

Liberty-Eylau Early Childhood Center

Campus Improvement Plan

2019/2020



Amy Norwood
3105 Norris Cooley Dr. Texarkana, TX
903-831-5352
amy.norwood@leisd.net

Liberty-Eylau Early Childhood Center

Vision

Liberty-Eylau Elementary will be an engaging, safe, and inspiring learning environment where educators, parents, and community members are focused on promoting achievement for all students.

Mission

Liberty-Eylau ISD will provide an instructional environment where all students will develop essential academic, career, and social skills for a lifetime of learning. Our students will become responsible, contributing, and highly productive citizens in a diverse and changing world.

Belief Statements

We believe EVERY student can graduate and be college and/or career ready.

We believe that parent and community involvement is essential in the education of our students.

We believe that recruiting, retaining, and empowering great employees is the key to providing a world class education.

We believe a safe and secure environment provides our faculty, staff, and students the peace of mind necessary for the pursuit of excellence.

2019-2020 Site Based Team

Name	Position
Bergt, Jamie	Teacher
Burchett, Julian	Parent
Coopwood, Carly	Teacher
Crowell, Wendy	Teacher
Eldridge, Jeni	Business Representative
Evans, Jennifer	Parent
James, Devante	Community Member
Jewell , Melinda	Counselor
King, Whitney	Teacher
Martin, Dentia	Teacher
Norwood, Amy	Principal
Robinson, Teresa	Community Member/AP
Tatum, Farishn	District Curriculum Coordinator
Weatherall, Tamesha	Community Member
Williamson, Kenyatta	Teacher

Liberty-Eylau Early Childhood Center

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this campus: \$521,482.00

Total FTEs funded through SCE at this campus: 17.16

Total SCE funds allotted for district salaries: \$144,544.00

The process we use to identify students at risk is: Counselors review testing data, discipline files and grade files to identify the risk factors from the previous school year and current school year by grade level. The counselors then enter the data into Skyward, copy documentation, and file in the student cumulative files.

The process we use to exit students from the SCE program who no longer qualify is: Counselors review previous year and current year testing data, discipline, and grade files, and compare it to the at-risk list. Using the criteria given by the state, students who reach criteria to exit are removed, and counselors document the data entry in our computer system.

Goal 1 Curriculum and Instruction

District Goal 1: Liberty-Eylau ISD will provide a well-balanced and appropriate curriculum to all students. We believe that student success is measured in many ways. Student learning will be measured and reported in a variety of ways, including traditional state required tests, oral and written processes and products, including career and tech projects. Academic planning and guidance services will be aligned with House Bill 5 requirements.

Comprehensive Needs Assessment Narrative:

School Profile: Campus Demographics

Liberty-Eylau Early Childhood Center (ECC) consists of Pre-K3, Pre-K4, and Kindergarten. The 2018-2019 Early Childhood Center snapshot data documentation indicates that 425 students were enrolled on campus. Our ethnic distribution is 29.88% White; 7.06% Hispanic/Latino; 52.82% Black or African American; 0.71% American Indian or Alaska Native; 0.47% Native Hawaii/Other Pacific; 11.06% Two or more races. 53.88% of students are at-risk. 85% are economically disadvantaged. 7% receive special education services and 1% receive ESL services. The campus is 100% Title I. Staff Quality-100% of faculty/staff are highly-qualified. On-going researched-based professional development training is provided for staff/faculty to maintain its 100% HQ status. As a recruitment/retention incentive, the district offers free Pre-K tuition for teachers' children. The campus has a high retention rate for its faculty and staff.

Organizational Structure and Processes

For the 2018-2019 school year, the Early Childhood Campus had approximately 425 students in 21 classrooms. The campus has one principal, one assistant principal, one counselor and two secretaries. For the 2019-2020 school year, the campus has 25 certified teachers and 19 classroom aides.

Facilities

According to campus observations, there is a need for a fence/gate in the bus loop to ensure the safety of students near a high traffic street. Fence and gate repairs are needed around the entire campus. The campus needs signs to direct parents in car rider lines and when checking in front of office. Parents will be given campus routines and procedures to ensure that dismissal and arrival routes are defined. The Clean Campus report will assist with meeting the maintenance and upkeep of the grounds at the Early Childhood Center.

Curriculum, Instruction, Assessment

According to student achievement on district and state assessments including all versions of STAAR, TPRI, Bracken, and CIRCLE Progress Monitoring, there is a need to implement and continually revise a clear, specific rigorous curriculum that meets the needs of all students. In addition, there is a need to provide professional development to staff to ensure proper implementation of curriculum and pedagogy. Teachers will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include activities to provide a well-rounded education. Instruction will address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic

standards.

To help identify students' specific needs, the CIRCLE Progress Monitoring assessment will be administered to all Pre-K4 students, Bracken will be administered to all Pre-K3 students, and TPRI will be administered to all kindergarten students. For the fall testing, Pre-K4 and kindergarten students who are considered "at risk" will receive intervention from the classroom teacher or a pull-out interventionist, and progress will be monitored each six weeks. Therefore, language enrichment is a focus of curricular and non-curricular activities at the Early Childhood Center. The Early Childhood Center will continue to use its Improvement Required(IR) criteria to improve its center instruction, promote effective questioning, and to integrate Marzano's High-Yield Strategies into instructional planning and delivery.

Teachers will utilize campus goal setting conferences to review and utilize data to ensure alignment to Pre-K Guidelines and state standards. Improvement Required (IR) criteria will be reviewed during team meetings. Research-based strategies will guide and drive teachers' lesson planning. In reviewing student achievement, the campus recognizes that it needs to continue to ensure that lesson planning and instructional delivery are aligned with Pre-K Guidelines and Kindergarten TEKS.

Goal 2 College and Career

District Goal 2: Liberty-Eylau ISD will afford every student the opportunity to be college and/or career ready through programs that prepare them for higher education, career/technical school, military service, or direct entry into the workforce upon graduation. We believe that a well-rounded education encourages the development of problem solving skills, a positive attitude, self-confidence, adaptability, team building, and a strong work ethic.

Comprehensive Needs Assessment Narrative:

Student Achievement

According to State Assessments (3-11), there is a concern for improvement in all core subjects. In addition to the areas tested by the state, the Early Childhood Center focuses on other STEAM areas. ECC is a member of Texarkana Regional Arts & Humanities Council (TRAHC) which will provide Pre-K and kindergarten students exposure to performing artists and provide teachers with professional development to integrate the ARTS into daily instruction. Technology materials are readily available including Smartboards, KIBO Robot Programming Kits, Clevertouch Interactive TVs, and Chromebooks. The ECC uses DMAC, Bracken, CIRCLE Progress Monitoring, and TPRI to monitor student progress. Data driven intervention provides support to enhance student achievement. Instructional strategies are implemented to provide opportunities for all children to meet the challenging state academic standards.

Technology

The Early Childhood Center purchased mobile carts of Chromebooks for student use. Students will receive 45 minutes of coding daily. The ECC purchased 20 KIBO18 Robot Kits for hands-on programming and engineering. The ratio of Chromebooks to kindergarten students is 1:1. Additional Chromebooks will be purchased to make the campus ratio 1:1. Pre-K classrooms have a minimum of two Chromebooks per classroom for students to use in centers and Chromebook carts available for check out. Pre-K4 classrooms are equipped with Smartboards and Apple TVs. Kindergarten and Pre-K3 classrooms have Clevertouch Interactive Boards. All certified teachers have MacBooks. Teachers will receive professional development on the effective use of technology as an instructional tool through the district's Chromebook Academy.

College-Going Culture

Throughout the year, the ECC reinforces the idea that our school is the first step to college graduation. Our kindergarten students learn which year they will be the high school graduating class. They take photos wearing a cap and gown and wear costumes of potential careers of their choosing. The last week of the school year, high school seniors walk the halls of the LEA wearing their caps and gowns to the cheers of our young students. Bulletin boards in the hallway display pictures of staff graduating from college. College spirit days are scheduled throughout the school year to promote various schools.

Goal 3 Campus and Community

District Goal 3: Liberty-Eylau ISD will demonstrate exceptional parent, community, and public relations. The needs of all stakeholders will be considered and addressed. Our parents and community will be full partners in the education of LEISD students.

Parent and Family Engagement

The Early Childhood Center will develop and implement a parent and family engagement plan to achieve and maintain high levels of parent and family involvement and positive family attitudes toward education. Surveys will be completed by parents at the beginning of the year and again at the end of the year to meet the needs of parents and community members and to help determine the effectiveness of the parent and family engagement plan. The district will make available to the LEA, parents, and the public, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Liberty-Eylau Early Childhood Center (LEA) will develop and implement a parent and family engagement plan to achieve and maintain high levels of parent and family involvement and positive family attitudes toward education. Prior to school beginning, the LEA will send home a parent survey to determine the needs of parents and community members. After gathering data from the survey, the LEA will develop and implement a parent and family engagement plan. At the end of the year, another survey will be completed to help determine the effectiveness of the parent and family engagement plan.

Facilitate family-to-family support

The LEA will embrace the individuality and uniqueness of families. At open house, the LEA will partner with someone who speaks Spanish and someone who signs to recognize the diversity of the population we serve. Throughout the year, to encourage the use of home-educational resources, our school website will list free educational apps and programs which parents can use with their children. The Title I program provides support for families by making computers and other resources available on the ECC campus. Each homeroom will have a family backpack which will rotate being sent home for a family to use and document through photos and a journal with their child. These photo journals will be returned at the end of the year to help illustrate the child's progress during the year. Specifically for children who have behavioral needs, Sandbox Learning (a website with social stories which can be individualized with a child's own name) will be used to create a book which can be sent home for a child as a gift after being read with the teacher or counselor allowing parents to reinforce what has been taught.

Special events will also be organized and held during the school year to recognize, celebrate, and respect the uniqueness of our students and their families. For instance, the LEA's book fair lists specific days for mothers, fathers, and grandparents to come to the book fair with their children. A variety of experiences and activities are provided throughout the year to meet the needs and interests of the population the LEA serves. Examples are curriculum nights, fun days, book fairs, holiday programs, and monthly recognition programs such as the "Star Student" classroom programs which allow individual students to showcase their background including family.

In order to better understand and work with our diverse population, our staff receives professional development enhancing their understanding of how to better communicate with our families and recognize their strengths and uniqueness. Some of our past training has included Ruby

Payne's, "A Framework for Understanding Poverty," and "Hear Our Cry: Boys in Crisis," by Paul Slocumb.

ECC will establish a network of community resources. One component of the LEA's family engagement plan will be to create a foundation for collaboration of mutual partners. Specifically, the LEA will work to create a partnership with parents, high school student volunteers, local churches, community leaders, local business, and civic organizations.

Parents and teachers are encouraged to join the Parent Teacher Association which organizes several activities throughout the year, such as "Donuts for Dads," "Muffins for Moms," "Grandparents' Day," and Teacher Appreciation Week. Besides joining the PTA, at open house, the LEA will encourage parents to sign up as volunteers for the school to enhance the understanding of the school's needs as well as ways parents can assist with those needs. Flyers will be handed out explaining how parents can be better advocates for their children in and out of the classroom. Parents will also be asked to schedule a half day to come and be a "teacher-helper" for the day. This will allow teachers to model teaching strategies which the parent can then utilize at home with his or her child. In addition to partnering with parents, the LEA will continue to partner with local churches. This partnership allows us to better advertise upcoming school events and identify needs which the local churches can help the LEA meet. In the past, local churches have helped our LEA by provided clothing for our clothing closet and giving information about when families can seek help at the churches' food pantries. We partner with local businesses to help meet each other's needs. For instance, local businesses often donate food for special events at our school. In return, we attempt to patronize those businesses.

Civic organizations are also our partners. The Junior League helps our students with their "Shoes for the Souls" program, and the Rotary Club recognizes our teachers of the year at an annual banquet. As an attempt to provide our students with inspiration, we often ask local community leaders (such as members of Leadership Texarkana) to come and read to our "Little Leopards" on a monthly basis. Not to be overlooked, we take our students to "volunteer" by singing to local senior citizen groups. We want our babies to understand the importance of giving back.

Increase family participation in decision making

Parents will be asked to participate on school committees such as the Parental Involvement Committee, the Campus Improvement Plan Committee, and as the Parent Liaison Member of the Language Proficiency Assessment Committee. Another partnership which will aid parents ability to participate in activities such as curriculum nights will be high school leadership class volunteers to help supervise/babysit children while parents are learning resources and strategies they can use with their children.

Equip families with tools to enhance and extend learning

The LEA promotes a culture of learning that is child-centered and family driven. The year begins with pre-registration. When entering our school, parents and students see a bulletin board showcasing positive family examples (i.e., parents reading to students, parents and students showing affection through hugs, parents eating with students in the cafeteria, students waving bye to parents in the car line, etc.) Parents are given information on how to help children get off to a good start in school. During the summer, in a welcome letter, parents are introduced to the teacher for the student. At open house, parents are introduced to the principal and counselor. The importance of communication with the school is stressed whether for attendance problems, academic struggles, behavioral challenges, or emotional needs. The idea that simply knowing the family is going through some sort of crisis will help teachers be more aware, understanding, and sensitive to a child's needs during that special time can help comfort families. Our LEA partners with the local head start and Opportunities to smoothly transition students from early

learning childhood settings through meetings and opportunities for visits. All this leads to orientation and the beginning of school.

Using newsletters, our school website, teacher webpages, designated parental emails and text-messages, phone calls, progress reports and report cards, teachers share learning activities, progress, and concerns with parents. Monthly counseling newsletters explain the monthly guidance topic (supporting social, emotional, and behavioral skills) to parents and encourage reinforcement of the topic at home while providing parents with age-appropriate developmental expectations for children.

Throughout the year, the LEA reinforces the idea that our school is the first step to college graduation. Our students learn which year they will be the high school graduating class. They take photos of themselves wearing a cap and gown and even costumes of potential careers of their choosing. The last month of the school year, our students take a tour of the next school they will attend. Then the last week of the school year, high school seniors walk the halls of the LEA wearing their caps and gowns to the cheers of our young students.

V. Provide ongoing professional development

The LEA establishes and articulates expectations. Utilizing the parental and community survey from the beginning of the year, the LEA will provide parenting workshops for topics identified as needed. Specific presenters will be asked to come to our LEA and speak with parents. For instance, a nutritionist can provide information to parents on what healthy snacks can be bought with WIC and easily prepared. A pediatrician might come and discuss physical needs children have (i.e., hours of needed sleep), developmental expectations, and what to do or who to contact in case of any “red flags.”

Besides workshops, courses can be taught on the LEA campus. In partnership with adult education from a local college and collaborating with area businesses (i.e., Texarkana Employment Office, local industry such as Cooper Tire and the two area paper mills, the Chamber of Commerce, and area hospitals), courses can be offered on the LEA campus to meet needs identified by these businesses and our students’ parents. An additional resource the LEA can utilize to help parents is the availability of one of our district’s technology specialists. The technology specialists will offer technology workshops for which parents can sign up to take. Regardless whether it is a technology workshop or an adult education class, audience members will be asked to provide feedback using a survey to identify how improvement can be made. These evening and daytime workshops will be offered to provide families with evidence-based and data-driven training as needed. These workshops will be an ongoing means to build positive relationships between families and school. The LEA’s library will have open library times for parents to come choose books to check out or to utilize a computer.

VI. Evaluate family engagement efforts

The LEA evaluates and improves family engagement efforts. During teacher orientation, teachers will be provided a parental contact log to maintain throughout the year. The idea that parents should be contacted not just to express concerns but to acknowledge praise will be stressed. Teachers will also be trained at the beginning of the year on how to best utilize their teacher webpages to keep parents informed. At open house, parents will be encouraged to sign-up for the teacher’s group e-mail. At the end of the year, the parents and community will again be surveyed to identify needs met, additional concerns, progress made, and ways to improve to further engage families in the educational process. This “Parent and Family Engagement Plan” will be an integral part of our Campus Improvement Plan.

Goal 4 Professional Development

District Goal 4: Liberty-Eylau ISD will recruit and retain the highest quality staff to utilize proven and effective techniques to drive student success. Our staff will receive continuous training in the latest instructional strategies and be accountable for student achievement. LEISD will provide the support and encouragement necessary to make this the District of Choice for our employees.

Comprehensive Needs Assessment Narrative:

Professional Development

Staff development for teachers and principal will include Texas School Ready Conference, SDE Conference, Writing Without Tears, Saxon Phonics, CIRCLE training, and Houghton Mifflin Harcourt PD on effective implementation of the newly adopted Reading curriculum, as well as other professional development offered by Region 8 Service Center that align with the Pre-Kindergarten Guidelines and Kindergarten TEKS. All staff development is related to achieving campus performance objectives and discussed by the campus-level committee. Professional development is on-going and may address: Technology, Discipline, Conflict Resolution, TTESS Teacher Evaluation System, Confidentiality, Differentiation Best Practices, and instruction of students with disabilities. Professional development includes sustained support for kindergarten through fourth grade in facilitating the district model to address literacy skills. Teacher assistants will receive additional online training for best co-teaching strategies. Systemic and sustainable staff development meetings aligned with the school improvement plan will be addressed in departmental meetings and in professional learning communities.

Goal 5 Safe School Climate

District Goal 5: Liberty-Eylau ISD will maintain a safe, disciplined environment conducive to student learning. We will establish an atmosphere of respect for each other. Faculty and staff will work together with students to assure the implementation of the most effective and accurate instructional and behavioral practices.

Comprehensive Needs Assessment Narrative:

Culture

Liberty-Eylau Early Childhood Center has a community setting environment. 100% of our faculty/staff are highly-qualified. It is our goal to communicate and foster a love of children where we not only prepare students for school, but we also prepare them for life. Our campus takes pride in modeling our motto: Liberty-Eylau Early Childhood Center is where "Excellence in Education Begins." Liberty-Eylau Early Childhood Center staff will stay informed of emerging issues and state-mandated trainings on bullying, child/sexual abuse, conflict management, FERPA, dating/violence intervention, and ALICE (Active Shooter). The campus will have a crossing guard to assist with arrival and dismissal of school and a district police officer to ensure the campus is safe and secure.

Climate

An added parent communication center with parent literature, computers, and printer will enhance the parent/school partnership. Parent nights include training parents on Chromebooks and Google Classroom to add additional support and communication methods for teachers and parents. Parents are encouraged to volunteer on campus and to take an active role in the education of our children. Parents are invited to monthly 'Student Spotlight' celebrations, invited to volunteer as readers, encouraged to serve as room parents, and encouraged to assist with school events including book fairs and campus activities. Employee opinion survey results concluded that campus goals and objectives are clearly set and communication is effective. Technology resources are readily available, and instruction is targeted and data driven.

School safety, discipline, a more positive school climate, and adequate technology in-service for all students and staff are imperative to improve student learning and to close achievement gaps. LEISD has an over-representation of African-Americans in special education. The Early Childhood Center will implement best teaching practices to address the achievement gap and to reduce the number of SPED and discipline referrals by implementing best practices pedagogy/trainings including professional learning from the Early Childhood Cooperative at Region 8. Students who qualify for Pre-K are socio-economically disadvantaged and/or meet ESL criteria. According to research, students from socio-economically disadvantaged households hear approximately 1100 fewer words than their middle-income peers.

The Positive-Proof Visitor Management System, helps with the security and safety of our students by alerting office personnel to person who should not have access to the campus or students. This system is also used to verify identity before checking a student out of school. All ECC staff participated in ALICE (Alert, Lockdown, Inform, Counter, Evacuate) "Active Shooter" professional development in August 2018.

Liberty-Eylau Early Childhood Center

- Goal 1.** District Goal 1: Liberty-Eylau ISD will provide a well-balanced and appropriate curriculum to all students. We believe that student success is measured in many ways. Student learning will be measured and reported in a variety of ways, including traditional state required tests, oral and written processes and products, including career and tech projects. Academic planning and guidance services will be aligned with House Bill 5 requirements.
- Objective 1.** Objective 1: Math, Reading, and science lessons will be monitored to ensure all Pre-K Guidelines, Kindergarten TEKS, Technology Applications, Fine Arts, and Bloom's Higher Order Thinking Skills are incorporated in instructional settings.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A comprehensive needs assessment will be conducted by the Campus Site-Based Committee (which includes parents, business representatives, community members, and school staff) to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization, and technology. Data from multiple sources, including, but not limited to, curriculum documents and assessment data, will be used to ensure Pre-K Guidelines and Kindergarten TEKS Objectives, Technology Applications, and Bloom's Higher Order Thinking Skills are incorporated in classrooms to meet the needs of all students through differentiated instruction delivered through scientifically researched based instructional strategies. (Target Group: PRE K,K) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,5,6,7)	Assistant Principal(s), Principal, Teacher(s)	August-June	(F)IDEA Special Education, (F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title IV, (S)Local Funds	Formative - Teacher Evaluation Lesson Plans Unit Assessments Circle Progress Monitoring Bracken TPRI IEP Progress Reports
2. Campus staff will work with ESF Facilitator developing and implementing a plan for systematic data review, targeted instruction, and professional development training (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1)	Assistant Principal(s), Campus Leadership Team, Principal, Professional Service Provider, Teachers	monthly	(S)Local Funds	Summative - Summative - Teacher Professional Development records in targeted areas of reading, math, and writing. Student Progress Monitoring, Benchmarks, STAAR.
3. Based on our comprehensive needs assessment, the campus will utilize administration/curriculum directors and coordinators to serve as facilitators and exemplary role models in assisting teachers with improving classroom performance, assist campus and district in planning/monitoring and	Assistant Principal(s), Assistant Superintendent of Instruction, Coordinator of State and Federal Programs, Curriculum Director, Principal, Teacher(s)	August-June	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Formative - Teachers' Lesson Plans and Evaluations IFM Data

Liberty-Eylau Early Childhood Center

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
documenting results, and coordinate/integrate federal, state and local services and programs to support student instruction and the professional development of staff. On-line support will be provided for paraprofessionals to receive their certification or to provide training in best practices for preschoolers. (Title I SW: 1,2,3,4,5,9) (Target Group: PRE K) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3,4,7)				
4. At-risk programs designed to supplement the regular education program to reduce the dropout rate and increase the achievement of students identified as being at-risk will be created, revised, implemented, monitored and evaluated on campus by campus/student achievement team. Teacher will provide targeted instruction to meet the needs of our at-risk population. Paraprofessionals will provide one-on-one assistance for struggling students in the classroom. Materials and other supplies will be provided as needed for at-risk programs. (Title I SW: 9) (Target Group: AtRisk) (Strategic Priorities: 4)	Assistant Principal(s), Assistant Superintendent of Instruction, Campus Leadership Team, Counselor(s), Curriculum Director, Interventionist, Principal	every three weeks	(O)Instructional Resources, (O)Progress Reports, (O)Report Cards, (O)Skyward Discipline, (S)Local Funds, (S)State Compensatory	Summative - Student at-risk list, DMAC and progress monitoring data, review meeting documentation (agendas, minutes and plans, report cards, state and local assessments, PEIMS data
5. The comprehensive needs assessment identified the need for on-going, research-based professional development in order to strengthen the core academic program and provide opportunities for all children to meet the challenging State academic standards. Therefore, the campus will provide high quality and ongoing research based professional development for principals, teachers, and paraprofessionals to support the differentiated needs of Kindergarten, Pre-K4, and Pre-K3 students in areas such as, but not limited to,	Assistant Principal(s), Curriculum Director, Director of Special Pops, Principal, Support Staff, Teacher(s)	August-June	(F)IDEA Special Education, (F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title IV, (S)Local Funds	Formative - Sign-In Sheets Evaluations IFM Documents TPRI Assessments Circle Progress Monitoring Bracken Assessments

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
center-based instruction, data disaggregation, reading, math, new ELAR TEKS, Great Expectations, Pre-K Institute, the Early Childhood Cooperative, Texas School Ready Program, and Circle Preschool Foundations Training. The campus will also attend on-site in-services and other professional learning opportunities that will close the achievement gaps of African-American and economically disadvantaged students, and students with disabilities. (Title I SW: 1,2,4,8,9) (Target Group: PRE K) (Strategic Priorities: 1,2,3,4) (CSFs: 1,3,7)				
6. Based on Progress monitoring & kindergarten readiness data assessments, new classroom projectors and document cameras will be used to ensure Pre-K guidelines, TEKS and Technology Applications are incorporated in instructional settings in an engaging way. Smart boards and Clevertouch Plus boards will support all Pre-K guidelines through technology applications and effective practices for instruction. Apple TV will give PreK4 classrooms access to digital media with multiple ways to interact, 3D effects, Bluetooth connection, voice activation control, and more to enhance learning experiences. Dell Chromebooks will be provided for intervention and classroom technology as needed in order to enhance the curriculum and allow multiple learning experiences across curricular areas. Waterford Early Learning software will be utilized to tailor specific skill levels and pacing for students in intervention and in the classroom. CDW-G needed supplies will be purchased. (Title I SW: 1) (Target Group:	Assistant Principal(s), Coordinator of Instructional Technology, Director of Technology, Principal, Support Staff, Teacher(s)	Aug-June	(F)IDEA Special Education, (F)Title I, (S)Local Funds, (S)State Compensatory - \$19,911.80	Formative - Report Card Data Teacher Lesson Planning

Liberty-Eylau Early Childhood Center

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
PRE K) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,4,7)				
7. Based on our comprehensive needs assessment, Circle Progress Monitoring System assessments and center progress monitoring data, the campus will provide targeted and data driven Reading and Math intervention instruction in the classroom and through a pull out intervention model using "hands on" and supplemental RTI materials including but not limited to Scholastic Magazine, Handwriting Without Tears workbooks, class sets of supplemental books, math materials including Ten Frame Dry-Erase Boards, Houghton/Mifflin/Harcourt/Heinemann Intervention and environmental print materials and other materials and supplies will be provided as needed through vendors such as Lakeshore. To ensure use with Texas Primary Reading Inventory (TPRI) will be used to monitor kindergarten student achievement in Reading. Liberty Source (Tango) on-line electronic assessment tool will assist teachers with data analysis for effective instruction and intervention.	Assistant Principal(s), Principal, Support Staff, Teacher(s)	August -June	(F)Title I, (F)Title IV, (S)State Compensatory - \$3,319.68	Formative - Formative - Circle Progress Monitoring Bracken TPRI Center Progress Monitoring data Report Cards Walk-Through Forms
8. Circle Progress Monitoring System and Bracken will be used to monitor student achievement and growth in Math and Reading skills in the Pre-Kindergarten Guidelines to ensure instructional settings are high quality. To ensure teacher use with fidelity, Training will be provided from region service center. (Target Group: PRE K) (Strategic Priorities: 1,3,4) (CSFs: 1,2,4,7)	Assistant Principal(s), Principal, Support Staff, Teacher(s)	August-June	(F)Title I, (F)Title IV	Formative - Circle Progress Monitoring Bracken TPRI Center Progress Monitoring data Report Cards Walk-Through Forms
9. To increase the quality of learning time, the ECC will implement phonics instruction through	Assistant Principal(s), ELA Coordinator, Principal, Support	August-June	(F)Title I, (S)Local Funds	Formative - TPRI Report Cards

Liberty-Eylau Early Childhood Center

- Goal 1.** District Goal 1: Liberty-Eylau ISD will provide a well-balanced and appropriate curriculum to all students. We believe that student success is measured in many ways. Student learning will be measured and reported in a variety of ways, including traditional state required tests, oral and written processes and products, including career and tech projects. Academic planning and guidance services will be aligned with House Bill 5 requirements.
- Objective 1.** Objective 1: Math, Reading, and science lessons will be monitored to ensure all Pre-K Guidelines, Kindergarten TEKS, Technology Applications, Fine Arts, and Bloom's Higher Order Thinking Skills are incorporated in instructional settings.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
the use of Saxon Phonics. This implementation will help all children meet the state's challenging academic standards by giving them a strong background in phonetics. This scientifically based strategy should strengthen the core reading program. (Title I TA: 1) (Target Group: PRE K,K) (Strategic Priorities: 2,3,4) (CSFs: 1,2,4)	Staff, Teacher(s)			
10. Fine Arts offer unique experiences and empower students to explore realities, relationships, and ideas; motivating all students through active learning, critical thinking, and problem solving. Fine arts develop cognitive functioning and increases student academic achievement. The campus will provide supplies and materials to help students explore and create. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,5,6)	Principal, Teacher(s)	August - June	(F)Title IV, (S)Local Funds	Formative - End-of-year parent surveys

Liberty-Eylau Early Childhood Center

- Goal 1.** District Goal 1: Liberty-Eylau ISD will provide a well-balanced and appropriate curriculum to all students. We believe that student success is measured in many ways. Student learning will be measured and reported in a variety of ways, including traditional state required tests, oral and written processes and products, including career and tech projects. Academic planning and guidance services will be aligned with House Bill 5 requirements.
- Objective 2.** Objective 2: To ensure an appropriate curriculum is provided to all students, campus teachers and administrators (with the aid of central office personnel) will create/revise plans, which communicate goals, objectives, actions, budgets, and evaluations to address special programs and populations. Students in these populations will demonstrate mastery of TAPR indicators at the rate similar to students at large or in other programs, at or near the state average.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Pre-K staff will conduct ongoing needs assessments utilizing data from a multitude of sources, including, but not limited to, curriculum documents and assessment data, to ensure PK Guidelines, TEKS Objectives, Technology Applications, and Bloom's Higher Order Thinking Skills are incorporated in classrooms to meet the needs of all students through differentiated instruction delivered through scientifically researched based instructional strategies in order to provide opportunities for all children to meet the challenging State academic standards. (Title I SW: 1,2,3,8,9) (Target Group: PRE K) (Strategic Priorities: 2,3,4) (CSFs: 1,2,4,7)	Assistant Principal(s), Assistant Superintendent of Instruction, Coordinator of State and Federal Programs, Director of Special Pops, Principal, Teacher(s)	August-June	(F)IDEA Special Education, (F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Formative - Teacher Evaluation Lesson Plans Circle Progress Monitoring TPRI Bracken IEP Progress Reports
2. Teachers will attend weekly meetings for team lesson planning; teachers will meet a minimum of once each six weeks to discuss and analyze curriculum and assessment data. Teachers will disaggregate data by ethnicity, gender, socioeconomic status, special programs, or other categories to ensure learning needs of every student are being met. (Title I SW: 1,2,8) (Target Group: PRE K) (Strategic Priorities: 2,3,4) (CSFs: 1,2,6,7)	Assistant Principal(s), Curriculum Coordinators, Curriculum Director, Interventionist, Principal, Support Staff, Teacher(s)	August-June	(F)Title I, (L)Bracken Assessments, (S)Local Funds, (S)State Compensatory - \$426,493.11	Formative - Progress Reports Report Cards TPRI Circle Progress Monitoring Bracken

Liberty-Eylau Early Childhood Center

- Goal 1.** District Goal 1: Liberty-Eylau ISD will provide a well-balanced and appropriate curriculum to all students. We believe that student success is measured in many ways. Student learning will be measured and reported in a variety of ways, including traditional state required tests, oral and written processes and products, including career and tech projects. Academic planning and guidance services will be aligned with House Bill 5 requirements.
- Objective 3.** Objective 3: Students will engage in learning experiences to improve their awareness of good nutritional habits and ways of keeping/staying safe.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Physical Activity-Early Childhood students will meet the SHAC requirements: minimum of 30 min per day or 135 min per week. (Title I SW: 2,10) (Target Group: PRE K)	Assistant Principal(s), PEIMS Coordinator, Principal, Teacher(s)	August-June	(S)Local Funds	Formative - Master Schedules
2. Students will engage in learning experiences to improve their awareness of good nutritional habits and ways of keeping/staying safe. Activities will provide a well-rounded education. Campus will provide materials and supplies as needed. (Title I SW: 9,10) (Target Group: PRE K) (Strategic Priorities: 4) (CSFs: 1,4)	Assistant Principal(s), Counselor(s), Principal, Support Staff, Teacher(s)	August-June	(F)Title IV, (S)Local Funds	Formative - Lesson Plans Teacher Evaluations

Liberty-Eylau Early Childhood Center

- Goal 1.** District Goal 1: Liberty-Eylau ISD will provide a well-balanced and appropriate curriculum to all students. We believe that student success is measured in many ways. Student learning will be measured and reported in a variety of ways, including traditional state required tests, oral and written processes and products, including career and tech projects. Academic planning and guidance services will be aligned with House Bill 5 requirements.
- Objective 4.** Student success will be measured in a variety of ways, including standardized assessments, observations, and report card testing.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A campus testing calendar will be developed in order to monitor student progress throughout the school year. Teachers will disaggregate data by ethnicity, gender, socioeconomic status, special programs, or other categories to ensure learning needs of every student are being met. (Title I SW: 8) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,6)	Assistant Principal(s), Principal, Special Ed Teachers, Support Staff, Teachers		(F)Title I, (L)Bracken Assessments, (S)Local Funds	Summative - Summative - Bracken, Unit assessments, TPRI, local assessments, progress reports, report cards, CIRCLE Progress Monitoring

Liberty-Eylau Early Childhood Center

- Goal 2.** District Goal 2: Liberty-Eylau ISD will afford every student the opportunity to be college and/or career ready through programs that prepare them for higher education, career/technical school, military service, or direct entry into the workforce upon graduation. We believe that a well-rounded education encourages the development of problem solving skills, a positive attitude, self-confidence, adaptability, team building, and a strong work ethic.
- Objective 1.** Objective 1: Utilize tech tools to assist learning that will address the individualized needs of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will engage in individualized technology lessons as a researched-based, school wide reform strategy, to monitor progress of reinforcement, enhancement and mastery of kindergarten readiness skills and social development awareness. The purchase of Chromebook laptops will provide a variety of learning opportunities for Early Childhood Center students and will provide opportunities for all children to meet the challenging State academic standards. Pre-K 4 students will engage in individualized technology lessons. Chromebooks will also help implement a family engagement plan and maintain high levels of family involvement and positive family attitudes toward education. (Title I SW: 1,2,9) (Target Group: PRE K) (Strategic Priorities: 2,3,4) (CSFs: 1,2,3,4,5,6,7)	Counselor(s), Principal, SPED Director, Teacher(s), Technology Integration Specialist	August-June	(F)IDEA Special Education, (F)Title I, (S)Local Funds, (S)State Compensatory	Formative - Circle Progress Monitoring TPRI Braken Report Cards
2. The campus will continue to use of Kinderlab Robotics, KIBO, will allow Pre-K4 students to engage in programming and engineering using research based technology to support the Pre-K guidelines and Kindergarten Technology TEKS. (Title I SW: 1,2) (Target Group: PRE K)	Principal, Teacher(s)	Aug-June		Formative - Circle Progress Monitoring TPRI

Liberty-Eylau Early Childhood Center

- Goal 2.** District Goal 2: Liberty-Eylau ISD will afford every student the opportunity to be college and/or career ready through programs that prepare them for higher education, career/technical school, military service, or direct entry into the workforce upon graduation. We believe that a well-rounded education encourages the development of problem solving skills, a positive attitude, self-confidence, adaptability, team building, and a strong work ethic.
- Objective 2.** Objective 2: All student subgroups will maintain a minimum standard of mathematics, writing, science and social studies, as measured by STAAR and EOC (all students, grades 3-11).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide high-quality professional development in the areas of classroom behavior management, PK Guidelines, new ELAR TEKS, core academic areas and other special programs. Professional development will be provided locally, through ESC 8, contracted personnel, conferences, and/or summer in-service sessions, including but not limited to Writing Without Tears Training and related materials, Great Expectations, Circle Training, Saxon Phonics and TEPsA. Dyslexia Intervention Program professional development will be provided to support intervention for struggling readers. (Title I SW: 1,2,3,4) (Target Group: PRE K) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3,4,6,7)	Counselor(s), Principal, Support Staff, Teacher(s)	August-June	(F)IDEA Special Education, (F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title IV, (O)ESC 8, (S)Local Funds	Formative - Professional Learning Certificates Teacher Evaluations IFM Data Circle Progress Monitoring TPRI Bracken

Liberty-Eylau Early Childhood Center

- Goal 2.** District Goal 2: Liberty-Eylau ISD will afford every student the opportunity to be college and/or career ready through programs that prepare them for higher education, career/technical school, military service, or direct entry into the workforce upon graduation. We believe that a well-rounded education encourages the development of problem solving skills, a positive attitude, self-confidence, adaptability, team building, and a strong work ethic.
- Objective 3.** Objective 3: The Early Childhood Center will reduce the number of students referred to/or participating in special education programs and address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. To support students who experience difficulty in mastering standards set by the state, the campus will train staff on age-appropriate speech development, utilize in class supports, and utilize the Campus Intervention Team to provide learner-centered articulation activities and differentiated instructional best practices to ensure the learning needs of every student are being met. (Title I SW: 1,2,8,9) (Target Group: PRE K) (Strategic Priorities: 2,3,4) (CSFs: 1,4,6)	Counselor(s), Curriculum Director, District/Campus Intervention Team, Principal, Special Ed Teachers, SPED Director, Support Staff, Teacher(s)	August-June	(F)IDEA Special Education, (F)Title I, (O)ESC 8, (S)Local Funds	Formative - PBMAS Special Education referral logs

Liberty-Eylau Early Childhood Center

- Goal 3.** District Goal 3: Liberty-Eylau ISD will demonstrate exceptional parent, community, and public relations. The needs of all stakeholders will be considered and addressed. Our parents and community will be full partners in the education of LEISD students.
- Objective 1.** Liberty-Eylau ISD will demonstrate exceptional parental, community and public relations, considering and addressing the needs of all stakeholders.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Early Childhood Center will host a Parent Orientation prior to the first day of school to support the transition from early childhood programs such as Head Start, Even Start or daycare to the Pre-K campus. (Title I SW: 6,7) (Target Group: PRE K) (Strategic Priorities: 2,4) (CSFs: 1,3,5,6)	Chief of Police, Counselor(s), District Nurse, ESL teacher, Parent Liaison, Support Staff, Teacher(s)	August, May	(F)Title I, (S)Local Funds	Formative - Sign In Sheets
2. The Early Childhood Center will increase parental involvement through the Parent Resource Center and distribution of communications, such as parent/teacher conferences monthly campus calendars, and Pre-K Newsletters sent home to parents including, but not limited to, Resources for Educators (parent newsletter) and We Wonder-Time for Preschool activity and resource materials. Practical Parent Education (curriculum) will be used by the parent liaison as well as other supplies as needed. The Parental Involvement Consultant will work with the parent liaison and the campus to help improve our parent participation and involvement. (Title I SW: 6,7) (Target Group: PRE K) (Strategic Priorities: 2,4) (CSFs: 1,3,5,6)	Director of Communications, Parent Liaison, Principal, Support Staff, Teacher(s)	August-June	(F)Title I, (S)Local Funds	Formative - Copies of Communication
3. The Early Childhood Center will continue to use Chromebook carts, multifunction printers, digital camera and other supplies to implement a family engagement plan and provide a Parent Resource Center to achieve and maintain high levels of family involvement and positive family attitudes toward education. (Title I SW: 6) (Target Group: PRE K)	Parent Liaison, Principal, Teacher(s)	August-June	(F)Title I	Formative - End of year parent surveys
4. The Early Childhood Center will purchase supplies and materials to encourage families to attend Parent Nights to increase parental support and maintain high levels of family	Parent Liaison, Principal, Teacher(s)	Aug-June	(F)Title I, (F)Title IV	Formative - End of year parent surveys

Liberty-Eylau Early Childhood Center

Goal 3. District Goal 3: Liberty-Eylau ISD will demonstrate exceptional parent, community, and public relations. The needs of all stakeholders will be considered and addressed. Our parents and community will be full partners in the education of LEISD students.

Objective 1. Liberty-Eylau ISD will demonstrate exceptional parental, community and public relations, considering and addressing the needs of all stakeholders.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
involvement in the school. Families will attend meaningful and engaging meetings that reinforce the Pre-K Guidelines and Kindergarten TEKS in literacy skills and math skills. Fine arts and music will be reinforced through music and drama programs during Parent Nights. (Title I SW: 6) (Target Group: PRE K)				
5. ECC will work with the district parent liaison to promote school-to-parent relationships. The Campus Leadership Team along with parents and family members shall jointly develop, a written parent and family engagement policy meeting the requirements of ESSA Section 1116 subsection (c) through (f). Policies and compacts will be updated periodically and made available in an understandable and uniform format to meet the changing need of parents and the school. (Title I SW Elements: 2.3,3.1) (Title I TA: 7) (Target Group: All) (CSFs: 5)	Coordinator of State and Federal Programs, Counselor(s), Director of State & Federal Programs, Parent Liaison, Principal	June - August	(F)Title I, (L)Activity Funds, (S)Local Funds	Summative - Sign-in sheets for parent involvement activities and surveys

Liberty-Eylau Early Childhood Center

- Goal 3.** District Goal 3: Liberty-Eylau ISD will demonstrate exceptional parent, community, and public relations. The needs of all stakeholders will be considered and addressed. Our parents and community will be full partners in the education of LEISD students.
- Objective 2.** Objective 2: The Early Childhood Center will exercise and document multiple modes of parent and community involvement in school activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will host Fall & Spring Book Fairs, Reading with Little Leopards, Star Student Ceremonies, and Parent Nights in order to enhance parent, student, and staff interaction and to provide additional opportunities for learning and increase family and community engagement. (Title I SW: 6,7,10) (Target Group: PRE K) (Strategic Priorities: 2,4) (CSFs: 1,3,5,6)	Counselor(s), Parent Liaison, Principal, Support Staff, Teacher(s)	August-June	(F)Title I, (S)Local Funds	Summative - Sign-In Sheets
2. Parent Liaison will attend the annual Parent Involvement Conference and other workshops to learn techniques to foster positive relationships with parents. Parental involvement consultant will assist campus staff with strategies to implement that will increase parental involvement. (Title I SW: 6) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,3,5,6)	Director of State & Federal Programs, Parent Liaison	Once per year	(F)Title I	Summative - Sign-in sheets for parent involvement activities and sureveys
3. Professional Developments, workshop, conferences and webinars, will be provided to the Parent Liaison in order to meet the changing requirements for Title I Parent and Family Engagement and to utilize new information to increase parent and family engagement in the schools. (Title I SW: 6) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5)	Assistant Superintendent of Instruction, Coordinator of State and Federal Programs, Parent Liaison, Principal	July-August	(F)Title I, (F)Title III Bilingual / ESL	Sign-In Sheets Surveys Workshop evaluations

Liberty-Eylau Early Childhood Center

Goal 4. District Goal 4: Liberty-Eylau ISD will recruit and retain the highest quality staff to utilize proven and effective techniques to drive student success. Our staff will receive continuous training in the latest instructional strategies and be accountable for student achievement. LEISD will provide the support and encouragement necessary to make this the District of Choice for our employees.

Objective 1. Liberty-Eylau ISD will recruit and retain a high-quality staff by providing the support and encouragement necessary to make this the district of choice for our employees.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. As a strategy to attract and retain highly qualified teachers, the district offers as a recruitment incentive free Pre-K for teachers' children. (Title I SW: 1,5) (Target Group: PRE K)	Assistant Superintendent(s), Director of Human Resources, Principal, Superintendent(s)	August-June	(S)Local Funds	Formative - PEIMS Data
2. Teachers will be given opportunities to become GT trained and to renew GT training hours. (Title I SW: 1,4) (Target Group: PRE K)	Curriculum Director, Director of Human Resources, Principal, Teacher(s)	August-June	(O)ESC 8, (S)Local Funds	Formative - Professional Learning Certificates
3. Provide high quality staff development that meets the needs of students and staff including TTESS and Advanced Educational Leadership training for assistant principal and highly qualified certification training for aides to assist with retaining high quality staff through evaluations. (Title I SW: 4) (Target Group: PRE K) (Strategic Priorities: 1,4) (CSFs: 1,2,3,6,7)	Assistant Superintendent(s), Curriculum Director, Director of State & Federal Programs, Principal	July-June	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (O)ESC 8, (O)The Master Teacher, (S)Local Funds	Summative - Sign-In Sheets Student Assessment Data

Liberty-Eylau Early Childhood Center

- Goal 4.** District Goal 4: Liberty-Eylau ISD will recruit and retain the highest quality staff to utilize proven and effective techniques to drive student success. Our staff will receive continuous training in the latest instructional strategies and be accountable for student achievement. LEISD will provide the support and encouragement necessary to make this the District of Choice for our employees.
- Objective 2.** The staff of Liberty-Eylau ISD will participate in continuous training in the latest instructional strategies to support student achievement. The staff will participate in the Early Childhood Education Cooperative at Region 8 Service Center for ongoing research based professional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Positive Discipline/Character ED training will provide core ethical values and techniques for conflict resolution for all stakeholders. (Title I SW: 3,4,10) (Target Group: PRE K)	Counselor(s), Director of Human Resources, Principal, Support Staff, Teacher(s)	August-June	(S)Local Funds	Formative - Safe Schools Training Professional Development Certificates
2. Differentiation instructional training will afford highly qualified teachers strategies to assist at-risk students, lower student retention rates, and decrease the number of students placed in SPED. (Title I SW: 3,4) (Target Group: PRE K) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3,4,6,7)	Principal, Special Ed Teachers, Support Staff, Teacher(s)	August-June	(F)Title I, (S)Local Funds	Summative - Professional Learning Certificates
3. Teachers will attend PLC Meetings,TECH Workshops, Campus Team Meetings, Texas School Ready Training, SDE Training, and Literacy Training (including Saxon Phonics and Houghton Mifflin Harcourt) and will be included in decisions regarding use, selection and development of curriculum, assessments and delivery of instruction to improve student achievement in core academic programs. Teachers and staff will receive training from Reg.8 and the ECC CO-OP on instructional strategies and best practices in Pk-K education. (Title I SW: 1,2,3,4,8,10) (Target Group: PRE K) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3,4,5,6,7)	Curriculum Director, Principal, Support Staff, Teacher(s)	August-June	(F)IDEA Special Education, (F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title IV, (S)Local Funds	Summative - Sign-in Sheets Professional Development Certificates
4. Teachers will receive research based "Arts Integration" professional development to strengthen the core academic program. Materials/supplies will be purchased as needed to implement new strategies gained from professional development. (Title I SW: 1) (Target Group: PRE K)	Director of State & Federal Programs, Parent Liaison, Principal	August - June	(L)TRAHC, (S)Local Funds	Summative - Circle Progress Monitoring TPRI Bracken
5. Targeted Elements for IR1 Rating:	Assistant Principal(s), Assistant	Aug-June	(F)Title I, (S)Local Funds	Summative - Bracken

Liberty-Eylau Early Childhood Center

- Goal 4.** District Goal 4: Liberty-Eylau ISD will recruit and retain the highest quality staff to utilize proven and effective techniques to drive student success. Our staff will receive continuous training in the latest instructional strategies and be accountable for student achievement. LEISD will provide the support and encouragement necessary to make this the District of Choice for our employees.
- Objective 2.** The staff of Liberty-Eylau ISD will participate in continuous training in the latest instructional strategies to support student achievement. The staff will participate in the Early Childhood Education Cooperative at Region 8 Service Center for ongoing research based professional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Target Element 1: The campus will address the root cause of not implementing an aligned curriculum by conducting grade level PLCs focusing on how to teach and assess student expectations. Target Element 2: The campus will address the root cause of teachers lacking skills to differentiate instruction by providing professional development and job-embedded supports. Target Element 3: The campus will address the root cause of a lack of urgency coupled with a culture of limited efficacy by engaging administrators and teachers in team building and reflection activities. (Title I SW: 1,2) (Title I TA: 5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1)	Superintendent(s), Campus Leadership Team, Committee Chair, Curriculum Director, Principal, Teacher(s)			TPRI Circle Progress Monitoring

Liberty-Eylau Early Childhood Center

Goal 5. District Goal 5: Liberty-Eylau ISD will maintain a safe, disciplined environment conducive to student learning. We will establish an atmosphere of respect for each other. Faculty and staff will work together with students to assure the implementation of the most effective and accurate instructional and behavioral practices.

Objective 1. Liberty-Eylau ISD will maintain a safe, disciplined environment conducive to student learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Distribute and utilize the district's student code of conduct. (Title I SW: 1,2,6) (Target Group: PRE K)	Principal, Support Staff, Teacher(s)	August-June	(S)Local Funds	Formative - Handbook Forms
2. Distribute and utilize the district emergency procedure chart/plan. (Target Group: PRE K)	Chief of Police, Director of Support Services	August-June	(S)Local Funds	Formative - Drill log
3. Staff & faculty will be abreast of emerging issues and state-mandated training including, but not limited to, child/sexual abuse, bullying, conflict management, sexual harrasment, FERPA, and dating/violence intervention. (Target Group: PRE K)	Counselor(s), Director of Human Resources, Principal, Support Staff, Teacher(s)	August-June	(S)Local Funds	EduHero Mandatory Training Completion Records
4. Staff & faculty will participate in the SHAC and Crisis Intervention Training, ALICE (Active Shooter), and Great Expectations Training. Staff and students will practice "Bucket Filling" to increase kindness, respect, and courtesy and decrease mean-spiritedness and negativity. (Target Group: PRE K) (Strategic Priorities: 1,2,3,4) (CSFs: 1,3,6,7)	Chief of Police, Counselor(s), Director of Support Services, Principal, SHAC Committee Chairperson, Support Staff, Teacher(s)	August-June	(F)Title IIA Principal and Teacher Improvement, (F)Title IV	Summative - Sign-In Sheets Completion Certificates
5. Implement PBIS plans and strategies on the Early Childhood campus. (Title I SW: 1,2) (Target Group: PRE K)	PBIS Campus Team, Principal, Support Staff, Teacher(s)	August-June	(S)Local Funds	Formative - Surveys Skyward Discipline

Liberty-Eylau Early Childhood Center

Goal 5. District Goal 5: Liberty-Eylau ISD will maintain a safe, disciplined environment conducive to student learning. We will establish an atmosphere of respect for each other. Faculty and staff will work together with students to assure the implementation of the most effective and accurate instructional and behavioral practices.

Objective 2. The buildings and facilities shall be designed and maintained to ensure an environment which is conducive to learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Entry/dismissal gate is open from 7:30-8:00 and 3:10-3:45 for parents to drop off/pick up students. (Target Group: PRE K)	Principal, Support Staff, Teacher(s)	August-June	(S)Local Funds	Summative - Sign-In Sheets
2. Visitors must sign in at the front office before entering the school hallways. (Target Group: PRE K)	Principal, Support Staff, Teacher(s)	August-June	(S)Local Funds	Formative - Sign-In Sheets
3. Curb Appeal: Maintenance and upkeep of facilities and grounds. (Target Group: PRE K)	Assistant Superintendent(s), Clean Campus Committee, Custodial Staff, Maintenance Director, Superintendent(s), Support Staff, Teacher(s)	Year Round	(S)Local Funds	Formative - Clean Campus Reports