

Goose Creek Consolidated Independent School District
Sheila Cason Liles Early Learning Academy Central
2024-2025 GCCISD School Board Review-September 2024



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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		
Strategy 1: Collaborate in Left Brained/Right Brained Professional Learning Communities (PLCs) to problem solve and discuss PK guidelines, Fueling Brains Screener data, CLI data and informal student assessment data in order to plan effectively for classroom instruction and intervention/enrichment opportunities. 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 CLI scores by the end of the school year in May. Staff Responsible for Monitoring: Campus Administrators and Brain Coach	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: 100 percent of students will demonstrate growth in both academic and behavior areas on the MOY and EOY assessments. Staff Responsible for Monitoring: Campus Administrators Brain Coach	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize at least half of each district PLC day for instructional planning and data review. Strategy's Expected Result/Impact: Improved instruction quality, interventions, and enrichment opportunities throughout the year to ensure students perform at or above grade level on end-of-year assessments. Staff Responsible for Monitoring: Campus Administrators Brain Coach	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Continue Feedback Walkthroughs on campus to monitor instruction and to increase student performance across all classrooms. Strategy's Expected Result/Impact: Improve instruction quality, interventions, and enrichment opportunities throughout the year to ensure students perform at or above grade level on end-of-year assessments. Staff Responsible for Monitoring: Campus Administrators Brain Coach	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Campus leadership will monitor lesson plans and observe instruction to provide feedback to teachers using Goose Creek feedback protocols. Strategy's Expected Result/Impact: Improve instruction quality, interventions, and enrichment opportunities throughout the year to ensure students perform at or above grade level on end-of-year assessments. Staff Responsible for Monitoring: Campus Administrators Brain Coach	Formative		
	Nov	Feb	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></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		
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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Campus Administrators Brain Coach	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Improve instruction quality, interventions, and enrichment opportunities throughout the year to ensure students perform at or above grade level on end-of-year assessments, as evidenced by weekly walkthroughs and meeting sign-in sheets. Staff Responsible for Monitoring: Campus Administrators Brain Coach	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Increase the level of rigor in all classrooms by including open-ended questions during instruction that require students to explain their thinking. Strategy's Expected Result/Impact: All students will show improved academic performance throughout the year and meet grade-level standards on end-of-year assessments. Staff Responsible for Monitoring: Campus Administrators Brain Coach	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Implement the Dual Language Dual One Way/ESL program to ensure that ELLs are working towards becoming English proficient. Strategy's Expected Result/Impact: All students will demonstrate improved academic performance throughout the school year and achieve grade-level standards on end-of-year assessments in English, including English Language (EL) students. Staff Responsible for Monitoring: Campus Administrators Brain Coach	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Continue implementing a comprehensive literacy program that increases students' abilities to use language appropriately. Strategy's Expected Result/Impact: All students will show improved academic performance and language skill acquisition throughout the year, achieving grade-level standards on end-of-year assessments. Staff Responsible for Monitoring: Campus Administrators Brain Coach	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: All students will show improved academic and behavioral performance throughout the year, achieving grade-level standards on the end-of-year CLI screener and Fueling Brains Executive Function screener. Staff Responsible for Monitoring: Campus Administrators Brain Coach	Formative		
	Nov	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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		
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. Strategy's Expected Result/Impact: Increased student overall attendance to 97 percent throughout the 2024-2025 school year to increase academic performance. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Complete early attendance slips at 9:00 a.m. and office staff calls home to ensure students can arrive by ADA time if possible. Strategy's Expected Result/Impact: Increased student overall attendance to 97 percent throughout the 2024-2025 school year to increase academic performance. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Increase college and career awareness among all Pre-K students, as evidenced by their participation in campus activities and classroom outreach throughout the 2024-2025 school year. Staff Responsible for Monitoring: Campus Administrators Counselor	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: 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. Strategy's Expected Result/Impact: Increased student overall attendance to 97 percent throughout the 2024-2025 school year to increase academic performance. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

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		
Strategy 1: 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. Strategy's Expected Result/Impact: All students will show improved academic and behavioral performance throughout the school year, achieving grade-level standards on the end-of-year CLI screener and Fueling Brains Executive Function screener. Staff Responsible for Monitoring: Campus Administrators Brain Coach	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue school wide character education through classroom guidance lessons, Fueling Brains support and implementing the Fueling Brains curriculum. Strategy's Expected Result/Impact: Enhance student performance and behavior to meet grade-level standards on CLI and Fueling Brains screeners by reducing discipline referrals and bullying incidents by 50% compared to the previous year. Staff Responsible for Monitoring: Campus Administrators Brain Coach	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote positive staff morale through a variety of teacher incentives, social committee events and team building activities. Strategy's Expected Result/Impact: Achieve high staff morale and a positive working environment to ensure quality instruction throughout the 2024-2025 school year, as evidenced by positive feedback on the staff survey in May 2025. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize the Fueling Brains inhibitory control lessons to implement effective strategies for improving classroom behavior. Strategy's Expected Result/Impact: All students will show improved academic and behavioral performance throughout the school year, achieving grade-level standards on the end-of-year CLI screener and Fueling Brains Executive Function screener. Staff Responsible for Monitoring: Campus Administrators Brain Coach	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: 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. Strategy's Expected Result/Impact: All students will demonstrate improved academic and behavioral performance throughout the school year and achieve grade-level standards on the end-of-year CLI screener and Fueling Brains Executive Function screener, as evidenced by a 50 percent reduction in office referrals from August 2024 to May 2025. Staff Responsible for Monitoring: Campus Administrators Counselor	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Provide training for staff members on the inclusion model and working with students with disabilities to maintain positive student-teacher/student-student/staff-staff relationships and decrease student discipline referrals. Strategy's Expected Result/Impact: All students will show improved academic and behavioral performance throughout the school year and achieve grade-level standards on the end-of-year CLI screener and Fueling Brains Executive Function screener. Staff Responsible for Monitoring: Campus Administrators Brain Coach	Formative		
	Nov	Feb	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></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		
Strategy 1: Attend job fairs and recruit early from pool of highly effective teachers with Early Childhood certification. Strategy's Expected Result/Impact: All staffing will be complete before the following school year begins with 100% highly qualified staff members. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Assure all assignments and re-assignments are filled with highly effective teachers. Strategy's Expected Result/Impact: Staffing will be complete before the following school year begins with 100% certified staff members. Staff Responsible for Monitoring: Campus Administrators 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	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Assess staff development needs of those teachers not meeting highly effective standards and develop a growth plan to assist them in being successful. Strategy's Expected Result/Impact: Achieve a 100% teacher retention rate by the end of the school year. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Encourage teachers to add subject area certifications with an emphasis on the ESL supplement. Strategy's Expected Result/Impact: 10% increase of teaching staff with additional certifications by the end of the 2024-2025 school year. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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		
Strategy 1: 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. Strategy's Expected Result/Impact: Achieve 100% parent involvement to support students' academic success. Staff Responsible for Monitoring: Campus Administrators Counselor	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Foster communication between home and school through the use of a campus folder system, social media, the Liles website, Parent Square App and by encouraging positive notes home, phone calls, and conferences to increase parent involvement. Strategy's Expected Result/Impact: Achieve 100% parent involvement to support students' academic success. Staff Responsible for Monitoring: Campus Administrators Counselor	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 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, Parent Square App etc.). Strategy's Expected Result/Impact: Achieve 100% parent involvement to support students' academic success. Staff Responsible for Monitoring: Campus Administrators Counselor	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Achieve a 10% attendance rate for parent participation in training sessions. Staff Responsible for Monitoring: Campus Administrators Counselor	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Utilize our Partner in Education to support campus initiatives (i.e. Family/Student Academic Events, Parent/Student incentives, etc.). Strategy's Expected Result/Impact: 85% of parents will attend on-campus events, with incentives motivating student and parent participation to support academic success. Staff Responsible for Monitoring: Campus Administrators Counselor	Formative		
	Nov	Feb	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>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		
Strategy 1: Increase student access to technology using resources built into the interactive themed classrooms to incorporate the technology guidelines for PK. Strategy's Expected Result/Impact: Increase technology proficiency for all students by 100% by the end of the school year, as evidenced by their interaction with technology in thematic experiences incorporating technology components. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Staff will plan for the use of the technology components built into the thematic experiences in order to properly implement and encourage student usage. Strategy's Expected Result/Impact: Increase technology proficiency for all students by 100% by the end of the school year, as evidenced by their interaction with technology in thematic experiences incorporating technology components. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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