

**Greenville Independent School District  
LP Waters Early Childhood Center  
2023-2024 Campus Improvement Plan**



**Board Approval Date:** December 12, 2023

# 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. LPW is also a recipient of a Head Start Grant with 101 students who are enrolled in Head Start.

LP Waters Enrollment & Demographics	Total # of Students	%	Race	Total # of Students	%
Total Enrollment	394		Hispanic	220	55%
Economically Disadvantaged	366	93%	White	78	20%
English Language Learners/ Emergent Bilingual	242	61%	Black	65	16%
			Two or more	25	6%
			Asian or American Indian	6	2%

LPW has several programs that are served at the campus. The campus provides a Bilingual program, Early Childhood Special Education (ECSE) and Deaf Ed program. The Bilingual program serves students in both Pre-K 3 and Pre-K 4 with approximately 120 student in 6 classrooms. The ECSE program has approximately 48 students in 4 self contained classrooms. Deaf Ed serves 2 students through the Regional Day School for the Deaf.

### Demographics Strengths

L.P. Waters is often a student and their families first experience in school. We strive to be a place that students feel safe, loved and cared for. Being a diverse campus, we strive to be an inclusive campus, where all students and their families feel welcome. Students in specialized programs participate with students in the General Education population. Each of our specialized programs are teamed up with General Education where they eat together, play together and learn together.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Attendance rate for the 2022-2023 school year was below 95% in all programs. **Root Cause:** Parent knowledge of attendance laws and

enforcement of such laws. Parents understanding of the importance of Pre-K and how detrimental absences are for a student.

# Student Achievement

## Student Achievement Summary

2022-2023 School year, L.P. Waters CIRCLE DATA scores reflect rote counting noted as a weakness in the BOY and MOY. Marked improvement was noted at the EOY with an average of 86% of students being on track. This is historically an area of weakness for our population, therefore, it is a top priority for our campus. Operations and counting sets are an area to grow. Students scores reflect 71% for Rapid Vocabulary 82% for Phonological awareness. Areas to grow are rhyming and alliteration. EOY Science was reported at 81%, a decrease from the MOY at 91%.

## Student Achievement Strengths

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

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

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** CIRCLE Progress Monitoring Pre-K data shows scores in rapid letter naming and sound correlation to be lowest in the BOY. **Root Cause:** Students begin Pre-K with little to no alphabetic principle knowledge.

# School Culture and Climate

## School Culture and Climate Summary

The mission of the L.P. Waters staff is to nurture life- long learning through motivation, traditions, routines, expectations and positive interactions. To begin our day, we have continued to implement strategies from Capturing Kids Hearts (CKH) and have added Conscious Discipline to continue to build positive relationships with our students and families. Within the first 9 weeks of school, our staff makes positive phone calls and meets with parents for conferences to open the line of communication and build positive relationships with their families.

Our teachers and staff meet weekly to coordinate classroom and home-to-school activities. Parent/Community participation is low, due to the previous pandemic, but plan to open up to more opportunities next school year.

## School Culture and Climate Strengths

L.P. Waters staff continues to work to provide a safe and secure learning environment for all students. Our staff is committed to a strong foundation of excellence for all students. During the first 3 weeks of school, our focus was on routines and procedures, to allow students the opportunity to become acclimated to school and become familiar with the rules and procedures. Announcements are done daily to recognize students birthdays, and shout outs for being a good citizen.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Processes and programs need to continue to promote positive school culture **Root Cause:** Resources have not been fully utilized to address campus culture



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

L.P. Waters has 25 classroom teachers, 14 in the Pre-K4 program, 6 in the Pre-K 3 program, 1 Deaf Education, and 4 in the Early Childhood Special Education Classroom. Additionally, teaching assistants not only meet district criteria standards but also have or are working on a Childhood Developmental Associate (CDA) which exceeds district criteria. The CDA is a 120 hour program requiring certification mastery by exam and a detailed thorough portfolio for successful completion. Approximately 75% of LP Waters teachers have more than five years of teaching experience. Thirty-one percent of the teachers have a Master's Degree.

With the implementation of the Ignite Grant, L.P. Waters has 2 demo teachers on staff who are available to meet with teachers to provide support in all classroom areas. Ongoing professional development is embedded into our staff meeting structures and lesson planning meetings are held twice monthly to address ongoing instructional needs and data mining. Teachers meet weekly in STEP meetings to discuss best practices.

Teachers are evaluated using the TTESS system and the CLASS system. Teachers in need of assistance are addressed in a supportive and timely manner utilizing Lead Teacher, Demo teachers, assistant principal and principal. A systematic approach to walkthroughs will be implemented this year.

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

## 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

Retention rates of staff are at 91% for paraprofessionals and 90% for teachers. Each teacher belongs to an academic team with a team leader. The team leader serves as a liaison between administration and the team. When struggling teachers are identified, however, there are identified demo teachers or mentors who work with those teachers to provide support, suggestions, and assistance in any way possible. The district will continue with the Ignite grant to provide a lead teacher and 2 Demonstration teachers on the campus.

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

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

from the metroplex and an overall shortage of qualified candidates.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

L.P. Waters teachers meet weekly to plan lessons addressing all areas of the curriculum. L.P. Waters focuses on Kindergarten readiness, which includes letter/sound knowledge, rote counting, recognizing numbers and counting sets (of objects). Social Emotional Learning and a focus on engagement and regulation will be at the center of what we do. L.P. Waters uses the Frog Street Curriculum in conjunction with Pre-K standards and Head Start Early Learning Outcomes Framework to align instruction. Planning days, PLC's and staff meetings are utilized to identify areas of need. Each semester the campus meets to complete a data dig with CIRCLE Progress Monitoring Pre-K data and writing data to review student progress. The purpose of this meeting is to determine where instructional adjustments need to be made. Teachers use this information to guide their planning for instruction and small group interventions.

## Curriculum, Instruction, and Assessment Strengths

L.P. Waters utilizes Frog Street curriculum, as it provides a comprehensive continuum of research-based curriculum both in English and Spanish which serves the unique needs our campus. Frog Street supports key learning domains and is aligned to both the, TX Pre-K guidelines and Head Start Early Learning Outcomes. The social emotional component also provides instruction utilizing Conscious Discipline® (social-emotional development) and there are STEAM activities integrated into the curriculum each day.

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

**Problem Statement 1 (Prioritized):** Students are behind in basic reading and phonemic awareness skills. **Root Cause:** Students beginning PreK with little to no basic reading and phonemic awareness skills. reading skills and phonemic awareness.

# Parent and Community Engagement

## Parent and Community Engagement Summary

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

## Parent and Community Engagement Strengths

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

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** Increase family partnerships and relationships in the areas of communication, participation, and empowerment for LP Waters families. **Root Cause:** The campus has struggled to have volunteers on campus due to the pandemic, which in turn limited the involvement of families.

# School Context and Organization

## School Context and Organization Summary

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

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

## School Context and Organization Strengths

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

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1 (Prioritized):** Small group instruction has not been a focus for the campus. **Root Cause:** Training and implementation has not occurred.

# Technology

## Technology Summary

LP Waters technology is one to one. Each classroom at LP Waters has a class set of ipads for students to use. Students are 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 classroom have smart boards to facilitate the integration of technology on a daily basis. The Pre-K students and teachers actively use technology on a daily basis. Blackboard messenger and DOJO or Remind are two other forms of technology routinely used for parent communication on a daily basis.

## Technology Strengths

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

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** Students using technology in new and innovative ways. **Root Cause:** Staff needs training and support to implement technology.

# Priority Problem Statements

**Problem Statement 1:** Attendance rate for the 2022-2023 school year was below 95% in all programs.

**Root Cause 1:** Parent knowledge of attendance laws and enforcement of such laws. Parents understanding of the importance of Pre-K and how detrimental absences are for a student.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** CIRCLE Progress Monitoring Pre-K data shows scores in rapid letter naming and sound correlation to be lowest in the BOY.

**Root Cause 2:** Students begin Pre-K with little to no alphabetic principle knowledge.

**Problem Statement 2 Areas:** Student Achievement

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

**Root Cause 3:** Competitive salaries in other districts, distance from the metroplex and an overall shortage of qualified candidates.

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

**Problem Statement 4:** Students are behind in basic reading and phonemic awareness skills.

**Root Cause 4:** Students beginning PreK with little to no basic reading and phonemic awareness skills. reading skills and phonemic awareness.

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

**Problem Statement 5:** Increase family partnerships and relationships in the areas of communication, participation, and empowerment for LP Waters families.

**Root Cause 5:** The campus has struggled to have volunteers on campus due to the pandemic, which in turn limited the involvement of families.

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

**Problem Statement 6:** Small group instruction has not been a focus for the campus.

**Root Cause 6:** Training and implementation has not occurred.

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

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

**Root Cause 7:** Staff needs training and support to implement 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
- Campus goals
- 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

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

## **Support Systems and Other Data**

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







# Goals

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

**Performance Objective 1:** By May 2024, 80% of students will score at the pre-communicative level according to the EOY campus writing assessment rubric.

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Writing Everyday: By November, 2023 100% of teachers will be trained in the district writing plan and writing rubric.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% Teachers will be trained in the district writing plan and writing rubric.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Writing Everyday: Teachers will implement daily content writing during math, science, and language arts, and free writing opportunities during conceptual refinement period.</p> <p><b>Strategy's Expected Result/Impact:</b> 85% of students will score at the pre-communicative level on the district EOY writing rubric.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Asst. Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Writing Everyday: In September, January and April, teachers will analyze district's writing assessment DATA to monitor student performance and generate intervention plans.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students scoring at beginning level will have appropriate intervention plans.</p> <p>Students writing above expected levels will have an appropriate enrichment plan.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Asst. Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Writing Everyday: Following BOY and MOY district writing assessment, students writing at beginning level according to writing rubric will receive small group support a minimum of 3 times per week.</p> <p><b>Strategy's Expected Result/Impact:</b> At least one year of growth in writing (two levels on the district writing rubric)</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> By November 2023, 100% of staff will be trained on The Writing Without Tears curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% Teachers will be trained in the writing curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Academic progress updates will be communicated to parents each nine weeks using either CLI data or teacher created assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents are informed of student's academic progress Increased parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Goal 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 May, 2024, 85% of students will be able to rote count 1-30.





**Evaluation Data Sources:** Lesson activities and lesson plans aligned.  
 Campus wide counting activities  
 Classroom observations  
 Lesson plans posted in 100% of classrooms  
 CLI data  
 Formative assessment data taken each 9 weeks.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> School Culture: Teachers will receive staff development in the creation of lesson objectives and product. <b>Strategy's Expected Result/Impact:</b> 100% of teachers trained in Lesson Objective and Product process. Lesson Plans, Classroom Observations and Walkthroughs. <b>Staff Responsible for Monitoring:</b> Principal and Asst. Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> School Culture: Teachers will post and share lesson objective and product with students at the beginning of content lesson. <b>Strategy's Expected Result/Impact:</b> All Students know their objective and product for the lesson; 100% of teachers will post their objectives as evidence through classroom walkthroughs. <b>Staff Responsible for Monitoring:</b> Classroom teacher	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 3:** By May 2024 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 and walkthrough DATA  
Student Portfolios

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

**Goal 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 2024 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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> By October 2023, small group instruction will improve student performance over last year (See Goal 1 PO4) in accordance with CLI Engage DATA.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on Middle of Year and End of Year assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> By Oct. 2023, strategies will be in place to promote attendance by students over last year (See Goal II PO1).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student attendance to 95%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Asst. Principal ERSEA Coordinator Counselor CIS SEO</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 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 2024 the school's average daily attendance will meet or exceed 95% or better for the year.





**Evaluation Data Sources:** ADA Report  
Head Start Attendance Reports

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

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

**Performance Objective 2:** By May 2024 staff will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> School Culture: Classroom teachers will conduct session of preventive discipline to support student socio-emotional growth and anti-bullying strategies including Capturing Kids' Hearts and Conscious Discipline strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Lower student referrals to the Mental Health and Wellness Coordinator by 25%.</p> <p><b>Staff Responsible for Monitoring:</b> Mental Health and Wellness Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> School Culture: By November 2024, the principal or Family Engagement Coordinator will conduct 2 sessions minimally to train parents and community members on effective volunteer practices to ensure a safe and positive school environment for all stakeholders.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parental involvement to 10 parents as evidenced by volunteer log.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Family Engagement Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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:** LP Waters Early Childhood Center will actively recruit, support, develop, and retain highly qualified employees for all areas of the organization.

**Performance Objective 1:** By November 2024, all teacher positions will be filled by highly qualified teachers.

**Evaluation Data Sources:** Professional Certifications  
DOI documentation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Writing Everyday: By November 2023 provide 100% of teachers training in the implementation of writing plan and use of writing rubric.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student proficiency in writing to 90% of students achieving a pre-communicative rating.</p> <p><b>Staff Responsible for Monitoring:</b> Principal /Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> School Culture: In September, January and May 100% of teachers will receive professional development in the area of DATA analysis and intervention after receiving CLI Assessment results.</p> <p><b>Strategy's Expected Result/Impact:</b> Develop staff in the area of DATA analysis and intervention design. 100% of students have appropriate intervention plans.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> School Culture: Conduct 6 walkthrough evaluations per teacher per semester with 75% face-to-face feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase retention rate of teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal/Lead Teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> School Culture: Wednesday afternoon Staff meetings will include professional development sessions to support teachers' professional growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase capacity of professional staff.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Nov	Jan	Mar	June







Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> School Culture: Implement PLC meetings once per week to support teachers' opportunity to analyze DATA and design DATA driven interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Asst. Principal Lead Teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 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, 2023, establish and train Policy Council to guide and approve Head Start guidelines and program plan for Hunt County Head Start.





**Evaluation Data Sources:** Policy Council Manual  
Policy Council sign in sheets

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> By October 2021, Establish and train Policy Council to act as the Head Start administrative body. <b>Strategy's Expected Result/Impact:</b> Review and approve Head Start Business. Active parent participation Active community involvement <b>Staff Responsible for Monitoring:</b> Principal Family Engagement Coordinator	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> By October 2022 Policy Council will approve Head Start budget and business for the 2021-22 school year. <b>Strategy's Expected Result/Impact:</b> Complete Head Start administrative business. <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

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





**Evaluation Data Sources:** Detailed and Summary Expenditure Reports  
 Budget reports  
 HSES financial reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> School Culture: Campus budget will be reviewed weekly to ensure that all expenditure align with campus and district goals. <b>Strategy's Expected Result/Impact:</b> Efficient use of school resources. <b>Staff Responsible for Monitoring:</b> Principal Secretary	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Master Schedule: Master schedule will be reviewed to ensure effective use of time and personnel. <b>Strategy's Expected Result/Impact:</b> Ensure proper allocation of personnel and money Increased student achievement <b>Staff Responsible for Monitoring:</b> Principal Team Leaders	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

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

**Evaluation Data Sources:** LP WATERS Weekly Update  
Remind Updates  
Blackboard messages  
Head Start Remind group

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

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

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





**Evaluation Data Sources:** Blackboard messages

Calendars

Portfolios

See Saw





Remind

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Family Partnerships: Minimally twice monthly, the principal will contact all families informing of important school events using school messenger system.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved family engagement by 25% over last year as demonstrated by blackboard results.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Family Partnerships: Each nine weeks, each teacher will share students portfolios with parents in order to inform of child's progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved family engagement to 95% as measured by portfolio records.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Family Partnerships: By October 31, 2023, Establish Policy Council in accordance with Head Start Guidelines in order to engage families and community in school decisions.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved community engagement by establishing Policy Council 100% in accordance with Head Start rule as measured by sign in sheets.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Family Engagement Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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 campus employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive. The district will provide for family and community involvement that results in positive partnership. Partnership means a willingness to do, to give, to work with the district and share responsibility at various levels of involvement accepting responsibility for the education of students.

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% of families will complete Student Residency Form upon registration in order to identify any potential homeless families. <b>Strategy's Expected Result/Impact:</b> 100% of homeless students identified upon enrollment <b>Staff Responsible for Monitoring:</b> Data Clerk	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Yearly 100% of staff will be trained in the identification and procedures of identified homeless children. <b>Strategy's Expected Result/Impact:</b> 100% of homeless students identified upon enrollment <b>Staff Responsible for Monitoring:</b> Mental Health and Wellness Coordinator	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 100% of identified homeless children (families) may receive free meals, school supplies, clothing, transportation (to and from school), tutoring (if applicable), counseling, and summer enrichment program. <b>Strategy's Expected Result/Impact:</b> Provide support to 100% of identified homeless children <b>Staff Responsible for Monitoring:</b> Mental Health and Wellness Coordinator	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				