practices, review data and goal setting (T-TESS, TIA and SLO). The district has introduced planning Fridays, allowing dedicated time for team discussions and lesson planning, enhancing recruitment and retention efforts.

Evaluation and Support

Teachers are evaluated using the TTESS and CLASS systems. Those needing assistance receive timely support from Team Leaders, and administrative staff. This year, a systematic approach to classroom walkthroughs will be implemented. Passport journeys provide peer review and observations to enhance and improve teaching strategies and classroom management.

Staff Morale and Team Building

Staff morale is a priority for L.P. Waters administration. Daily staff recognition is shared through morning announcements, and various events, such as Christmas countdown activities and Teacher Appreciation Week, foster team building and cultivate a familial atmosphere on campus.

Teacher Years of Experience

Beginning	10.9%
1-5 Years	38.4%
6-10 Years	16.8%
11-20 Years	18.7%
21+ Years	15.2%

Staff Quality, Recruitment, and Retention Strengths

The retention rates for our staff are impressive, standing at 87% for paraprofessionals and 90% for teachers. This high level of retention can be attributed to our supportive and collaborative work environment. Each teacher is assigned to an academic team, which consists of several educators working together under the guidance of a designated team leader.

The team leader plays a crucial role as a liaison between the administration and the academic team, ensuring clear communication and facilitating support for teachers. This structure fosters a sense of community and encourages teamwork.

Within these teams, educators collaborate on various essential activities, including lesson planning, behavior support, providing constructive feedback, and mentoring one another. This collaborative approach not only enhances the quality of instruction but also contributes to professional development and job satisfaction among staff members. By focusing on both recruitment and retention, we aim to maintain a high-quality staff that is committed to our students' success.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers who are not adequately prepared to deal with the demands of teaching early childhood education. **Root Cause:** Limited professional learning opportunities for early childhood education and behavior.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Weekly Collaboration at L.P. Waters

Teachers at L.P. Waters engage in weekly meetings to collaboratively plan lessons that encompass all areas of the curriculum. A significant emphasis is placed on Kindergarten readiness, which encompasses essential skills such as letter and sound recognition, rote counting, number recognition, and counting sets of objects.

Focus on Social Emotional Learning

At the core of our educational approach is a commitment to Social Emotional Learning (SEL). This focus ensures that students are engaged and learn self-regulation skills, which are vital for their overall development and academic success.

Curriculum Alignment

L.P. Waters utilizes the Frog Street Curriculum, which is carefully integrated with Pre-K standards and the Head Start Early Learning Outcomes Framework. This alignment helps in creating a cohesive instructional strategy that meets the developmental needs of our students.

Data-Driven Instructional Planning

To continuously improve our teaching methods, we hold planning days, Professional Learning Communities (PLCs), and staff meetings to identify areas of need within our instruction. Each semester, the campus conducts a data dig, analyzing CIRCLE Progress Monitoring Pre-K data alongside writing assessments. This comprehensive review of student progress is crucial for determining necessary instructional adjustments. Teachers actively use this data to inform their planning for both whole-group instruction and targeted small group interventions. Circle data is now available in the district data management system DMAC. Campus administration and staff have been trained in the use of DMAC as well.

Curriculum Development

This year, our campus collaborated with the curriculum department to develop a unified scope and sequence that aligns our curriculum across all classrooms. Six lead teachers and curriculum coordinators participated in summer curriculum writing sessions, focusing on creating a streamlined and effective educational framework. By leveraging the expertise of our own educators, we aim to provide a well-aligned scope and sequence that ensures consistency in teaching and learning. Our team continues to refine the scope and sequence by incorporating additional activities that enhance student engagement and learning outcomes.

Curriculum, Instruction, and Assessment Strengths

Curriculum Strengths

L.P. Waters employs the Frog Street curriculum, which offers a robust and research-based continuum tailored to meet the unique needs of our campus in both English and Spanish. This curriculum effectively supports key learning domains and is aligned with the Texas Pre-K guidelines as well as the Head Start Early Learning Outcomes. An essential aspect of Frog Street is its incorporation of the social-emotional component through Conscious Discipline®, which enhances social-emotional development. Additionally, STEAM activities are integrated into the curriculum daily, fostering creativity and critical thinking among students.

Our campus has successfully transitioned our content blocks in alignment with TEA and Head Start to emphasize more play-based learning. This approach prioritizes hands-on activities and play, which research demonstrates leads to more authentic conversations and improved turn-taking among students. By allowing students to choose the centers they

wish to engage in, we create an environment that encourages exploration and self-directed learning. This choice empowers students while providing teachers with valuable opportunities for small group instruction and targeted, data-driven interventions. Overall, this play-based framework not only supports cognitive development but also nurtures social skills and emotional growth in our students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Limited social-emotional development in children. **Root Cause:** Many students first time attending school and interacting with peers .

Parent and Community Engagement

Parent and Community Engagement Summary

At LP Waters, our staff is deeply committed to fostering parent participation.

To enhance communication, we utilize platforms such as Blackboard to share messages about upcoming activities and encourage attendance at events. Additionally, we leverage tools like See Saw and Remind apps to keep families informed about school activities and events in a timely manner.

We provide numerous opportunities for family and community involvement, which include:

- **Monthly Parent Meetings:** These gatherings allow parents to connect, share experiences, and discuss important topics related to their children's education.
 - Safety training with the local fire department, community resources, Texas Workforce, WIC and CHIP are just a few agencies who attend our monthly meetings and provide information to our families.
- **Weekly Professional Learning Communities:** These sessions enable educators to collaborate on best practices and strategies to enhance student learning
- **Adult ESL Classes:** Highlighting the district offered English as a Second Language classes to help parents improve their language skills and better engage with the school community.
- **Pre-K Graduation:** This special event celebrates the accomplishments of our youngest learners and involves families in the celebration of their educational milestones.

Our community is actively involved in our program on a weekly basis. We partner with organizations like Clothe-a-Child to address clothing needs, ensuring that students have access to essential items. Local grocery stores generously donate supplies for our events, reinforcing the community spirit that underpins all our initiatives.

This year, Community in Schools (CIS) has been a vital partner for LP Waters. As a 501(c)(3) non-profit organization, CIS employs a community school model that includes trained staff members embedded on our campus. They provide daily interventions for high-need students and families, focusing on behavioral support through counseling and guidance. Their efforts aim to improve attendance and academic outcomes for our students. They are able to provide resources such as clothing, food and supplies through Trusted World, another community partner.

Parent and Community Engagement Strengths

- Communities in Schools site coordinator
- Family service workers
- Head Start resources
- Policy Council

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Insufficient collaboration between school staff and families on social-emotional development. **Root Cause:** Limited communication between home and school, coupled with parents' lack of access to support networks, leads to a disconnect in addressing children's social-emotional challenges both at school and in the home environment.

School Context and Organization

School Context and Organization Summary

Leadership Team:

The school is led by a dedicated principal, supported by an assistant principal, a counselor, a parent and family engagement coordinator (Head Start), family service workers (Head Start), and a team of dedicated teachers. The leadership team works collaboratively with staff, students, and families to ensure that our mission and vision are upheld in every aspect of school life.

Professional Development:

The school is dedicated to the ongoing professional growth of our educators. Teachers engage in regular professional development opportunities, both during school hours and through after-school workshops, to improve instructional practices, stay current with educational research, and learn new strategies for meeting the needs of our students. Professional development focuses on evidence-based strategies for early childhood education, including differentiated instruction and social emotional learning.

LP Waters Pre-K/Head Start Professional Learning Committees

Our Professional Learning Communities (PLCs) offer our teachers the opportunity to collaborate, review, and prepare for instruction. As well, the district has 13 planning Fridays throughout the year allow our teachers time to plan lessons and prepare for the upcoming weeks.

To implement our program, we leverage a variety of resources, including Frog Street, Early Learning Outcome Framework (Head Start) and CIRCLE Progress Monitoring Pre-K. Our curriculum and assessments are aligned with the Pre-K Guidelines and the Head Start Early Learning Outcomes Framework. We organize numerous ongoing activities to boost parent and student engagement, monthly parent meetings, campus wide events and various forms of communication to keep parents informed.

School Context and Organization Strengths

Given the unique structure of our campus with multiple programs, the focus is the same. Preparing students for the next step; in their educational journey, regardless of their abilities.

The PreK 3 program is a vital part of our campus structure. The program provides students with an additional year of educational opportunities. The program frequently has a waitlist for student desiring to attend. There is a marked difference between students who were in the PreK 3 program. These students 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.

The PreK program is vital to the growth of students and laying the foundation for their educational journey. Again, students who have attended LPW show greater knowledge when beginning kindergarten. We often hear that our students outperform those who did not attend a PreK program.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Aligning resources campus wide to increase student growth. **Root Cause:** Lack of a scope and sequence for the Frogstreet Curriculum.

Technology

Technology Summary

L.P. Waters Technology Update

L.P. Waters has transitioned from a one-to-one technology model to a rotational system for iPads in the classroom. This approach allows students to have ample time to engage with technology while preventing an entire class from using iPads simultaneously.

In 2023, teacher laptops were updated, and in 2024, all Teacher Assistants received laptops. This enhancement enables Teacher Assistants to print documents and utilize their laptops for smart board interactions.

Every classroom is equipped with smart boards to support the daily integration of technology. Pre-K students and teachers actively use technology each day. Additionally, platforms such as Blackboard Messenger, See Saw, and Remind are routinely employed for effective parent communication. This system enhances the overall experience by providing more details regarding classroom technology use.

Technology Strengths

Student Technology Use in Classrooms

All classrooms are equipped with Smart Boards, which allow for interactive lessons and the integration of technology into the teaching and learning environment. These Smart Boards enable students to engage with digital content, participate in group activities, and access online resources during lessons.

Teachers are provided with laptops, which they use for lesson planning, accessing educational materials, and facilitating distance learning (if needed) These laptops also allow teachers to create presentations and share resources with students in real-time.

Instructional assistants are provided with laptops, which are utilized to support students in their learning activities. This technology enables assistants to help students access educational platforms, and continue the lessons in the event the teacher is out.

Communication between teachers and parents is facilitated through the use of SeeSaw, an online platform that allows teachers to share updates, student progress, and important announcements. This connection enhances parent engagement and keeps families informed about their children's learning experiences.

Overall, the integration of these technologies not only enhances the educational experience but also prepares students for a digitally-driven world.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Students using technology in new and innovative ways and accessing engaging applications to enhance the learning environment. **Root Cause:** One to one technology is not present, students want engaging and fast moving applications.

Priority Problem Statements

Problem Statement 1: Low attendance rates affect students' early childhood education and the overall effectiveness of the program. Reduced attendance results in missed learning opportunities and delays in curriculum delivery. The attendance rate for the 2023-2024 school year was 89.8%, well below the target goal of 95%.

Root Cause 1: Parents may not be fully aware of the importance of consistent attendance for early childhood development. Communication issues between the center and families, including reminders about the benefits of regular attendance or the scheduling flexibility offered, may lead to misunderstandings or lack of urgency.

Problem Statement 1 Areas: Demographics - School Culture and Climate

Problem Statement 2: The CIRCLE Progress Monitoring data for Pre-K students indicates that the lowest scores were observed in the beginning of the year (BOY) for the following skills: Phonological Awareness, Rote Counting, and Operations. This suggests that these areas may require additional targeted instruction and support to help students develop these foundational early literacy skills.

Root Cause 2: Students entering Pre-K often have minimal understanding of the alphabetic principle. They may recognize few, if any, letters or the connection between letters and their corresponding sounds. Therefore building alphabet knowledge and phonological awareness.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Aligning resources campus wide to increase student growth.

Root Cause 3: Lack of a scope and sequence for the Frogstreet Curriculum.

Problem Statement 3 Areas: School Context and Organization

Problem Statement 4: Students using technology in new and innovative ways and accessing engaging applications to enhance the learning environment.

Root Cause 4: One to one technology is not present, students want engaging and fast moving applications.

Problem Statement 4 Areas: School Culture and Climate - Technology

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)
- State and federal planning requirements

Accountability Data

- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment 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
- 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

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

Goals





Revised/Approved: May 22, 2025

Goal 1: L. P. Waters will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency. (Teaching and Learning)

Performance Objective 1: The percent of PreK students that score on grade level or above in Reading CLI will increase from 70% to 74% by June 2025. The percent of PreK students that score on grade level or above in Reading CLI will increase from 74% to 90% by June 2030.





Evaluation Data Sources: CLI Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Write curriculum pacing guides in conjunction with the Curriculum and Instruction department to better align teachers across the campus.</p> <p>Strategy's Expected Result/Impact: Increased alignment Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: 95% of students will demonstrate growth on Middle of the Year and End of Year assessments.</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
<p>Strategy 3: 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>Strategy's Expected Result/Impact: 10% improvement on End of Year assessments over last year.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 4 Details	Reviews			
<p>Strategy 4: Support the effective use of small group instruction to improve student performance over last year in accordance with CLI Engage DATA.</p> <p>Strategy's Expected Result/Impact: Increased student performance on Middle of Year and End of Year assessments.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will post and share lesson objective and product with students at the beginning of content lesson.</p> <p>Strategy's Expected Result/Impact: All Students know their objective and product for the lesson; 100% of teachers will post their objectives as evidence through classroom walkthroughs.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 6 Details	Reviews			
<p>Strategy 6: The campus will conduct weekly Professional Learning Communities to review lesson plans, discuss trends, analyze data, and prioritize learning objectives.</p> <p>Strategy's Expected Result/Impact: Increased teacher effectiveness and preparedness</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will conduct student readiness checks for letters, sounds, and phonemic awareness monthly.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: L. P. Waters will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency. (Teaching and Learning)





Performance Objective 2: The percent of PreK students that score on approaches grade level or above in Reading CLI will increase from 91% to 95% by June 2025. The percent of PreK students that score on approaches grade level or above will increase from 95% to 100% by June 2030.

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborate with Foundations in Teaching consultant to improve early literacy strategies and improve student achievement.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Train staff on the use of DMAC and Edspire to disaggregate and analyze CLI data.</p> <p>Strategy's Expected Result/Impact: Increased awareness</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	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 1: L. P. Waters will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency. (Teaching and Learning)

Performance Objective 3: By May 2025, the daily attendance rate for L.P. Waters will increase 3%.





Evaluation Data Sources: ADA summary
Daily Attendance sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote attendance by consistent communication with families about the importance of students being at school. Campus communication and teacher communication. Strategy's Expected Result/Impact: Increase attendance by 3%. Staff Responsible for Monitoring: Principal, Asst. Principal, Head Start Staff, and Secretary.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Perfect attendance rewards for students who have achieved perfect attendance and attendance awards for students who have improved attendance. Strategy's Expected Result/Impact: Increase attendance overall percentage by 3% Staff Responsible for Monitoring: Principal., Asst. Principal, Attendance clerk, classroom staff.</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>				

Goal 2: L. P. Waters will maintain a safe and disciplined environment conducive to student learning and employee effectiveness. (Student Safety)

Performance Objective 1: Provide clear policies and expectations: Establish and communicate clear rules and expectations for student behavior.





Evaluation Data Sources: Principal, Asst. Principal, Counselor, CIS Coordinator, Mental Health and Disability Coordinator.

Strategy 1 Details	Reviews			
<p>Strategy 1: Work the the Special Education department to provide professional learning in the area of student behavior. Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Training and Professional Development: Provide ongoing training for staff on classroom management, conflict resolution, and cultural competency. This equips them to handle challenges effectively. Utilize Region 10 consultants, TTA and district personnel to provide ongoing strategies. Strategy's Expected Result/Impact: Decrease of office referrals and student behavior notes in home folders. Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor,</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The school counselor and teachers will provide students with social emotional learning (SEL) lessons using Conscious Discipline. Teachers will also provide ant-bullying lessons to promote respect among all. Strategy's Expected Result/Impact: Decreased student behaviors Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 4 Details	Reviews			
<p>Strategy 4: New teachers will attend the district's New Teacher Academy to learn classroom management strategies. Strategy's Expected Result/Impact: Teacher efficacy Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: L. P. Waters will maintain a safe and disciplined environment conducive to student learning and employee effectiveness. (Student Safety)

Performance Objective 2: Promote a positive school climate through initiatives that encourage respect, inclusivity, and collaboration.





Evaluation Data Sources: T-TESS observation and walkthrough data

Strategy 1 Details	Reviews			
<p>Strategy 1: Recognition for students and staff who encourage one another and show respect, inclusivity and collaboration. Strategy's Expected Result/Impact: Students and staff who take pride in living out the mission statement. Staff Responsible for Monitoring: admin teachers all staff</p>	Formative			Summative
	Nov	Jan	Mar	June
	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 3: L. P. Waters will actively recruit, support, develop, and retain highly qualified employees for all areas of the organization. (Human Resources)

Performance Objective 1: L.P. Waters will focus on a fully staffed campus with zero open positions.





Evaluation Data Sources: Staff roster report
Position control

Strategy 1 Details	Reviews			
<p>Strategy 1: Actively recruit and interview for open positions to ensure a complete staff roster.</p> <p>Strategy's Expected Result/Impact: They have prior experience with the school culture, colleagues, and students, which will positively impact student progress. There is familiarity with the school curriculum, policies and procedures.</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal HR staff</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>				

Goal 3: L. P. Waters will actively recruit, support, develop, and retain highly qualified employees for all areas of the organization. (Human Resources)

Performance Objective 2: Team leaders and administration will work with the teaching and learning department to provide feedback on walkthroughs, coaching and support.





Evaluation Data Sources: Feedback data
TTESS data

Strategy 1 Details	Reviews			
Strategy 1: New teachers will attend the district's New Teacher Academy to learn classroom management strategies. Staff Responsible for Monitoring: Principal Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Develop and implement a walkthrough schedule for the Principal and Assistant Principal. Strategy's Expected Result/Impact: Increased teacher effectiveness Staff Responsible for Monitoring: Principal Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Conduct classroom walkthroughs and provide feedback to teachers. Staff Responsible for Monitoring: Principal Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
	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 4: L. P. Waters 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: L.P. Waters will utilize district resources to improve the overall achievement of students.





Evaluation Data Sources: CLI data
T-TESS Walkthroughs and Observations

Strategy 1 Details	Reviews			
Strategy 1: L.P. Waters will monitor Head Start grant implementation to meet all requirements and performance standards. Staff Responsible for Monitoring: Principal Deputy Superintendent of Administration Chief Financial Officer	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Classroom teachers will be provided with resources to purchase additional activities for intentional play centers. Strategy's Expected Result/Impact: The expected result is increased student engagement in classroom learning centers. Staff Responsible for Monitoring: Principal Asst. Principal Classroom teaching staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Classroom teachers will utilize classroom furniture and design to cater to different learning styles. Strategy's Expected Result/Impact: Promotes an engaging and interactive learning environment. Staff Responsible for Monitoring: Principal Asst. Principal Classroom teaching staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Principal will meet with Head Start campuses in Commerce and Quinlan to plan and monitor compliance.	Formative			Summative
	Nov	Jan	Mar	June
	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 4: L. P. Waters 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: L.P. Waters will utilize district resources to enhance student learning opportunities and grow the resources for play based learning.

Evaluation Data Sources: walkthrough data
 budget reports
 PO requests

Strategy 1 Details	Reviews			
Strategy 1: Research and purchase resources to enhance learning opportunities for play based learning. Strategy's Expected Result/Impact: An increase in student engagement and overall positive learning environment. Staff Responsible for Monitoring: Administration Teaching Staff	Formative			Summative
	Nov	Jan	Mar	June
	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 5: Communication among the district employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive. L. P. Waters will provide for family and community involvement that results in positive partnership. Partnership means a willingness to do, to give, to work with L. P. Waters and share responsibility at various levels of involvement accepting responsibility for the education of students.

Performance Objective 1: Communication will be timely for all events, activities and important school information to increase the participation of families in campus activities.





Evaluation Data Sources: Blackboard messages

See Saw messages

Social media posts

Event Calendar

Remind app

Strategy 1 Details	Reviews			
Strategy 1: L.P. Waters will utilize See Saw, social media and school website for communication with families Strategy's Expected Result/Impact: More involved and engaged families. Family opportunities for volunteering Stronger community ties and opportunities for volunteering.	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>				