

Abilene Independent School District
Crockett Early Headstart
2021-2022 Campus Improvement Plan



Mission Statement

AISD engages and empowers each student to be contributing, responsible citizens who reach their full potential through relevant, innovative and rigorous learning experiences.

Vision

Inspired, skilled, engaged and empowered students make a difference in the world.

Core Beliefs

- Deep learning involves critical thinking, collaboration and problem solving.
- Relevant and meaningful student experiences are the core of the modern classroom.
- Initiative, innovation, a strong work ethic and entrepreneurial spirit are life skills each student needs.
- The cultivation of each student's strengths and passions leads to success.
- Respect, care and having high expectations for each student is the foundation for learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Crockett Early Head Start located in South Abilene (3282 S 13th), was built in 1950 and a second wing was added in 1953. It was fully renovated in 2001 and 2015. The 2001 renovations were funded by federal funds and local foundation monies. The 2015 renovation was funded by a local bond election. Crockett is funded to serve 132 infants and toddlers as well as up to 9 pregnant teens. These sites are in lower income neighborhoods making them more readily accessible to the families being served. Both sites are within walking distance of the City Link bus routes. Additional transportation services are provided for students through our LEA, Abilene ISD. Early Head Start teen parents and their infants/toddlers ride buses together from their homes to Crockett EHS. Parents sign their infant/toddlers in with the EHS campus staff and then ride school buses to middle school or one of the high school campuses where they attend classes.

There are currently 132 children enrolled at Crockett and throughout the 2020-2021 school year we served 25 prenatal who are middle/high school students. Of the EHS students, 21% are under one year of age, 28% are between one and two years of age, and 51% are between two and three years of age. Teaching Strategies Gold demographic information for Crockett includes 3 student race groups which are 60% White, 20% African American, 1% American Indian/Alaskan Native and 19% other. The ethnic make up is 65% Hispanic and 35% non-Hispanic.

Demographics Strengths

The District participates in the Pregnancy Related Services (PRS) program. It is a state funded program that is provided to support students who are pregnant or parenting and enrolled in AISD.

The graduation rates of eligible students participating in the EHS program is 96%.

10% of students enrolled in the EHS have a physical or mental disability and are fully involved in individualized therapies and treatments that are carried out both at home and during the school day. A strong partnership with Early Childhood Intervention (ECI) provides support for children with disabilities.

A Master Family Advocate is assigned to each family to provide support and community referrals for our teen parents and low-income population, promotes self-sufficiency, and limits the barriers for parents to obtain higher education.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students within the demographic at Crockett EHS have adverse childhood experiences that affect social/emotional behavior. **Root Cause:** The root cause for social/emotional delays are due to family stresses such as; job loss due to COVID 19, substance abuse and economic backgrounds.

Student Achievement

Student Achievement Summary

The EHS Comprehensive Needs Assessment Team for Student Academic Achievement met twice to review strengths and begin to determine needs. A review of the questions and review of data indicated that EHS has a strong Curriculum built for children birth to three that ensures success for our youngest learners. Outcomes from the GOLD assessment instrument indicated that children were in Widely Held Expectations which shows children are proficient in the areas of Language, Social/Emotional, physical, Math, Nature/Science. There did not appear to be needs regarding ethnicity or race of students. A comparison from 2019/20 to 2020/21 showed no significant findings between the two school years.

Students who score low on developmental assessments are referred to the Early Childhood Intervention Program (ECI) for further developmental assessment. If the student has a delay of 25% or higher, then the student qualifies for the ECI program and they begin receiving services to strengthen those developmental challenges. When EHS determines a child is low in language according to the GOLD assessment, the student was often a Dual Language Learning (DLL). It was determined that the teachers do not have the skills or strategies to identify language delays associated with DLL.

Student absenteeism has increased with the need for virtual learning for their teen parents. Children are more successful when attendance is regular. Consistent schedules help infants and toddlers feel safe and secure increasing their ability to learn.

Student Achievement Strengths

The committee determined that the Teaching Strategies GOLD assessment tool used by teachers to accurately capture information regarding the knowledge, skills and behaviors of children in relation to Widely Held Expectations for their age group is an excellent tool and is a strength for the program.

The Creative curriculum is aligned with Early Learning Outcomes Framework (ELOF) as required by Head Start Performance Standards. It has activities and objectives for meeting needs of children in their individual developmental growth.

The GOLD assessment has an Inter-rater Reliability training tool for teachers to assure they are using the curriculum with fidelity. This aides in providing continuity of care as required by the State Child Care Regulations.

All teachers have been trained on the campus wide behavior management system, Conscious Discipline, with an emphasis on trauma informed care.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Crockett EHS has an increasing need for purposeful teaching/practicing of appropriate social skills for all students using Conscious Discipline Curriculum .

Root Cause: Many students that attend Crockett do not have the necessary social skills to interact with peers nor deal with conflict/up-set in an appropriate manner.

Problem Statement 2: Crockett EHS has an increasing need to encourage students parents to complete their high school education. Children are more likely to be successful in school if their parents graduate from high school. **Root Cause:** Early Head Start parents drop out of high school or have been attending through virtual method and have not been consistent with attendance.

School Culture and Climate

School Culture and Climate Summary

We have had little turnover in staff this year. The staff does include people from a variety of races, ethnicity, and sexual orientation. We believe in a culture of school family and staff are supportive of each others' professional and personal development which speaks to the quality of our staff. New staff participate in "New Staff Orientation" which covers campus, Federal and State policies, this overview helps new comers feel safe and comfortable on campus. Crockett is dedicated to creating a collaborative environment to meet the needs of all students and staff. Increasing teacher leadership is a goal for the upcoming school year via a focus on all serving on the committee related to their area of interest. Professional development opportunities to support exceptional instruction are needed. We are seeking to develop opportunities for peer collaboration.

School Culture and Climate Strengths

All staff have been training in the Campus Wide Behavior Management System "Conscious Discipline".

Teachers dedicated to providing an environment of safety and academic achievement.

Stable and strong Conscious Discipline Coaches.

Leadership provide a safe school family environment to allow individuals to make mistakes and grow from them.

On-going support for teachers that are new throughout the year.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Teachers do not have a consistent opportunity during the school day to meet/plan with peers. **Root Cause:** The master schedule is written to only provide individual planning time.

Problem Statement 2: We have noticed that there has been an increase of staff absences. **Root Cause:** Staff have been out due to personal and family stress.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teachers continue to meet the Highly Qualified requirement. New teachers need training, coaching, and mentoring for instructional best practices and behavior management strategies to be successful in their classrooms. Additional training is needed for teachers to recognize the signs of stress and being triggered so they can use active calming to facilitate conflict resolution.

Staff Quality, Recruitment, and Retention Strengths

There is a heavy focus on new teachers to give ongoing feedback and support from the start of the school year, to provide them with opportunities to grow throughout the school year. Weekly data meetings with the mentor teacher are held to assist the new teacher review their data in order to identify causes for celebration and areas of concern. All Crockett staff are given the opportunity to complete an Associate Degree through CISCO. Crockett has a strong Professional Development Plan with checks and balances built in to assure all staff have the required training to stay in compliance with Federal and State Regulations.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Many teachers continue to struggle with meaningful instruction and activities that engage learners at the deepest levels of critical thinking. **Root Cause:** Teachers lack pedagogical and content knowledge, and are not receiving focused professional learning opportunities

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The lessons presented in the classroom do not always align to the scope and sequence. Quantitative and qualitative data is used to make decisions about tiered intervention and enrichment assignments. Teaching teams follow the GOLD, and submit lesson plans in advance for Education Specialist/Coordinator's review and feedback. Instructional leaders create calendars that keep teachers on track in their planning, and provide time and resources for re-teach, as needed.

Curriculum, Instruction, and Assessment Strengths

Regular planning and data meetings with the Education Specialist help ensure that curriculum and instruction is proving successful, based on assessment scores. Learning objectives are aligned, and teachers have a map to get to the desired learning outcomes with their students. Teachers are given the opportunity to review all assessment results.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers struggle to implement all curriculum and instruction with fidelity. **Root Cause:** Due to the COVID 19 pandemic teachers were often not provided with adequate training opportunities or support needed to use curriculum with fidelity.

Parent and Community Engagement

Parent and Community Engagement Summary

Multiple virtual school events and programs give parents and other stakeholders opportunities to be a part of the school community, and participate in the learning process. Families and communities support the school and its programs. Campus faculty and staff remains flexible in its understanding of the changing picture of a traditional family, and are aware of the impact home environment dynamics have on students' social-emotional well being and capacity for learning. All children are welcome; yet high expectations for academic achievement and appropriate behavior are maintained.

Parent and Community Engagement Strengths

School personnel play a major role in the success of family and community involvement. Events such as "Raising Readers" ,School Family Meetings, and Parent Training, bring the community into the school. Strong staff and parent involvement is a contributing factor to student success. Parents, and the community, partner with faculty and staff, to support students, and help them become the best version of themselves. Staff and community agencies partner to support the families to prepare them to become self-sufficient for the years to come.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Due to COVID 19 the attendance for the virtual events were low. Not having the opportunity to be on campus and meet face to face has had a negative impact on parent participation. **Root Cause:** Not being able to have visitors on campus or provide the incentives of snacks and food.

School Context and Organization

School Context and Organization Summary

All individuals are expected to be self-motivated, and identify personal and professional opportunities for growth, in order to set high goals for themselves. Everyone is respected as a highly-qualified educator, and is held accountable for speaking, dressing, and behaving in a way to embody the traits of a professional. It will be necessary to maintain high personal expectations and work ethics in order to gain achievement for our teen parents and their children.

School Context and Organization Strengths

All academic, behavioral, and campus climate decisions are made with students in mind. Curriculum and instructional approaches are data-driven. Administrators maintain an open-door policy to hear staff, faculty, and parent concerns. Everyone is expected to set, and continually work toward reaching, personal and professional goals. We are a school family know the importance of community.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Due to teacher absences the campus is understaffed, which results in individuals completing their job tasks and taking on additional responsibilities. This prevents them from being able to devote their full time and attention to the responsibilities outlined in their job description. **Root Cause:** Teacher absences and the birth to three program not having qualified subs available.

Technology

Technology Summary

COVID budget award resulted in the ability to upgrade our technology resources and availability. Each classroom teaching team received new laptops. It is our hope to incorporate technology into lessons for student-centered learning for the amount of time allowed by Child Care Regulations so students will be more prepared to enter preschool classrooms where more technology is available.

Technology Strengths

Funding to purchase laptop computers for each classroom.

Training on how to utilize technology when communicating with parents.

Problem Statements Identifying Technology Needs

Problem Statement 1: Limited resources prevent teachers from fully integrating technology into their instruction, or developing lesson plans to facilitate children's abilities to collaborate, communicate, create, and critically analyze through technology. **Root Cause:** The budget allotted for these resources is not adequate to provide enough devices to meet our campus needs, or keep up with changes and updates to hardware and software.

Priority Problem Statements







Goals

Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 1: Provide multiples of the same toy and a variety of toys to accommodate the wide range of developmental levels of the students in a classroom. Teacher self monitor using ITERS-3 classroom environment checklist when themes change in the classroom, a minimum of 1 time a month.

Evaluation Data Sources: ITERS-3

Summative Evaluation: Met Objective






Strategy 1 Details	Reviews			
<p>Strategy 1: Assign an employee to the toy room to keep it organized so teachers can easily and quickly find toys needed for the classroom.</p> <p>Strategy's Expected Result/Impact: The classrooms will be well stocked with a variety of toys representing different developmental levels.</p> <p>Staff Responsible for Monitoring: Education Specialist and Education Coordinator</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor and update the Environmental Checklist to meet individual and group needs.</p> <p>Strategy's Expected Result/Impact: The classrooms will be developmentally appropriate for the needs of the students in each classroom.</p> <p>Staff Responsible for Monitoring: Classroom Teacher, Education Specialist, and Education Coach/Coordinator.</p>	Formative			Summative
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Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 2: Equip each teacher with appropriate technology and training to enhance the task of writing lesson plans, completing assessments and communicating with parents. Teachers will participate in one technology training a semester.

Evaluation Data Sources: ITERS-3 Classroom Observation and GOLD student assessments.

Summative Evaluation: Significant progress made toward meeting Objective






Strategy 1 Details	Reviews			
Strategy 1: Purchasing updated technology. Strategy's Expected Result/Impact: Classroom teachers will have the tools to complete appropriate documentation and communication with staff and families. Staff Responsible for Monitoring: Technology Liaison, Education Specialist, and Education Coach/Coordinator	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 3: Encourage teen parents to complete their high school education by removing some of the barriers to their education such as transportation to Crockett and then on to the appropriate high school. Master Family Advocate will train and document parent involvement in school a minimum of one time each semester.

Evaluation Data Sources: MyHeadStart - Parent education and/or working history

Summative Evaluation: Some progress made toward meeting Objective






Strategy 1 Details	Reviews			
<p>Strategy 1: Teen parents can earn "Crockett" bucks for their child's attendance record.</p> <p>Strategy's Expected Result/Impact: Consistent attendance for students and improved personal growth as shown through the Goal assessment.</p> <p>Staff Responsible for Monitoring: Operations Manager, Family & Community Engagement Coordinator, Education Coordinator, and Director</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 4: Model and develop socially acceptable behaviors and cooperative relationships with and among learners, parents, and stake holders to promote appropriate behavior. Teacher will complete a self evaluation of Conscious Discipline skills one time each semester.

Evaluation Data Sources: ITERS-3, Inter-Rater Reliability, Conscious Discipline Rubric and Classroom Observations

Summative Evaluation: Some progress made toward meeting Objective

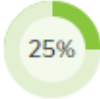





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for staff to receive training on "Conscious Discipline" and Circle Infant and Toddler Foundation Training.</p> <p>Strategy's Expected Result/Impact: Classroom environments that are conducive to learning and growing both cognitively and emotionally.</p> <p>Staff Responsible for Monitoring: Director, Education Staff and Fiscal Manager</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Develop a culture, climate and environment that values collaboration.

Performance Objective 1: Teachers will utilize the seven skills of a conscious adult (Conscious Discipline) when working with peers and parents. Teachers will complete a self-evaluation of skills of a conscious adult one time a semester. Mentor teachers will complete a classroom observation with a focus on CD adult skills one time a year on each classroom.

Evaluation Data Sources: Teachers will respond appropriately to difficult situations, by recognizing triggers and taking appropriate steps to self calm. Students will develop positive relationships with trusted adults to whom they can turn to for help. This will be evaluated by the ITERS-3 observation tool and the Conscious Discipline Rubric.

Summative Evaluation: Met Objective







Strategy 1 Details	Reviews			
<p>Strategy 1: Leadership team will give frequent and specific feedback to all staff. Strategy's Expected Result/Impact: Staff will feel safe to make mistakes and take ownership of those mistakes. Staff Responsible for Monitoring: Director and Leadership Team Members</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Conscious Discipline Mentor Teachers will specifically focus on students and teachers with the greatest needs. Strategy's Expected Result/Impact: We will see an improvement on the teachers Conscious Discipline Rubric and on the students' e-DECA scores. Staff Responsible for Monitoring: Mentor Teachers, Mental Health Professional, Education Specialist, and Education Coach.</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Develop a culture, climate and environment that values collaboration.

Performance Objective 2: Create a reputation as a campus of providing excellent customer service to all stakeholders, engaging families in the education of their children, and celebrating success of students and staff publicly within the local and global community.

Evaluation Data Sources: Use digital platforms, including school website, newsletters, SchoolMessenger, Remind, Twitter, and Facebook, to spread positive messages about the work being achieved by students, teachers, and campus support staff. Parent survey will be completed one time each semester to help monitor if we are meeting our goal.

Summative Evaluation: Significant progress made toward meeting Objective

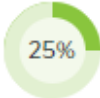




Strategy 1 Details	Reviews			
<p>Strategy 1: Provide mentors for new teachers, and teachers in their first year at the campus, to offer input, feedback, and guidance for classroom success.</p> <p>Strategy's Expected Result/Impact: Growing confidence about classroom management and teaching abilities; improved student performance on GOLD assessment and teacher performance on the ITERS- 3 , compared to first-year teachers without a mentor.</p> <p>Staff Responsible for Monitoring: Education Coach & Education Coordinator</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Station staff at the front doors of the school to greet students, parents, and visitors in the morning between 7:30 and 8:30am.</p> <p>Strategy's Expected Result/Impact: Students, Parents, and visitors will feel welcome and a part of the school family.</p> <p>Staff Responsible for Monitoring: Support Staff: Leadership Team, Master Family Advocates, Mentor Teachers, Secretary, and Data Clerk.</p>	Formative			Summative
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Goal 2: Develop a culture, climate and environment that values collaboration.

Performance Objective 3: Conduct school family nights, at least once per quarter, to address academic and social-emotional needs of learners, and ways for families to offer support to their children.

Evaluation Data Sources: Student attendance record and attendance record of school functions.

Summative Evaluation: Some progress made toward meeting Objective







Strategy 1 Details	Reviews			
Strategy 1: Invite community personalities to lead activities/training for families. Strategy's Expected Result/Impact: Families will learn strategies to strengthen their parenting and skills for living. Staff Responsible for Monitoring: Family & Community Engagement Coordinator & Mental Health Professional	Formative			Summative
	Oct	Jan	Apr	June
	 25%			
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Goal 3: Build partnerships with local business and organizations.

Performance Objective 1: The Family & Community Engagement Coordinator will make a personal contact with each community partner, one time each semester, in the attempt to build a stronger working relationship.

Evaluation Data Sources: Through monthly reporting of community partners contacted we will be able to ascertain if a minimum of 85% were contacted per semester.

Summative Evaluation: Significant progress made toward meeting Objective

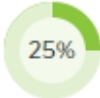






Strategy 1 Details	Reviews			
<p>Strategy 1: The Family & Community Engagement Coordinator will purchase a gift for each community partner and personally deliver it.</p> <p>Strategy's Expected Result/Impact: Development of a stronger working relationship between the EHS and community agencies/partnerships.</p> <p>Staff Responsible for Monitoring: Family & Community Engagement Coordinator & Master Family Advocates</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Hosting an annual Community Service Advisory Committee and offering a tour of the building once a year.</p> <p>Strategy's Expected Result/Impact: Developing a better understanding of our program and how those agencies can support our efforts along with how we can support them.</p> <p>Staff Responsible for Monitoring: Family & Community Engagement Coordinator & Master Family Advocates</p>	Formative			Summative
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Goal 3: Build partnerships with local business and organizations.

Performance Objective 2: The Master Family Advocates will encourage community partners to be involved in parent training. This will be monitored one time a month through the monthly report and ongoing monitoring tool.

Evaluation Data Sources: Through MyHeadStart do we see an increase of community involvement.

Summative Evaluation: Significant progress made toward meeting Objective






Strategy 1 Details	Reviews			
<p>Strategy 1: The Master Family Advocate team will make a "Thank You" treat for community partners and make a personal delivery to encourage community partners to participate in parent training.</p> <p>Strategy's Expected Result/Impact: Connection (relationship) builds willingness to help and provide those parent training.</p> <p>Staff Responsible for Monitoring: Master Family Advocates and Family & Community Engagement Coordinator</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Ask a local community leader to facilitate a parent training.</p> <p>Strategy's Expected Result/Impact: We will get more parent participation if the facilitator is well known in the community.</p> <p>Staff Responsible for Monitoring: Family & Community Engagement Coordinator, Master Family Advocate, & Mental Health Professional</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Ask a local community leader to facilitate a parent training.</p> <p>Strategy's Expected Result/Impact: We will get more parent participation if the facilitator is well known in the community.</p> <p>Staff Responsible for Monitoring: Family & Community Engagement Coordinator, Master Family Advocate, & Mental Health Professional</p>	Formative			Summative
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Goal 4: Tell the AISD stories of inspiration, success and opportunity to the community, parents, and staff.

Performance Objective 1: Create opportunities for all parents, students, and community members to access information through social media about Crockett EHS. Resulting in better communication, involvement, and awareness of services provided.

Evaluation Data Sources: Crockett social media sites

Summative Evaluation: Met Objective










Strategy 1 Details	Reviews			
Strategy 1: Crockett administrative team will post at least one post per week on social media. Strategy's Expected Result/Impact: A stronger connection between the school, parents, and community. Staff Responsible for Monitoring: Leadership team	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 5: Meet or exceed all federal and state mandates.

Performance Objective 1: Crockett will provide more motor movement opportunities through the development of motor lab to meet the additional active movement requirements mandated by Child Care Regulations. Children will have the opportunity to participate a minimum of two times each week.

Evaluation Data Sources: GOLD assessment

Summative Evaluation: Significant progress made toward meeting Objective







Strategy 1 Details	Reviews			
Strategy 1: Set up three motor labs with appropriate equipment to provide needed motor movement activities. Strategy's Expected Result/Impact: Improved physical health and growth of students. Staff Responsible for Monitoring: Mentor Teachers, Nurses and Education Staff	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Hire three 6 hour positions as motor lab teachers. Strategy's Expected Result/Impact: Lessons and equipment being used with fidelity. Staff Responsible for Monitoring: Mentor Teachers and Education staff	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Develop a physical activity policy, daily schedule that reflects the motor movement activities, and lesson plans. Strategy's Expected Result/Impact: Strong development of gross motor skills for students. Staff Responsible for Monitoring: Mentor Teachers and Education Staff	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 5: Meet or exceed all federal and state mandates.

Performance Objective 2: 100% of Crockett students and staff will participate in safety drills and follow procedures that promote a safe learning environment. This will be monitored through monthly report and ongoing monitor tool one time a month.

Evaluation Data Sources: Safety drill checklists

Summative Evaluation: Met Objective







Strategy 1 Details	Reviews			
<p>Strategy 1: Natural disasters and other emergencies can happen at any time, and when they happen at school, everyone should be prepared to handle them safely and effectively. Practice the evacuation of building, rolling baby beds across the street to the bank, and reunification process with families.</p> <p>Strategy's Expected Result/Impact: Staff will feel confident in the process of evacuation of building and reunification with families.</p> <p>Staff Responsible for Monitoring: Operations Manager</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff training so teachers will understand the importance and the impact these drills have on our school safety.</p> <p>Strategy's Expected Result/Impact: Teachers taking the drills more seriously and moving quickly to the areas of safety.</p> <p>Staff Responsible for Monitoring: Operations Manager</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 5: Meet or exceed all federal and state mandates.

Performance Objective 3: Develop a "go bag" with essentials for taking care of children immediate needs.

Evaluation Data Sources: Safety checklist

Summative Evaluation: Significant progress made toward meeting Objective

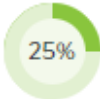






Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase backpacks for each classroom and provide a clearly marked place for the back to hang near the door for quick access.</p> <p>Strategy's Expected Result/Impact: Staff being prepared to meet the needs of children in the event of a disaster.</p> <p>Staff Responsible for Monitoring: Operations Manager and Fiscal Manager</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 5: Meet or exceed all federal and state mandates.

Performance Objective 4: Crockett will maintain 85% attendance. This will be monitored daily, weekly and monthly.

Evaluation Data Sources: MyHeadStart and Attendance records

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Revise attendance policy and train all staff on the procedures for ensuring good attendance. Strategy's Expected Result/Impact: Improved attendance Staff Responsible for Monitoring: All staff	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide parent training on the importance and impact attendance has on the success of their child. Strategy's Expected Result/Impact: Improved attendance. Staff Responsible for Monitoring: Family & Community Engagement Coordinator & Director	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Give "Crockett Bucks" to parents for attendance. Strategy's Expected Result/Impact: Improved attendance Staff Responsible for Monitoring: Family & Community Engagement Coordinator & Master Family Advocates	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Plan Notes

2021 STRATEGIC PLANNING AGENDA

5/7/2021

9:00-2:00 p.m.

We will pull goals for CIP from our Strategic Planning Ideas.

ADMINISTRATIVE

- Committee Meetings/Sign ups for CIP (Plan4learning)
- Suzy has graciously accepted the added responsibility of Tech Support.
- Attendance Policies and Procedure Revised: Drop off protocol for late arrivals- If a child leaves for a doctor appointment they may return with a doctor note. Advocates and teachers need to help with getting them here on time. After 8:30 you will be considered late. Need a doctor note, medical or dental to return. Whendy and Chris will work up a form and present to Leadership.
- Whendy will do a 15 minute training with teachers on how to talk to parents about absenteeism.

EDUCATION

Education Training-Committee: Denise, Kelly, Chris, Melanie Meeting Date: June 10, 2021

- Practice Based Coaching using MyHeadStart: Training has been completed and data impute is in progress.
- ITERS-3 Data: Is there a way to run a report from MyHeadStart to see if there is a campus wide or individual issue? MyHeadStart is not set up for this at this time. They are rolling out a new system for classroom assessments Monday. Whendy will watch for it and let us know any updates.
- Bulletin Board Has been purchased and installed for the Hallway 1. We need to purchase boards for Nurses, Denise's office and Motor Lab room. Suzy will purchase when funds are in place. BBoards will help with communication with parents.
- Social Media - Communication with each other, families and community
- 6 Week Training Guide & "Iters" like checklist: Stephanie, Denise, and Kelly created an iters-like checklist to monitor floaters and lunch reliefs. Denise will pilot it with new staff (Diana) starting on Feb. 1 and will have it finalized in June.
- Staffing Form update: Used the new form during the Spring Staffings. We are making a few adjustments.
- During PBC? Is it ever shared with Melanie so we can provide training to all teachers and all staff? PBC is an individual growth plan. It does not give us information for the whole campus.
- Having a system to help new teachers with 1st and 2nd checkpoints: The plan is to sit with new teachers for the first checkpoint in the fall.
- Cisco Student Manual: Needs to be finished.
- Development of Motor Labs
- Lesson Plans for motor labs
- Motor Movement Policy

THIS WAS STARTED AND IS GREAT FOR US. WE NEED TO FINISH IT:

*College Student Manual

- How to apply for FAFSA
- How to apply for Cisco
- Book purchase instructions
- Scholarship Packet Instructions
- Procedure for dropping classes
- Putting all classes in eduphoria
- Classes that are eligible for ASD credit

Committee: Denise, Melanie, Whendy **Meeting Date:** March 19 @9:30

Notes: CISCO has updated their degree plan and will share that to Denise when it is completed. They are doing some dual credit courses. Denise has a written copy of the meeting for us to read over. Manual is in a hard stall! LOL! Denise will set a meeting date. Whendy is the problem child! Thursday, May 13 at 9:30am

FAMILY ENGAGEMENT

- Community Resource Directory- Sara C. updated the directory for her internship.
- Training for CPS staff – Whendy and Jennifer will set up a time to visit with CPS workers about our program. If we get our video done, we could use it here. Video guy for district was not going to campuses and making videos this year. Chris will check into it for the fall. Jennifer will contact CPS and give them some information.
- Social Media for outreach/communication opportunity
- Community Outreach - create a gift for partners.
- Community Outreach- WIC, IRC and Region 14 – Collaborate for recruitment. Completed! Mindy C.
- More MHS Documentation- Family Advocates have been using MHS and will be trained on the Transition part in May. “Whendy is so helpful with learning and getting our documentation into MHS!”
- EHS Store—Update, last store is the 12th. Parents really earned bucks for the Reading event. Some parents have over \$100. Bucks! Melinda, needs to do a training teachers on parent involvement.
- Parent Committee – School Family Community Meeting
 - **Committee:** Jennifer, Chris, Advocates, Brody, Mel
 - **Meeting Date:** March 30 @ 9:00

Jennifer will send calendar remind

OPERATIONS

- Rekeying Doors- Director’s Office, All Leadership & extra offices are Keyed the same, Floater Room 150
- Records Room Cleanup/Archive- Make sure it is only shred-able items (confidential, no binder clips, etc.) 7 years and older (2012-2013 and older) We will have a uniform way to prepare shredding boxes. Chris sent the shredding directions in an email.
- Toy Room – Plastic Tubs to help organize. Tubs are in the gym and when the store has been cleaned up the left-over tubs will be moved to the toy room.

ERSEA

- On-line Application- All documents have been turned in to be uploaded into the AISD system. Predicted to be complete 2022-23 school year.
- Points Sheet- Has been updated/complete
- Teams- Up loading birth certificate and social security card - complete
- MyHeadStart
 - Attendance – Can we do attendance through MyHeadStart? Yes, Kristie is calling parents.
 - Attendance—Will MyHeadStart send out letters? Yes, we will want to review letter and make sure it meets our needs. MHS will also send a text message to the phones.
 - Need to get phone providers. Whendy and Advocates will help in getting the phone providers.
 - Attendance Policy – Still in progress
 - There is a way to have parents scan in for attendance and for health information too. We need to check into this for Licensing.
 - PBC – Denise requests some info on reports. Whendy will get with her.
 - Summer Enrollments- How can we make this more efficient?
 - Dates- Aug. 3-6; Start enrollment packets in June.
 - Times- 8-4:30 (till last one is done)
 - Block scheduling
 - Station 1: Copies / Packets Make copies at the first station and a pack will be given to the parent to fill out. (Advocates)
 - Station 2: Packet fill out.
 - Station 3: Nurse Station – to double check all nurses forms and nurses will pull forms needed. They will be in a back corner for confidentiality. (Nurses)
 - Station 4: Check out spot/ Bus riders will be caught at this station. (Kelly, Denise, Stephanie, Whendy)
 - Flyer will be made for CCS. Suzy and Kristie will work on this.
 - ECI forms, we need to make sure we get the dates correct on when the baby was born. Find out hearing and sight. (Early Head Start Screening Form)
 - We can bring our lunch or order in.
 - Paper/packets- Up date forms and get to Whendy by June Have your updates to Whendy by June 11th.
 - We may need to do bus passes for teens who need a ride.
 - Child Care- no children again this year
 - Water for families. We will not do snacks for families- crackers/cheese for parents
 - Video of all the services our program will provide.

HEALTH

- Enrollment Processing-need time to get all of this done. Try to arrange orientation so the nurses and ERSEA can spend time in their offices.
- We need to help train teachers to let nurses speak to parents about Health-related issues and teachers refer health related concerns to the nurse. Nurse will present at the next staff meeting. She will give specific examples and answer questions.
- If the child is in red on the sign in/out sheet they need to ask question to the nurse and not the office staff.
- Nurses will share information with staff as needed.
- MHS – we might have sign in cards so we need to decide how Nurses will know who they need to talk to.

MENTAL HEALTH

- e-DECA:
 - How to get parent input? Will we have them complete e-DECA? Parents could fill in e-DECA at enrollment. Brody may need a couple of iPADS Leadership discussed and decided it might take too long at enrollment because we are trying to shorten their time. Let's try it at Open House. We will use two laptops in each classroom.
 - Referral System – Using MyHeadStart - Complete
 - e-DECA How will we share results with parents, letters to parents was not successful.
 - Pre-natal Assessments – The checklist will be completed at enrollment in the packet and given to Brody.
 - Staff Wellness, very well received. One week a month for a wellness challenge. They are stressed, tired and they keep on chugging.
 - e-DECA trying to work out lessons in the classroom.

DISABILITIES

- Disabilities Recruitment – COVID, numbers are low
- ECI needs an updated agreement (Chris, Mel and Jan)
- Transition Procedures-Transition Committee: Whendy, Jennifer
- DEM-Disabilities Enrollment Meeting
 - What kinds of issues or concerns should a DEM be scheduled for? Students coming into program with a diagnosed disability. Children who have a concern after entering the program will go through Student Support Team.
 - DEM will be scheduled by Brody, Disabilities Coordinator
 - Whendy will notify Brody when a child is enrolling with a diagnosed disability
 - A DEM should be scheduled before the child starts the center.
 - Team to write a procedure. (Brody, Kelly, Denise, Christina, Whendy & Chris)

- **Committee: Jan, Denise, Kelly, Whendy, Brody, Christina,**
- **Meeting Date: Brody will send out meeting date and time for your committee.**

FISCAL

- Budget Training for Leadership Training -

Addendums