

**Goose Creek Consolidated Independent School District  
Sheila Cason Liles Early Learning Academy Central  
2023-2024 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Liles Early Learning Academy is one of the 31 campuses in Goose Creek CISD and is located in the central part of Baytown. Liles serves approximately 280 Pre-Kindergarten students. The average class size this year at Liles had a ratio of approximately 15:1. Our staff includes returning and newly hired teachers. The teachers are departmentalized by a left brain and right brain partnered pair. We had an 89.96% attendance rate for the school year.

### Demographic Breakdown for Students:

- Girls 57%
- Boys 43%
- African American 24.91%
- Hispanic 62.63%
- White 8%
- American Indian 0.69%
- Asian 8.30%
- 2 or more 2.08%

### Program Information:

- GT 0%
- LEP 40.74%
- 504 0.68%
- ECSE 8.14%

### Demographics Strengths

- Early Learning Academy staff includes returning and newly hired teachers. The teachers are departmentalized by a left brain and right brain in partnered pairs.
- Early Learning Academy has a staff that is knowledgeable with Fueling Brains curriculum and is experienced in teaching students with diverse learning needs.
- 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.
- Early Learning Academy instructional staff are 100% highly effective, fully certified, and have many years of experience.

# Student Learning

## Student Learning Summary

Based on our analysis of Student Achievement data from the 2022-2023 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, and academic growth in early literacy skills, Pre-Kindergarten students in the general education population scored lower than bilingual students in the area of phonological awareness. The curriculum at the beginning of the year only focuses on letter identification with students being assessed on all components. However, bilingual classrooms received phonological awareness instruction in both right and left brain classrooms each day due to their curriculum design while general education classrooms only received phonological awareness instruction in the left brain classroom. By Wave 2 assessing general education students scored at 20% in rhyming, where the bilingual students scored 70 %.

In order to meet the needs of all students right brain and left brain teachers met weekly throughout the year on our campus and on district PLC days all met 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 and created individual Intelligence Plans for students based on their needs.

### Areas of Concern:

- The curriculum needs to have more of a literacy emphasis from the beginning of the year, (phonological awareness like rhyming stations, on set rimes)
- CLI scores are not as high in literacy components like (rhyming, alliterations) in the general education classrooms compared to the bilingual classrooms.
- Bilingual classrooms are outscoring the other classrooms at Liles.

## Student Learning Strengths

- Data shows growth in working memory, inhibitory control, and cognitive flexibility.
- Academics were a heavier focus in this years curriculum compared to last years curriculum.
- Teachers monitored student progress through CLI Engage and Fueling Brain assessments to have the most impact on interventions and enrichment in small groups.
- The campus has received more Fueling Brain boxes throughout the school year.
- PLCs have occurred and included every teacher (LB, RB and movement to track our data for letter identification and brain growth).
- We have a Brain Coach (Curriculum Specialist) to plan with teachers weekly. We also had a coach from Fueling Brains that came to the district and supported our teachers when necessary.
- We also had the support of our district behavior specialists and the Fueling Brains behavior specialist when we needed coaching in the area of behavior to support academic success.
- We had the ability to access curriculum training virtually from Fueling Brains throughout the year to support our program. We had professional development with Fueling Brains in the summer and at our back to school sessions.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Based on CLI Engage, general Education students scored lower than bilingual students in the area of phonological awareness (primarily rhyming, syllables, alliteration). **Root Cause:** The curriculum at the BOY only focuses on letter identification, but students are expected to be assessed on all phonological awareness skills at the beginning of CLI assessment. Bilingual teachers follow Estrellita letter order for introduction but we also became aware that the curriculum allows for two literacy lessons for the bilingual students everyday (one in each class English and Spanish).

# 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 Brain's Executive Functions guidelines. Using this data, we were able to see that students have improved in their cognitive flexibility, which was the highest executive function area of growth. Based on the Fueling Brain's assessments students made significant progress with their inhibitory control. There was also growth in rapid letter naming based on CLI assessment. Data showed that weak areas of growth included operations, rote counting, alliteration and vocabulary, with vocabulary showing the least amount of growth in both general education and bilingual programs.

Data is collected using observations, teacher created assessments, CLI screener and Fueling Brains Assessments. The CLI Screener is conducted every trimester, and Fueling Brains Assessments are conducted six times a year. Planning meetings are scheduled weekly with the Early Learning Academy Brain Coach and the Fueling Brains coach (as needed) 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 and math lessons and stations while Right Brain teachers collaborate to plan thematic classroom activities. Weekly planning meetings and district PLC days are also utilized to look at data, and create intelligence plans that target specific students and which executive function they need support in.

The Early Learning Academy is focused on improving student academic achievement by focusing on building executive functions until students are ready for academics. 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. Student achievement is also enriched by the 16 thematic environments which are taught from both right and left brain approaches and include animal experiences. Learning how to care for and interact appropriately with the animals helps to promote the development of executive functions such as inhibitory control as well as promote the growth of student vocabulary.

The Early Learning Academy has access to various forms of technology such as light tables, a hydroponic plant growing system, green screens and access to Promethean boards. Teachers are expected to integrate the provided technology into their classroom instruction as much as possible. Due to the lack of training and the breakage of provided technology, the use of given technology is limited by teachers.

## School Processes & Programs Strengths

- Fueling Brains Application
- Dedication from staff
- Supportive teachers (team)
- Weekly planning meetings with campus Brain Coach
- Monthly district PLC meetings to collaborate with other teachers and District PLC days to collaborate
- Hands on curriculum
- Supportive administration

- Development and Implementation of intelligence plans to close executive function gaps
- Consistent in collecting/analyzing data to support student growth
- Increase in letter identification (III.C.1) activities in the curriculum which led to increased end of year scores in this area.
- Significant growth in working memory and inhibitory control. Cognitive flexibility has seen the largest growth.

# Perceptions

## Perceptions Summary

Sheila C. Liles Early Learning Academy is a Pre- Kindergarten campus where our teaching and learning 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 content vocabulary and inquiry based learning that strengthens students' vocabulary and communication skills.

Based off of the Liles campus survey data, the campus staff are all very respectful towards one another and get along well. Our social committee has provided many opportunities throughout the year where the entire staff can participate as a way to help build our relationships as well as increase campus morale. Some of those activities include: different luncheons throughout the year, a Turkey Hunt during November, and Secret Santa during the holiday season. Overall, campus staff collaborates well with one another in a way that helps everyone succeed.

Teachers expect parents to be involved in their students' academic and social development throughout the school year. Parents and teachers have open communication with several points of contact including, but not limited to: In person conferences, phone calls, emails, and applications such as Remind or Class Dojo. Parents are invited to attend school parties throughout the year and are always welcome to set in person conferences with their student's teachers.

Our students show excitement when coming to school every day. Our classrooms consist of 16 different immersive experiences in which they travel throughout the year. Teachers and staff work consistently on building positive relationships with their students in order to help every student feel happy and safe in this learning environment. The Fueling Brains curriculum includes relationship building and problem-solving skills that encourages and teaches respect and empathy towards one another. Although the students and teachers feel supported by administrators and the counselor, lack of approved consequences available for four year old students make things difficult when managing behaviors.

We have a zero-tolerance policy when it comes to bullying. The district has an online reporting system that anyone can access through the website or QR codes posted throughout the campus. Both teachers and administrators respond quickly and appropriately to claims of bullying by following district protocols. Our Academic Dean attends monthly Anti-Bullying Committee meetings and reports that information back to our ILT Committee to share with all staff. Our counselor includes Anti-Bullying content throughout her monthly guidance lessons and has a referral system in place where teachers, students, and parents can refer a student if needed. The Fueling Brains Curriculum also teaches our students emotional regulation which can help in bullying situations. The data shows that these strategies are effective.

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. To help ensure students safety during arrival and dismissal name tags are attached to their backpacks with transportation information. They also have zip ties indicating which color pod they are currently in. There are procedures in place for students' safety. The security guard frequently checks all the doors in the building to ensure they are locked.

Discipline is tracked through the district's Review 360 Behavior Application as well as our Fueling Brains Data. Severe concerns are addressed by administrators and phone calls are made to parents. Discipline concerns have decreased overall throughout the year. As we implement the Fueling Brains curriculum, student's inhibitory control improves, and they are able to better manage their emotions and reactions. Severe behaviors warrant disciplinary removal from the classroom at which point we utilize our de-escalation rooms. This gives the students an opportunity to calm down and reset to re-enter the classroom. Fueling Brains has a discipline support specialist to help teachers and administrators with severe cases. The district has behavior specialists who assist the teachers with ideas on how to help students and have discussions to see what processes need to be put into place to better help those students succeed. Although we have seen an improvement in overall behaviors, we need additional consistent support from our district specialists.

Parents have several opportunities to attend parent sessions to promote the school/home connection. These sessions have included toilet training as well as information about the Fueling Brains methodology. Parents have access to the Fueling Brains Application where they can log-on to see their child's growth as well as activities they can do at home to help their child succeed. Teachers send home target areas for the week to inform parents on what their child is learning. Parents have expressed that they are pleased with the way their children are learning and are amazed at the progress they have made using the Fueling Brains curriculum and teaching approach. We would like to include more parent sessions throughout the year next year to help our parents better understand effective ways to help their child develop their executive functions, as well as have more opportunities for our parents to visit our campus. Parents' input is valued, and we ask that parents are a part of the Campus ILT/Anti-Bullying committee.



Community members are involved through the Partners In Education program. This year our community partner was ALTUS Emergency Room. They helped provide support for the campus in a variety of ways. For example, they provided teacher incentives, student incentives, and learning tools. Community members are a part of the CIP process and are selected by our administrators and placed on different committees such as our ILT committee. They participated in the work completed on the campus needs assessment. As part of our program, we have community outreach frequently throughout the year where different community members come to speak with our classes to teach them about their careers. Some of which include: doctors, The Houston Zoo, Baytown Wetlands, Aeronautical Engineers, etc. The school has an open communication policy in which parents and the community can call to speak with staff at any time. We encourage parent and community involvement.

### **Perceptions Strengths**

- Growth in executive functions shown from BOY to EOY on our Fueling Brains screener data.
- Teachers used the Fueling Brains Curriculum with fidelity and provided differentiated teaching in their classrooms.
- Community Outreach is provided in all 16 themes at Liles to bring "Field Trips" and hands on experiences to our students on campus without leaving campus.
- Opportunities to offer parent sessions provided by our staff.

# Priority Problem Statements

**Problem Statement 1:** Based on CLI Engage, general Education students scored lower than bilingual students in the area of phonological awareness (primarily rhyming, syllables, alliteration).

**Root Cause 1:** The curriculum at the BOY only focuses on letter identification, but students are expected to be assessed on all phonological awareness skills at the beginning of CLI assessment. Bilingual teachers follow Estrellita letter order for introduction but we also became aware that the curriculum allows for two literacy lessons for the bilingual students everyday (one in each class English and Spanish).

**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><b>Strategy 1:</b> Collaborate in Left Brained/Right Brained Professional Learning Communities (PLCs) 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Administrators and Brain Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 100 percent of students will demonstrate growth in both academic and behavior areas on the MOY and EOY assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Brain Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize at least half of each district PLC day for instructional planning and data review.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved quality of instruction, interventions, enrichment opportunities throughout the school year and increased grade level performance on EOY assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Brain Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Continue Feedback Walkthroughs on campus to increase student performance across all classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved quality of instruction, interventions, enrichment opportunities throughout the school year and increased grade level performance on EOY assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Brain Coach</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Campus leadership will monitor lesson plans and observe instruction to provide feedback to teachers using Goose Creek feedback protocols.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved quality of instruction, interventions, enrichment opportunities throughout the school year and increased grade level performance on EOY assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Brain Coach</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 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> All students will demonstrate 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><b>Staff Responsible for Monitoring:</b> Campus Administrators Brain Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Improved quality of instruction, interventions, enrichment opportunities throughout the school year and on grade level performance on EOY assessments as demonstrated in weekly walkthroughs and meeting sign in sheets.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Brain Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Increase the level of rigor in all classrooms by including open-ended questions during instruction that require students to explain their thinking.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will demonstrate improved academic performance throughout the school year and on grade level performance on EOY assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Brain Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Implement the Dual Language Dual One Way/ESL program to ensure that ELs are working towards becoming English proficient.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will demonstrate improved academic performance throughout the school year and on grade level performance on EOY assessments in English for EL students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Brain Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>





Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Continue implementing a comprehensive literacy program that increases students' abilities to use language appropriately.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will demonstrate improved student academic performance and language skill acquisition throughout the school year and on grade level performance on EOY assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Brain Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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><b>Strategy's Expected Result/Impact:</b> All students will demonstrate 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><b>Staff Responsible for Monitoring:</b> Campus Administrators Brain Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased student overall attendance to 97 percent throughout the 2023-2024 school year to increase academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased student overall attendance to 97 percent throughout the 2023-2024 school year to increase academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased awareness of college and career opportunities among all PK students by EOY- May 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Implement daily announcements celebrating classrooms with perfect attendance for the week.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student overall attendance to 97 percent throughout the 2023-2024 school year to increase academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased student overall attendance to 97 percent throughout the 2023-2024 school year to increase academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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><b>Strategy 1:</b> Continue training for staff members on the 3 executive functions (cognitive flexibility, inhibitory control and working memory)/ Fueling Brains Animal Personas to maintain positive student-teacher/student-student relationships and decrease student discipline referrals.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will demonstrate 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><b>Staff Responsible for Monitoring:</b> Campus Administrators Brain Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Continue school wide character education through classroom guidance lessons, Fueling Brains support and implementing the Fueling Brains curriculum, to reduce discipline referrals and bullying incidents on campus by 50%.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Administrators Brain Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Promote positive staff morale through a variety of teacher incentives, social committee events and team building activities.</p> <p><b>Strategy's Expected Result/Impact:</b> High staff morale and a positive working environment to ensure quality instruction throughout the 2023-2024 school year as evidenced on the staff survey in May 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Utilize the Fueling Brains inhibitory control lessons to implement effective strategies for improving classroom behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will demonstrate 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><b>Staff Responsible for Monitoring:</b> Campus Administrators Brain Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Use calming areas in each classroom along with Calming/De-escalation rooms in each pod to provide a place for students to de-escalate and deal with their emotions in a manner that is appropriate to establish inhibitory control.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will demonstrate 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><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 5:** 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><b>Strategy 1:</b> Attend job fairs and recruit early from pool of highly effective teachers with Early Childhood certification.</p> <p><b>Strategy's Expected Result/Impact:</b> All staffing will be complete before the following school year begins with highly qualified staff members.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Assure all assignments and re-assignments are filled with highly effective teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Staffing will be complete before the following school year begins with highly effective staff members.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Funding Sources:</b> Certified teachers and instructional support staff salaries-50% funded with state program - Coordination of Local and State Funds - Early Education Allotment - \$400,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Assess staff development needs of those teachers not meeting highly effective standards and develop a growth plan to assist them in being successful.</p> <p><b>Strategy's Expected Result/Impact:</b> High rate of teacher retention at the end of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Encourage teachers to add subject area certifications with an emphasis on the ESL supplement.</p> <p><b>Strategy's Expected Result/Impact:</b> 10% increase of teaching staff with additional certifications by the end of the 2023-2024 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 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><b>Strategy 1:</b> Engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family events, and other parent related services. The campus will schedule these opportunities at times that optimize participation by parents and family members.</p> <p><b>Strategy's Expected Result/Impact:</b> High percentage of parent involvement to promote the students' academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Foster communication between home and school through the use of a campus folder system, social media, the Liles website and by encouraging positive notes home, phone calls, and conferences to increase parent involvement.</p> <p><b>Strategy's Expected Result/Impact:</b> High percentage of parent involvement to promote the students' academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Conduct 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><b>Strategy's Expected Result/Impact:</b> High percentage of parent involvement to promote the students' academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> High percentage of parent involvement to promote the students' academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Utilize our Partner in Education to support campus initiatives ( i.e. Family/Student Academic Events, Parent/Student incentives, etc.).</p> <p><b>Strategy's Expected Result/Impact:</b> High percentage of parent involvement to promote the students' academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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><b>Strategy 1:</b> Increase student access to technology using resources built into the interactive themed classrooms to incorporate the technology guidelines for PK.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased technology proficiency for all students by the end of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased technology proficiency for all students by the end of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 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
<b>Sub-Total</b>					\$400,000.00