

**Goose Creek Consolidated Independent School District
Sheila Cason Liles Early Learning Academy Central
2022-2023 Campus Improvement Plan**



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary:

- Liles Early Learning Academy is one of 32 campuses in Goose Creek Consolidated Independent School District and will be in the central part of Baytown.
- Liles Early Learning Academy serves approximately 300 Pre-Kindergarten students. The average class size at the Early Learning Academy is 22:1.
- Liles Early Learning Academy has been located on six different elementary campuses due to our building being under construction.
- Liles Early Learning Academy has maintained an approximate average of 91.8% attendance rate.

Demographic Breakdown for Students

- Girls 48.6%
- Boys 51.4%
- African American 24.6%
- Hispanic 38%
- White 24.3%
- American Indian 1.3%
- Asian 1.3%
- 2 or more 8.0%

Program Information

- GT 0.00%
- LEP 13.6%
- 504 0.3%
- ECSE 13.0%

Demographics Strengths

Demographics Strengths:

- Liles Early Learning Academy has a newly hired staff. The teachers are departmentalized by a left brain, right brain partner pair.

- Liles Early Learning Academy has a staff that is experienced in teaching students with diverse learning needs.
- Liles Early Learning Academy is a Professional Learning Community with teams that consistently meet to analyze demographic, achievement, and behavior data so adjustments can be made to ensure student success.
- Liles Early Learning Academy instructional staff are 100% highly qualified, fully certified, and have many years of experience.
- Liles Early Learning Academy is a Professional Learning Community where teachers meet with the Brain Coaches (Instructional Specialist) to plan quality instruction and analyze student performance data

Student Learning

Student Learning Summary

Based on our analysis of Student Achievement data from the 2021-2022 school year, we can determine our teachers implement interventions in the development of executive functions. We can also see that the Fueling Brains curriculum was implemented with both right and left-brain instruction to assist with closing executive function gaps. Data shows growth in working memory, inhibitory control, and cognitive flexibility. There has been growth in all areas with our students.

While there was an increase in executive functions, Pre-Kindergarten students across the six campuses where we are housed this year failed to show an expected rate of Improvement in early literacy skills based on the CLI Engage assessment given throughout the school year at each required checkpoint. Gaps existed in the beginning of the year curriculum and the state guidelines were not addressed in the curriculum in regard to early literacy skills. The curriculum was not adequately tied to the state requirements for Pre-Kindergarten at the beginning of the year. The Fueling Brains curriculum team along with input from the district curriculum department, campus Brain Coach and our PreK teachers in the program, revised the curriculum to meet the guidelines. The staff was trained on the updates and the curriculum was implemented during the 2nd nine weeks of school. Academics were a focus of the rewrite of the curriculum in addition to the executive function instruction. The curriculum is being refined again for the upcoming school year. We are unaware of what the updated curriculum will look like. We have been told by the campus Brain Coach that it will have more writing and reading small group emphasis.

In order to meet the needs of all students we met weekly throughout the year on our campuses and on district PLC days all together to address curriculum needs and planning. We met and discussed students' individual needs. We collaborated with our colleagues and teaching partners to meet the needs of the students. Teachers monitored student progress through CLI Engage and Fueling Brain assessments. We pulled small groups (intervention/enrichment) to meet the needs of all students. We started creating individual Intelligence Plans for students based on the student data from assessments beginning the second semester once the staff was trained over the process.

Student Learning Strengths

Strengths:

- Data shows growth in working memory, inhibitory control, and cognitive flexibility.
- Academics were a focus of the rewrite of the curriculum.
- Teachers monitored student progress through CLI Engage and Fueling Brain assessments to have the most impact on interventions and enrichment in small groups.
- Fueling Brains helped to supply any materials needed for lessons through monthly orders for the school year.
- We were able to have a Brain Coach (Curriculum Specialist) to plan with teachers this year at the six campuses even though we did not have our own building. We also had a coach from Fueling Brains that came to the district and supported our teachers.
- We had curriculum training from Fueling Brains throughout the year to support our program. We had 10 days prior to school beginning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Pre-K students across campuses fail to show expected rate of improvement in early literacy skills based on the CLI Engage assessment. **Root Cause:** The gaps that existed in BOY curriculum and use of state guidelines in the curriculum seemed to be the root cause of the decrease in the expected growth of early literacy skills.

School Processes & Programs

School Processes & Programs Summary

The Early Learning Academy analyzed CLI and Fueling Brains Assessment data which are guided by the Texas Prekindergarten Guidelines and Fueling Brains Executive Functions guidelines. Using this data, we were able to see that students have improved in their vocabulary usage and letter identification. Based on the Fueling Brains assessments students made significant progress with their inhibitory control, cognitive flexibility, and working memory. The largest increase in growth was cognitive flexibility.

Planning Meetings are scheduled weekly with Early Learning Academy Brain Coach and Fueling Brains coach to plan and develop instruction geared towards closing executive function gaps. Teachers are expected to meet during district PLC days to collaborate with other teachers. Left Brain teachers collaborate to plan rigorous literacy lessons and stations while Right Brain teachers collaborate to plan rigorous math lessons and thematic classroom activities. Weekly planning meetings and district PLC days are also utilized to create intelligence plans that target specific students and which executive function they need support in.

The Liles Early Learning Academy is focused on improving student academic achievement by attending Fueling Brains trainings to continue in the learning process to better implement the curriculum throughout the school year. The teachers also consistently meeting with campus Brain Coach and Fueling Brains coach. The Liles Early Learning Academy is committed to monitoring student growth which teachers do by completing CLI assessments at the beginning, middle, and end of the year as well as the six Fueling Brains assessments throughout the year. Using the data from the assessments teachers then plan for their students' gaps using the Fueling Brains "I Can" posters, targeted lessons from the Fueling Brains app, and the Fueling Brains targeted intervention boxes for each of the three executive function areas.

The Early Learning Academy has access to various forms of technology such as Promethean boards, ipads, and desktop computers. Teachers are integrating technology into their classroom instruction occasionally since teachers will not have access to this type of technology in our building next year. Technology will be embedded into our thematic classrooms next year.

Areas of Concern:

- Due to receiving curriculum later in the school year phonological awareness is a struggle.
- Several phonological concepts not introduced in the curriculum until late in the year.
- Lack of resources beginning the school year provided challenges for both teachers and students.
- Opportunities for writing are not evident in current curriculum so emergent writing has not seen growth through CLI assessment.
- Virtual parent nights did not begin until the second semester therefore parents were unaware of this new curriculum.

School Processes & Programs Strengths

School Process & Programs Strengths:

- Weekly planning meetings with campus Brain Coach and Fueling Brains Coach
- Monthly district PLC meetings to collaborate with other teachers

- Development and Implementation of intelligence plans to close executive function gaps
- Continuous professional development from Fueling Brains
- Consistent in collecting/analyzing data to support student growth
- Teachers communicate students' brain data with parents. The data is consistent with what parents observe at home.
- Increase in letter identification (III.C.1)
- Increase in several math concepts such as rote counting (VA.2), shape naming (V.C.1), and number naming (V.A.9)
- Thematic classrooms have supported growth in student vocabulary development (II.D.3)
- Significant growth in working memory and inhibitory control. Cognitive flexibility has seen the largest growth.
- Several virtual parent nights and parent articles were provided to parents to assist in their understanding of the executive functions.

Perceptions

Perceptions Summary

- We are an Early Learning Academy that consists of only Pre-K students. Currently we operate out of six different preexisting campuses due to our building not being complete. We will be at our new campus for the 2022-2023 school year.
- Being on separate campuses has brought its challenges. However, the Early Learning Academy staff has found ways to collaborate and plan effectively. Planning meetings are scheduled weekly to collaborate and plan data driven instruction. Teachers also plan during PLCs with the Fueling Brains coach and the campus Brain Development Coach. Teachers target data review, lesson planning and effective teaching strategies to use. Teachers are expected to meet weekly with coaches to analyze data and map out instructional strategies. Teachers use Fueling Brains assessment data to determine students' brain development level of executive functions. This information is used to create small groups and develop intelligence plans for our developing, progressing, and mastering students. CLI data is used to assess academic progress and growth three times per year.
- The staff met on district PLC days as an entire staff at designated locations for training and campus work such as planning. We also had several events to help build our campus climate such as Friendsgiving, Christmas social, Painting social and Galentine's Day. We wanted to build a sense of "family" with our staff even though we were spread across the district this year and were not on the same campus. We included paraprofessional and professional staff in order to build relationships prior to being together next year.
- The COVID pandemic and restrictions did not allow for parents to visit campuses or have face-to-face conferences with teachers. Teachers still found ways to keep parents informed and involved in their child's learning. Applications such as Remind and Class Dojo are used to send messages and reminders to parents. Teachers also make frequent phone calls for more urgent communication. Parents were invited to attend virtual meetings to learn about the Fueling Brains curriculum. Parents were allowed on campuses beginning in March. Watch DOGS program has been able to resume this year on some campuses, which allows fathers figures to come on campus to visit with students and make them feel safe.
- The Early Learning Academy is focused on instruction that targets left and right brain development. Teachers use Montessori and Reggio Emilia instructional strategies to increase student independence, attention span, and socialization. Teaching and learning is hands-on in order to help students master executive functions, develop their gross and fine motor skills, and meet Pre-K guidelines. Teachers use theme-based language and inquiry based learning that strengthens students' vocabulary and communication skills. Parents have expressed that they are pleased with the way their children are learning and are amazed at the progress they have made using this new curriculum and teaching approach.
- Currently, students and teachers receive support from counselors and administrators on their home campuses for bullying and discipline incidents. Next year we will have a principal, dean, and counselor with early childhood experience to support our students. The district has a zero-tolerance policy for bullying and has an easy online system to report bullying incidents. Concerns are addressed promptly by administrators and teachers.
- Discipline is tracked through our Review 360. Severe concerns are addressed by administrators and phone calls are made to parents. Discipline concerns have decreased throughout the year. As we use the Fueling Brains curriculum, students' inhibitory control has improved and they are able to better manage their emotions and reactions. Fueling Brains has a discipline support specialist to help teachers with severe cases.
- Safety is addressed in a variety of ways. We hold emergency weather drills frequently and fire drills monthly. Lockdown drills are held to prepare students for an intruder emergency. Students are kept safe daily with name tags on their backpacks with transportation information.
- Community members are involved through the Partners In Education program. Each campus currently has a community partner that is their P.I.E. and provides support for the campuses in a variety of ways. For example, teacher incentives, student incentives, learning tools, and campus improvements. Next year the academy will have a P.I.E. to support our campus. Community members and parents are also a part of the CIP committee.

Areas of concern:

- Building is not finished, therefore all teachers are not able to be at the same campus this year
- Staff were not able to collaborate/socialize easily outside of the staff assigned to their specific location
- Fueling Brains virtual parent events had low attendance due to being the only grade level using the program on the assigned campuses this year and also due to being a virtual event

Perceptions Strengths

Perceptions Strengths:

- Experience-based learning that builds students' schema
- Montessori and Reggio Emilia approach to teaching and learning
- Worksheet-free campus and an emphasis on hands-on learning
- Parent communication with teachers is high despite COVID restrictions
- Supports district initiatives for innovation and technology through our Future World theme
- Weekly planning meetings and coaching sessions to develop effective lessons
- High student attendance percentages

Priority Problem Statements

Problem Statement 1: Pre-K students across campuses fail to show expected rate of improvement in early literacy skills based on the CLI Engage assessment.

Root Cause 1: The gaps that existed in BOY curriculum and use of state guidelines in the curriculum seemed to be the root cause of the decrease in the expected growth of early literacy skills.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data





- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Liles Early Learning Academy will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 1: Liles Early Learning Academy will implement an instructional program to ensure academic success for each child.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collaborate in Professional Learning Communities (PLCs) bi-weekly to problem solve and discuss PK guidelines, Fueling Brains Screener data, CLI and informal student assessment data in order to plan effectively for classroom instruction and intervention/enrichment opportunities.</p> <p>Strategy's Expected Result/Impact: 100 percent of students will be at or above grade level according to CLI Screener data, Fueling Brains Assessments and student report card information by the end of the school year in May.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide school improvement through focused professional development such as Fueling Brains Right Brained/Left Brained Trainings in order to close the achievement gap among all sub-populations.</p> <p>Strategy's Expected Result/Impact: 100 percent of students will demonstrate growth in both academic and behavior areas on the MOY and EOY assessments.</p> <p>Staff Responsible for Monitoring: Campus Administrators Brain Coach</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize at least half of each district PLC day for instructional planning and data review.</p> <p>Strategy's Expected Result/Impact: Improved quality of instruction, interventions, enrichment opportunities throughout the school year and on grade level performance on EOY assessments.</p> <p>Staff Responsible for Monitoring: Campus Administrators Brain Coach</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement Internal Rounds on campus to increase student performance across all classrooms.</p> <p>Strategy's Expected Result/Impact: Improved quality of instruction, interventions, enrichment opportunities throughout the school year and on grade level performance on EOY assessments.</p> <p>Staff Responsible for Monitoring: Campus Administrators Brain Coach</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Campus leadership will monitor lesson plans and observe instruction to provide feedback to teachers using Goose Creek feedback protocols.</p> <p>Strategy's Expected Result/Impact: Improved quality of instruction, interventions, enrichment opportunities throughout the school year and on grade level performance on EOY assessments.</p> <p>Staff Responsible for Monitoring: Campus Administrators Brain Coach</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Liles Early Learning Academy will provide a well balanced and appropriate curriculum to all students

Performance Objective 1: Liles Early Learning Academy teachers will follow the district's Scope and Sequence and Curriculum Guide.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize the inclusion model to ensure all Early Childhood Special Education students (ECSE) are taught in the least restrictive environment, when allowed by their IEP.</p> <p>Strategy's Expected Result/Impact: Improved student academic and behavioral performance throughout the school year and master goals on their IEPs at the end of the year ARD.</p> <p>Staff Responsible for Monitoring: Campus Administrators Brain Coach</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize time for planning weekly in order to develop comprehensive lesson plans that follow the PK guidelines, Fueling Brains curriculum and to provide coaching support for classroom teachers.</p> <p>Strategy's Expected Result/Impact: Improved quality of instruction, interventions, enrichment opportunities throughout the school year and on grade level performance on EOY assessments.</p> <p>Staff Responsible for Monitoring: Campus Administrators Brain Coach</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Increase the level of rigor in all classrooms by including open-ended questions during instruction that require students to explain their thinking.</p> <p>Strategy's Expected Result/Impact: Improved academic performance throughout the school year and on grade level performance on EOY assessments.</p> <p>Staff Responsible for Monitoring: Campus Administrators Brain Coach</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement the Dual Language Dual One Way/ESL program to ensure that ELs are working towards becoming English proficient.</p> <p>Strategy's Expected Result/Impact: Improved academic performance throughout the school year and on grade level performance on EOY assessments in English.</p> <p>Staff Responsible for Monitoring: Campus Administrators Brain Coach</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Implement a comprehensive literacy program that increases students' abilities to use language appropriately.</p> <p>Strategy's Expected Result/Impact: Improved student academic performance and language skill acquisition throughout the school year and on grade level performance on EOY assessments.</p> <p>Staff Responsible for Monitoring: Campus Administrators Brain Coach</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Implement the Fueling Brains curriculum with fidelity to ensure students have a variety of opportunities to close their executive function gaps in the areas of cognitive flexibility, inhibitory control and working memory.</p> <p>Strategy's Expected Result/Impact: Improved student academic and behavioral performance throughout the school year and on grade level performance on the EOY CLI screener and Fueling Brains Executive Function screener.</p> <p>Staff Responsible for Monitoring: Campus Administrators Brain Coach</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Liles Early Learning Academy, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Liles Early Learning Academy will provide intervention activities to identified at risk students.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase student attendance by reviewing the attendance policy with parents at Parent Orientation and during parent conferences throughout the year, calling parents of students with two consecutive absences, using district attendance contracts, and referring attendance concerns to the Student Support Team.</p> <p>Strategy's Expected Result/Impact: Increased student overall attendance to 97 percent throughout the 2022-2023 school year to increase academic performance.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Complete early attendance slips at 8:30 and office staff calls home to ensure students can arrive by 10:00 a.m. (ADA time) if possible.</p> <p>Strategy's Expected Result/Impact: Increased student overall attendance to 97 percent throughout the 2022-2023 school year to increase academic performance.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Increase student knowledge about college and career planning through campus wide activities and thematic instruction related to professions to support and promote college and career awareness.</p> <p>Strategy's Expected Result/Impact: Increased awareness of college and career opportunities among all PK students by EOY-May 2023.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement daily announcements celebrating classrooms with perfect attendance for the week.</p> <p>Strategy's Expected Result/Impact: Increased student overall attendance to 97 percent throughout the 2022-2023 school year to increase academic performance.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The Student Support Team will monitor students' with attendance, academic, health, and/or behavior needs in order to provide support that will improve student success.</p> <p>Strategy's Expected Result/Impact: Increased student overall attendance to 97 percent throughout the 2022-2023 school year to increase academic performance.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: Liles Early Learning Academy will provide and maintain a safe, positive learning environment.





Performance Objective 1: Liles Early Learning Academy will provide a safe learning environment for all students that supports district initiatives and is focused on high expectations for all students.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide training for staff members on the 3 executive functions (cognitive flexibility, inhibitory control and working memory) to maintain positive student-teacher/student-student relationships and decrease student discipline referrals.</p> <p>Strategy's Expected Result/Impact: Improved student academic and behavioral performance throughout the school year and on grade level performance on the EOY CLI screener and Fueling Brains Executive Function screener.</p> <p>Staff Responsible for Monitoring: Campus Administrators Brain Coach</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue school wide character education through the classroom guidance lessons, Fueling Brains support and implementing the Fueling Brains curriculum, to reduce discipline referrals and bullying incidents on campus.</p> <p>Strategy's Expected Result/Impact: Improved student academic and behavioral performance throughout the school year and on grade level performance on the EOY CLI screener and Fueling Brains Executive Function screener.</p> <p>Staff Responsible for Monitoring: Campus Administrators Brain Coach</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Promote positive staff morale through a variety of teacher incentives, social committee events and team building activities.</p> <p>Strategy's Expected Result/Impact: High staff morale and a positive working environment to ensure quality instruction throughout the 2022-2023 school year as evidenced on the staff survey in May 2023.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize the Fueling Brains inhibitory control lessons to implement effective strategies for improving classroom behavior.</p> <p>Strategy's Expected Result/Impact: Improved student academic and behavioral performance throughout the school year and on grade level performance on the EOY CLI screener and Fueling Brains Executive Function screener.</p> <p>Staff Responsible for Monitoring: Campus Administrators Brain Coach</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Incorporate Fueling Brains' Peace Corners (calming/thinking area) in each classroom along with Calming/De-escalation rooms in each pod to ensure students have a place to de-escalate and deal with their emotions in a manner that is appropriate. to establish inhibitory control.</p> <p>Strategy's Expected Result/Impact: Improved student academic and behavioral performance throughout the school year and on grade level performance on the EOY CLI screener and Fueling Brains Executive Function screener.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Liles Early Learning Academy will recruit, develop, and retain highly effective personnel.





Performance Objective 1: Liles Early Learning Academy will recruit and retain highly effective teachers.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Attend job fairs and recruit early from pool of highly effective teachers with Early Childhood certification.</p> <p>Strategy's Expected Result/Impact: Staffing will be complete before the following school year begins with highly qualified staff members.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Assure all assignments and re-assignments are filled with highly effective teachers.</p> <p>Strategy's Expected Result/Impact: Staffing will be complete before the following school year begins with highly qualified staff members.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: Certified teachers and instructional support staff salaries-50% funded with state program - Coordination of Local and State Funds - Early Education Allotment - \$400,000</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Assess staff development needs of those teachers not meeting highly effective standards and develop a plan to assist them in being successful.</p> <p>Strategy's Expected Result/Impact: High rate of teacher retention at the end of the school year.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Encourage teachers to add subject area certifications with an emphasis on the ESL supplement.</p> <p>Strategy's Expected Result/Impact: Higher percentage of teaching staff with additional certifications by the end of the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: Liles Early Learning Academy will establish and maintain parental and community partnerships in education to enhance student achievement.





Performance Objective 1: Liles Early Learning Academy will build strong partnerships between home, school, and community by providing on-going communication and opportunities for involvement that informs and educates.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent related services. The campus will schedule these opportunities at times that optimize participation by parents and family members.</p> <p>Strategy's Expected Result/Impact: High percentage of parent involvement to promote the students' academic success.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Foster communication between home and school through the use of a campus folder system, parent articles, social media, the ELA website and by encouraging positive notes home, phone calls, and conferences to increase parent involvement.</p> <p>Strategy's Expected Result/Impact: High percentage of parent involvement to promote the students' academic success.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Structure parent orientation sessions to inform parents about tools they can use to help them stay aware of student progress (i.e. Fueling Brains App, Liles Website etc.).</p> <p>Strategy's Expected Result/Impact: High percentage of parent involvement to promote the students' academic success.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Sponsor parent training sessions on campus that address different topics based on the Fueling Brains student data to enhance parents-as-teachers skills and to promote parental involvement.</p> <p>Strategy's Expected Result/Impact: High percentage of parent involvement to promote the students' academic success.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Implement a structured volunteer program that encourages parents to become involved in all areas of their child's education.</p> <p>Strategy's Expected Result/Impact: High percentage of parent involvement to promote the students' academic success.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Utilize our Partner in Education, Altus Emergency Centers, to support campus initiatives (i.e. Family Academic Nights, Parent/Student incentives, etc.).</p> <p>Strategy's Expected Result/Impact: High percentage of parent involvement to promote the students' academic success.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 7: Liles Early Learning Academy will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Liles Early Learning Academy teachers and students will use technology to enhance learning and instruction.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase student access to technology using resources built into the interactive themed classrooms to incorporate the technology guidelines for PK.</p> <p>Strategy's Expected Result/Impact: Increased technology proficiency for all students by the end of the school year.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All staff will receive proper training on the usage of the technology components built into the thematic experiences in order to properly implement and encourage student usage.</p> <p>Strategy's Expected Result/Impact: Increased technology proficiency for all students by the end of the school year.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Funding Summary

Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2	Certified teachers and instructional support staff salaries-50% funded with state program	Early Education Allotment	\$400,000.00
Sub-Total					\$400,000.00