

Greenville Independent School District
LP Waters Early Childhood Center
2020-2021 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 427 students with 96% of the students being economically disadvantaged, and 24% of the students being English Language Learners. The campus has three ethnic groups that comprise the majority of the population with 22% being African American, 41% Hispanic, and 31% White. Of the 427 students, 101 students are in the Head Start program. The campus student population also includes 106 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 45 children receiving special education services in the Early Childhood Special Education classroom or inclusion services in the General Education classroom.

Demographics Strengths

Due to school closure as a result of COVID-19, End of the Year (EOY) data was not gathered. However, data exists for Beginning of the Year (BOY) and Middle of the Year (MOY). Data shows a growth from 42% to 65% in letter naming and 48% to 62% meeting standard in the phonological screener from the BOY to the MOY on the CIRCLE Progress Monitoring Pre-K data. The same assessment also shows an increase from 80% to 84% in mathematics screener from BOY to MOY.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance rate for the 2019-20 school year prior to school closure to due COVID-19 was below 95% in all programs. **Root Cause:** Lack of understanding by parents of the necessity of Pre-K and the attendance laws.

Student Achievement

Student Achievement Summary

Due to school closure as a result of COVID-19, End of the Year (EOY) data was not gathered. On the CIRCLE Progress Monitoring Pre-K, LP Waters showed growth in rhyming, syllabication, and letter naming for both English and Spanish speaking students. Writing scores based on the district writing rubric showed improvements with 58% of the students in PreK 4 writing at the Precommunicative level or higher by Middle of the Year (MOY) writing assessment, a 57% growth from the BOY. Head Start students were also assessed with the CIRCLE Progress Monitoring Pre-K in order to survey their readiness skills. On the MOY Science assessment, 91% of students Met Standard. Areas still showing a need for improvement are vocabulary based on the results of last year's MOY CIRCLE Progress Monitoring Pre-K.

Student Achievement Strengths

The CIRCLE Progress Monitoring Pre-K assessments show Math to be a specific strength for LP Waters students with 84% of both English and Spanish speaking students demonstrating mastery by MOY. Our bilingual students start at significantly lower performance levels and not only catch up but exceeded 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 alliteration and rapid letter naming. Science scores on the CIRCLE Progress Monitoring Pre-K data showed growth from 86% to 91% for both English and Spanish speaking students from BOY to MOY.

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 motivate life long learning in a nurturing environment. Our daily routine was to implement strategies from Capturing Kids Hearts (CKH) which was easy to communicate with our little learners and reinforce with them both academically and behaviorally. Our teachers and staff meet weekly with each other and with parents to plan and coordinate classroom and home-to-school activities. Parent/Community participation is high. Communities in Schools of Greater Dallas provides daily intervention for both students and parents, The focus is the on the lack of basic needs and/or social emotional deficiencies that hinder their ability to perform in school. Our Pre-K graduation was done as a drive-thru celebration with staff lining the parking and cheering for students as families drove-thru the parking lot. Over 200 cars attended the celebration. All staff members participated in some form at arrival and dismissal to ensure student safety during those important scheduled times.

School Culture and Climate Strengths

Providing parents with the knowledge and understanding of their child's instructional program is a focus for the L.P. Waters E.C.L.C. The campus hosts events both required by Head Start and also events that are good for all parents of young children. The goal is to provide parents with resources to help their children in all aspects of their life. LP Waters hosted a resource fair at the start of school and brought in community resources for parents such as local dentists, Carevide, the fire department, and others. During the closure, teachers delivered supplies to students and goody bags to their front porches. ZOOM class meetings allowed teachers to continue to support the students throughout the tough time during the COVID-19 closure.

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, 100% of LP Waters 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. Teacher retention was 90% in 2019. Teacher assistant retention was over 90%. Staff satisfaction is important to the administration at LP Waters. 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 master 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 Mentors 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 bilingual teachers. **Root Cause:** Competitive salaries in other districts and a shortage in individuals meeting the highly-qualified status. .

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The teaching teams meet weekly as a Professional Learning Community with administrator and parent input. Efforts are ongoing to make home-school connections for more relevant learning. LP Waters uses the Frog Street Curriculum in conjunction with Pre-K standards and Head Start Early Learning Outcomes Framework to align instruction. The campus will implement a new Pacing Guide that is aligned with the Frog Street curriculum to help teachers spiral academic and social/emotional readiness skills. Professional Learning Communities are also utilized for data digs with CIRCLE Progress Monitoring Pre-K data and writing data. 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. LP Waters teachers are included in professional development opportunities provided by the District and our Early Childhood program is vertically aligned to Kindergarten standards.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Teachers effectively utilizing the Frog Street curriculum to spiral readiness concepts. **Root Cause:** A pacing guide was needed to help teachers ensure that all academic and social/emotional concepts are taught and spiraled effectively throughout the year.

Parent and Community Engagement

Parent and Community Engagement Summary

LP Waters staff has a strong commitment to community involvement and participation. Blackboard messages promote attendance at events. Class Dojo or Remind, both parent social media applications, are used daily and were a popular positive communication method for parents and teachers. Parent attendance at events this past year exceeded 2018-2019 numbers prior to the school closure due to COVID-19. Opportunities for family and community involvement include: monthly parent meetings, weekly professional learning communities, parent make and take activities, adult ESL classes, Family Potlucks, and the graduation drive-thru. 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 could not do without our partners. 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

The attendance at the Adult ESL classes has been a strength. 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): Only 1/4 of student's parents are represented in Head Start monthly meetings. **Root Cause:** Focus has been on meeting Head Start requirements, and valuable information has not been shared schoolwide.

School Context and Organization

School Context and Organization Summary

The LP Waters Pre-K/Head Start campus consists of seven academic teams with the special education staff integrated into each of those teams. The campus staff meets weekly to discuss progress and to align learning. The teams also meet at least once weekly as a professional learning community to fine tune academic direction. 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. Our campus enjoys the STEM lab that Pre-K students attend weekly. The activities are hands-on and are engaging as well as creative. With the purchase of the COW (Computer On Wheels) the PreK 3 and PreK 4 students were able to learn the workings of logging in and manipulating learning websites. Our assessment scores reflect consistent progress in Science. 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 intervention was not as successful as in the 2018-2019 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

Availability of smart boards in every classroom is an asset for the effective implementation of technology into the teaching and learning environment. Chromebooks for the teachers is also a strength.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Integrating parents and students into the virtual classroom effectively. **Root Cause:** Students and parents lack of access and knowledge of the technology.

Priority Problem Statements

Problem Statement 1: Attendance rate for the 2019-20 school year prior to school closure to due COVID-19 was below 95% in all programs.

Root Cause 1: Lack of understanding by parents of the necessity of Pre-K and the attendance 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 bilingual teachers.

Root Cause 3: Competitive salaries in other districts and a shortage in individuals meeting the highly-qualified status. .

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

Problem Statement 4: Teachers effectively utilizing the Frog Street curriculum to spiral readiness concepts.

Root Cause 4: A pacing guide was needed to help teachers ensure that all academic and social/emotional concepts are taught and spiraled effectively throughout the year.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: Only 1/4 of student's parents are represented in Head Start monthly meetings.

Root Cause 5: Focus has been on meeting Head Start requirements, and valuable information has not been shared schoolwide.

Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 6: Small group intervention was not as successful as in the 2018-2019 school year.

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

Problem Statement 6 Areas: School Context and Organization

Problem Statement 7: Integrating parents and students into the virtual classroom effectively.

Root Cause 7: Students and parents lack of access and knowledge of the technology.

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

- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data

Employee Data










- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data











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 2021, 85% of students will score at the pre-communicative level according to the EOY district writing assessment rubric.

Evaluation Data Sources: Writing Rubric











Strategy 1 Details	Reviews			
<p>Strategy 1: Writing Everyday: By October 1, 2020 100% of teachers will be trained in the district writing plan and writing rubric.</p> <p>Strategy's Expected Result/Impact: 100% Teachers will be trained in the district writing plan and writing rubric.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Writing Everyday: Teachers will implement daily content writing during math, science, and language arts, and free writing opportunities during conceptual refinement period.</p> <p>Strategy's Expected Result/Impact: 85% of students will score at the pre-communicative level on the district EOY writing rubric.</p> <p>Staff Responsible for Monitoring: Principal and Asst. Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: 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>Strategy's Expected Result/Impact: 100% of students scoring at beginning level will have appropriate intervention plans.</p> <p>Staff Responsible for Monitoring: Principal and Asst. Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: 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>Strategy's Expected Result/Impact: At least one year of growth in writing (two levels on the district writing rubric)</p> <p>Staff Responsible for Monitoring: Classroom teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: By September 2020, 100% of staff will be trained on The Writing Without Tears curriculum.</p> <p>Strategy's Expected Result/Impact: 100% Teachers will be trained in the writing curriculum.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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, 2020, 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

Strategy 1 Details	Reviews			
<p>Strategy 1: School Culture: By Sept. 1, 2020, all teachers will receive staff development in the creation of lesson objectives and product.</p> <p>Strategy's Expected Result/Impact: 100% of teachers trained in Lesson Objective and Product process.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: School Culture: Beginning September 9, 2020, 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: Classroom teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  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 3: By September 22, 2020, teachers will write their master schedule and implement 30 minute conceptual refinement period into daily schedule.




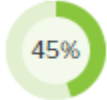
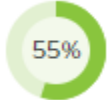








Evaluation Data Sources: approved master schedule
Improvement in student achievement scores

Strategy 1 Details	Reviews			
Strategy 1: Master Schedule: Teacher teams will meet and design instructional master schedule that includes conceptual refinement 30 minute period for intervention Strategy's Expected Result/Impact: 100% Completed Master Schedule with appropriate instructional blocks and intervention period. Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Master Schedule: Teachers will utilize 30 minute intervention (conceptual refinement) period to implement interventions for students in need based on CLASS/Writing/Lesson Objective DATA Strategy's Expected Result/Impact: 10% Improvement in assessment results. Staff Responsible for Monitoring: Principal and Asst. Principal	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 28, 2021 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>Strategy 1: Conduct 6 walkthrough evaluations per teacher with 75% face-to-face feedback concerning the planning and instructional domains.</p> <p>Strategy's Expected Result/Impact: Improved instructional practices as evidenced through classroom walkthroughs.</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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
				
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> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<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 5: By May 28, 2021 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			
<p>Strategy 1: By Oct. 1, 2020, strategies will be in place to promote attendance by students over last year (See Goal II PO1).</p> <p>Strategy's Expected Result/Impact: Increased student attendance to 95%.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	 30%	 70%	 70%	
Strategy 2 Details	Reviews			
<p>Strategy 2: By May 28, 2021, strategies in place will improve student performance over last year (See Goal 1 PO4) 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
	 40%	 45%	 80%	
<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: LP Waters Early Childhood Center will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

Performance Objective 6: By September 22, 2020, all staff members will be trained in the Rapid Response Protocol procedures in order to effectively and efficiently "flip" a classroom to online learning and maintain the integrity of academics and rigor.

Evaluation Data Sources: Seesaw
Rapid Response checklist and maps

Strategy 1 Details	Reviews			
Strategy 1: Per district guidelines, administrators created appropriate training for staff.	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 28, 2021, school's average daily attendance for At-Home and Face-to-Face will meet or exceed 95% or better for the year.

Evaluation Data Sources: ADA Report

Strategy 1 Details	Reviews			
<p>Strategy 1: 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. Strategy's Expected Result/Impact: Increased student attendance to 95%. Staff Responsible for Monitoring: Principal / Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Attendance: Teachers will disinfect classrooms daily to minimize illness causing germs that may cause child to get sick and miss school. Strategy's Expected Result/Impact: Increased student attendance to 95%. Staff Responsible for Monitoring: Classroom teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Attendance: Absences will be monitored through Attention2Attendance and parents of students with excessive absences will be contacted to generate an attendance contract. Strategy's Expected Result/Impact: Increased student attendance to 95%. Staff Responsible for Monitoring: Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<p> 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 31, 2021, staff will maintain a safe and disciplined environment conducive to student learning and employee effectiveness

Evaluation Data Sources: Discipline DATA

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Lower student referrals to the Mental Health and Wellness Coordinator by 25%.</p> <p>Staff Responsible for Monitoring: Mental Health and Wellness Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: School Culture: By November 1, 2020, 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>Strategy's Expected Result/Impact: Increase parental involvement to 1000 hours by May 21, 2020 as evidenced by volunteer log.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: By October 1, 2020, Implement Cloud 9 literacy approach to teach social-emotional learning competencies through an understanding of self and others.</p> <p>Strategy's Expected Result/Impact: Increased student attendance to 95%.</p> <p>Staff Responsible for Monitoring: Mental Health and Wellness Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
<p> 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.


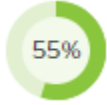







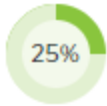


Performance Objective 3: Carry out and maintain effective disinfecting procedures within the classroom and throughout the building to minimize cross contamination of COVID-19 from room to room.








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 January 2021, 100 % of LPW teachers will meet the highly qualified status required by the Texas Education Agency.

Evaluation Data Sources: Professional Certifications











Strategy 1 Details	Reviews			
<p>Strategy 1: Writing Everyday: By September 30, 2020, 100% of teachers will be trained in the implementation of writing plan and use of writing rubric.</p> <p>Strategy's Expected Result/Impact: Increased student proficiency in writing to 90% of students achieving a pre-communicative rating.</p> <p>Staff Responsible for Monitoring: Principal /Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Develop staff in the area of DATA analysis and intervention design. 100% of students have appropriate intervention plans.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: School Culture: Conduct 6 walkthrough evaluations per teacher per semester with 75% face-to-face feedback.</p> <p>Strategy's Expected Result/Impact: Increase retention of professional staff to 95%.</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: School Culture: Wednesday afternoon professional development sessions will take place minimally twice per month to support teachers' professional growth.</p> <p>Strategy's Expected Result/Impact: Increase capacity of professional staff.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: School Culture: Implement Professional Learning Communities (PLCs) twice per month minimally to support teachers' opportunity to analyze DATA and design DATA driven interventions.</p> <p>Strategy's Expected Result/Impact: Improve student achievement.</p> <p>Staff Responsible for Monitoring: Administrators</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 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, 2020, 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			
Strategy 1: By October 26, 2020, Establish and train Policy Council to act as the Head Start administrative body. Strategy's Expected Result/Impact: Review and approve Head Start Business. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: By June 1, 2020 Policy Council will approve Head Start budget and business for the 2020-21 school year. Strategy's Expected Result/Impact: Complete Head Start administrative business. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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			
<p>Strategy 1: School Culture: Campus budget will be reviewed weekly to ensure that all expenditure align with campus and district goals.</p> <p>Strategy's Expected Result/Impact: Efficient use of school resources.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Master Schedule: Master schedule will be reviewed to ensure effective use of time and personnel.</p> <p>Strategy's Expected Result/Impact: Ensure proper allocation of personnel and money.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  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 1: Weekly, the principal will communicate with staff accurate instructional, organizational, and calendar information.

Evaluation Data Sources: Weekly Memo

Strategy 1 Details	Reviews			
<p>Strategy 1: Each week, principal will email weekly memo to all staff highlighting calendar, instructional and organizational information for the upcoming week.</p> <p>Strategy's Expected Result/Impact: 100% of staff will be informed on campus events.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 2: Utilize technology to engage parents effectively as evidenced by participation in electronic meetings and school events.

Evaluation Data Sources: Call outs
Calendars
Portfolios

Strategy 1 Details	Reviews			
<p>Strategy 1: Family Partnerships: Minimally twice monthly, the principal will contact all families informing of important school events using school messenger system.</p> <p>Strategy's Expected Result/Impact: Improved family engagement by 25% over last year as demonstrated by blackboard results.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Family Partnerships: Each nine weeks, each teacher will share students portfolios with parents in order to inform of child's progress.</p> <p>Strategy's Expected Result/Impact: Improved family engagement to 95% as measured by portfolio records.</p> <p>Staff Responsible for Monitoring: Asst. Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Family Partnerships: By October 31, 2020, Establish Policy Council in accordance with Head Start Guidelines in order to engage families and community in school decisions.</p> <p>Strategy's Expected Result/Impact: Improved community engagement by establishing Policy Council 100% in accordance with Head Start rule as measured by sign in sheets.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<p> 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.

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of families will complete Student Residency Form upon registration in order to identify any potential homeless families.</p> <p>Strategy's Expected Result/Impact: 100% of homeless students identified upon enrollment</p> <p>Staff Responsible for Monitoring: Data Clerk</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Yearly 100% of staff will be trained in the identification and procedures of identified homeless children.</p> <p>Strategy's Expected Result/Impact: 100% of homeless students identified upon enrollment</p> <p>Staff Responsible for Monitoring: Staff/counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: provide support to 100% of identified homeless children</p> <p>Staff Responsible for Monitoring: counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Addendums