

**Goose Creek Consolidated Independent School District**  
**Sheila Cason Liles Early Learning Academy Central**  
**2025-2026 Goose Creek CISD Board Review - September 2025**



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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: STRATEGIC PLAN: ACADEMIC PERFORMANCE

**Performance Objective 1:** The Early Learning Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year for Liles is that 80% of students will achieve an "on Track" status on the PK CLI EOY assessment with the Phonemic Awareness scoring at 80% or higher.

If teachers effectively implement the Fueling Brains curriculum and students are taught literacy concepts daily, then students will progress at the expected rate and will perform On Track on the end of year CLI assessment on Phonological Awareness which is an indicator that students are Kindergarten ready.

**Evaluation Data Sources:** Feedback walkthroughs, formal observations, lesson plan checks, and CLI assessment data, anecdotal notes review, small group grouping

### Strategy 1 Details

**Strategy 1:** 100% of teachers will be pulling small groups daily to close executive function gaps in order to get students ready for content acquisition. (PK4.III.B.9 Child blends and segments one-syllable words by phoneme with visual or gestural support.)

\*Teachers will use Fueling Brains and CLI data to design personalized small groups, intervention, and enrichment opportunities for all students.

\*Students will utilize Fueling Brain boxes appropriately assigned based on individual needs.

\*Teachers will direct teach blending and segmenting words by phoneme during whole group left brain instruction with reinforcement in the right brain classrooms. Right brain teachers also will pull small groups to reinforce the left brain whole group lesson based on individual student formative data.

\*Teachers will plan small groups using word blending and segmenting Fueling Brains boxes to close executive function gaps while also supporting the letter sound acquisition gap.

**Strategy's Expected Result/Impact:** If 100% of teachers pull small groups daily to close executive function gaps then students will be ready for content acquisition and 80% of students will be on track.

Data will show 50% on track at MOY to achieve our goal of 80% on track at EOY CLI assessment. Teachers will keep anecdotal notes during small group instruction between CLI testing sessions.

1. Administrators will conduct feedback walkthroughs with a specific focus on letter/sound acquisition evidence (2 each week per administrator).

2. Formal observations taken using the Letter acquisition and sound checklist (campus created template) will be completed by all teachers through in-experience observation.

The data will be reviewed monthly during PLCs to create targeted small groups.

3. Weekly lesson plan checks will be conducted by administrators looking for blending and segmenting lessons to ensure fidelity with planning and delivery of content.

Teachers not meeting the expectation will be required to meet with the brain coach for individual assistance.

**Staff Responsible for Monitoring:** Campus Principal

### Strategy 2 Details

**Strategy 2:** 100% of teachers will assess, through formal and informal observations, to collect data on individual blending and segmenting ability to drive instruction and ensure students have a strong literacy foundation and be on track for Kindergarten readiness at EOY. (PK4.III.B.9 Child blends and segments one-syllable words by phoneme with visual or gestural support.)

\*Teachers will utilize a campus created checklist template at least one time per month to monitor letter sound acquisition progress.

\*Teachers will take informal anecdotal notes throughout the school day.

\*Teachers will discuss student progress each month during one PLC designated to discuss instructional groups and determine next moves for instructional delivery based off of data.

\*Teachers will administer BOY, MOY and EOY CLI assessments with fidelity to determine if their formative data is accurate.

**Strategy's Expected Result/Impact:** Data will show 50% on track at MOY to achieve our goal of 80% on track at EOY CLI assessment.

1. Administrators will monitor PLC discussions regarding the Letter/Sound checklist, assist teachers who need it, and create a plan for any student who is not improving.

2. Administrators will discuss student development with teachers during feedback walkthrough follow-up meetings focused on letter sound acquisition. Teachers are expected to provide all formal or informal observational data to analyze, drive the discussion, hold them accountable for gathering the data, and use it to guide instruction.

Through the implementation of the formal and informal data collection students should be able to produce the following actions which is tied to the prek guideline PK4.III.C.3 which will show they are Kindergarten ready. Our expected outcome for students would be as follows:

\*Students will say the correct sounds when shown a single syllable word

\* Students will make the correct letter sounds while pointing to a single syllable word in a book or on a poster

\* Students will produce the sound of each letter in their name as they write each letter blending to say their name

\* Students will say the correct letter sounds when shown a picture of an object

**Staff Responsible for Monitoring:** Campus Principal

## Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

**Performance Objective 2:** The Early Learning Math Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year at Liles is that 80% of students will achieve "on Track" status on the PK CLI EOY assessment in Math Operations and score at 80% or higher.

**Evaluation Data Sources:** Feedback walkthroughs, formal observations, lesson plan checks, and CLI assessment data

Strategy 1 Details
<p><b>Strategy 1:</b> All teachers will assess students using both formal and informal observations to collect data on individual students understanding of PreK math operations. (PK4.V.B.1 Child uses objects, pictorial models, and/or a verbal word problem to represent adding up to 5 objects and PK4.V.B.2 Child uses objects, pictorial models, and/or a verbal word problem to represent subtracting objects from a set of 5.)</p> <p>*During whole group instruction, teachers will utilize story mats and counters to model adding and subtracting with students.</p> <p>*Teachers will take informal anecdotal notes throughout the school day.</p> <p>*Teachers will discuss student progress each month during one PLC designated to discuss instructional groups and determine next moves for instructional delivery based off of data.</p> <p>*Teachers will administer BOY, MOY and EOY CLI assessments with fidelity to determine if their formative data is accurate.</p> <p><b>Strategy's Expected Result/Impact:</b> By EOY students will correctly answer 20 out of 28 questions on overall math CLI to be Kindergarten ready.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>
Strategy 2 Details
<p><b>Strategy 2:</b> All teachers will collaboratively meet with the brain coach weekly to ensure teachers are planning high quality effective math activities/lessons/small groups which follow the Fueling Brains curriculum and state guidelines with fidelity. (PK4.V.B.1 Child uses objects, pictorial models, and/or a verbal word problem to represent adding up to 5 objects and PK4.V.B.2 Child uses objects, pictorial models, and/or a verbal word problem to represent subtracting objects from a set of 5.)</p> <p>*Teachers will use Fueling Brains data to design personalized small groups, intervention, and enrichment opportunities for all students.</p> <p>*Students will utilize Fueling Brain boxes appropriately assigned based on individual needs.</p> <p><b>Strategy's Expected Result/Impact:</b> 80% Students will perform on track with math operations on the EOY CLI assessment in wave 3.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>

## Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

**Performance Objective 3:** If Liles Early Learning Academy implements the Fueling Brains curriculum with fidelity, then 80% of the students will achieve academic success meeting 80% on track status.

**Evaluation Data Sources:** Feedback walkthroughs, formal observations, lesson plan checks, and CLI assessment data

Strategy 1 Details
<p><b>Strategy 1:</b> 100% of professional staff will 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> 80% of students will show improved academic and behavioral performance throughout the year, achieving grade-level expected standards on the end-of-year CLI screener and Fueling Brains Executive Function screener.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Brain Coach</p>
Strategy 2 Details
<p><b>Strategy 2:</b> 100% of instructional professionals (teachers and paraprofessionals) will attend district/campus left Brain/Right Brain PLC sessions designed to improve instructional quality, interventions, enrichment, and CLI/FB data discussions opportunities throughout the year ensuring students perform at or above expected grade level on end-of-year assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> 80% 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.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators and Brain Coach</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Continue Feedback Walkthroughs on campus to monitor instruction and to increase student performance across all classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of instructional professionals (teachers and paraprofessionals) will attend district PLC sessions designed to improve instructional quality, interventions, and enrichment opportunities throughout the year ensuring students perform at or above expected grade level on end-of-year assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Brain Coach</p>



## Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

**Performance Objective 1:** Liles Early Learning Academy The campus will build a partnership between home, school, and community by providing on-going communication and opportunities for involvement that educates and informs students, teachers, and parents.

**Evaluation Data Sources:** Parent University Session Documentation  
Parent Contact Data

Strategy 1 Details
<p><b>Strategy 1:</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, Parent Square App etc.).</p> <p><b>Strategy's Expected Result/Impact:</b> Achieve 100% parent involvement to support students' academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</p>
Strategy 2 Details
<p><b>Strategy 2:</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> Achieve 100% parent involvement to support students' academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</p>
Strategy 3 Details
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Achieve 100% parent involvement to support students' academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</p>
Strategy 4 Details
<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> 100% of parents will attend the training sessions or have access to the information presented.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</p>

Strategy 5 Details
<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> 85% of parents will attend on-campus events, with incentives motivating student and parent participation to support academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</p>

### Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

**Performance Objective 1:** The campus will maintain high expectations, processes, and operations for a safe and structured school environment to improve academics, promote positive student behavior, high attendance percentages, and elevate morale for all students and staff.

**Evaluation Data Sources:** Attendance Reports  
Discipline Reports  
Staff Reports

Strategy 1 Details
<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> 80% of 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>
Strategy 2 Details
<p><b>Strategy 2:</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% throughout the 2025-2026 school year to increase academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor Student Parent Family Engagement Specialist Registrar</p>
Strategy 3 Details
<p><b>Strategy 3:</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> Increase student overall attendance to 97% throughout the 2025-2026 school year to increase academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor Student Parent Family Engagement Specialist</p>

#### Strategy 4 Details

**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:**

80% of 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

#### Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

**Performance Objective 1:** The campus will recruit, develop, and retain highly effective personnel by implementing strategic hiring practices, providing ongoing professional development, and fostering a supportive and collaborative work environment.

**Evaluation Data Sources:** Professional Development Reports  
Training Logs  
Staff Reports

Strategy 1 Details
<b>Strategy 1:</b> Attend job fairs and recruit early from pool of highly effective teachers with Early Childhood certification. <b>Strategy's Expected Result/Impact:</b> 100% staffing will be complete before the following school year begins with 100% highly qualified staff members. <b>Staff Responsible for Monitoring:</b> Campus Administrators
Strategy 2 Details
<b>Strategy 2:</b> Assure all assignments and re-assignments are filled with highly effective teachers. <b>Strategy's Expected Result/Impact:</b> Staffing will be complete before the following school year begins with 100% certified staff members. <b>Staff Responsible for Monitoring:</b> Campus Administrators
Strategy 3 Details
<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. <b>Strategy's Expected Result/Impact:</b> Achieve a 100% teacher retention rate by the end of the school year. <b>Staff Responsible for Monitoring:</b> Campus Administrators
Strategy 4 Details
<b>Strategy 4:</b> Encourage teachers to add subject area certifications with an emphasis on the ESL supplement. <b>Strategy's Expected Result/Impact:</b> 10% increase of teaching staff with additional certifications by the end of the 2024-2025 school year. <b>Staff Responsible for Monitoring:</b> Campus Administrators
Strategy 5 Details
<b>Strategy 5:</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. <b>Strategy's Expected Result/Impact:</b> 80% of students will demonstrate growth in both academic and behavior areas on the MOY and EOY assessments. <b>Staff Responsible for Monitoring:</b> Campus Administrators Brain Coach

Strategy 6 Details
<p><b>Strategy 6:</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 instruction quality, interventions, and enrichment opportunities throughout the year to ensure students perform at or above grade level on end-of-year assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Brain Coach</p>

## Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

**Performance Objective 1:** The campus will align all campus activities to support the district Strategic Plan to maintain a 25% or more operating reserve budget and maintain a AAA or higher rating.

**Evaluation Data Sources:** Campus budget reviews, operating expenditures per student, instructional expenditures per student, staffing reports, and compliance documentation

Strategy 1 Details
<b>Strategy 1:</b> The campus will routinely monitor campus budget accounts to align available funds to allowable and allocable expenditures. <b>Strategy's Expected Result/Impact:</b> All budgets will be reviewed, allocated, and expended as required by district financial procedures and requirements. <b>Staff Responsible for Monitoring:</b> Campus Principal
Strategy 2 Details
<b>Strategy 2:</b> The campus will monitor the staffing position inventory to ensure accurate data for personnel budgeting. <b>Strategy's Expected Result/Impact:</b> Staff positions will be accurately assigned and position budgets will be accurately expended. <b>Staff Responsible for Monitoring:</b> Campus Principal
Strategy 3 Details
<b>Strategy 3:</b> The campus will align the Campus Improvement Plan with to the district financial stewardship goals. <b>Strategy's Expected Result/Impact:</b> The CIP will align 100% with district strategic plan financial stewardship goals. <b>Staff Responsible for Monitoring:</b> Campus Principal

## Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

**Performance Objective 2:** The campus will meet all state and federal program elements, funding, and compliance requirements.

**Evaluation Data Sources:** Campus documents related to State Accountability, State Allotment Reports, TEA Random Validations, TEA Federal Fiscal Monitoring, TEA Program Monitoring, etc.

Strategy 1 Details
<p><b>Strategy 1:</b> Special Education State Program - Provide support for identified students to increase student success in all instructional areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Education students will demonstrate increased success, greater independence, and meaningful progress toward their individualized education goals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal District Program Director</p> <p><b>Funding Sources:</b> Costs for ECSC Special Education Staff - Coordination of Local and State Funds - Special Education Funds - \$280,000</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Early Education Allotment State Program - Effectively implement the researched-based early learning curriculum and materials, provide guidance support for the instructional staff, and implement activities for preparing pre-school children to transition to kindergarten.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve early childhood literacy and mathematics proficiency</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal District Program Director</p> <p><b>Funding Sources:</b> 50% Pre-K Certified teachers and instructional support staff costs - Coordination of Local and State Funds - Early Education Allotment Funds - \$800,000</p>



# Campus Funding Summary

Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Costs for ECSC Special Education Staff	Special Education Funds	\$280,000.00
5	2	2	50% Pre-K Certified teachers and instructional support staff costs	Early Education Allotment Funds	\$800,000.00
Sub-Total					\$1,080,000.00