

Goose Creek Consolidated Independent School District

Sheila Cason Liles Early Learning Academy Central

2025-2026 CIP Periodic Update - November 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)
- 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
- 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
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance 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-P ESS 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

Goals

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 1: The Liles Early Learning Academy PK English Language Arts Goal for the 2025- 2026 school year is 80% of students will achieve an "on Track" status on the PK CLI/Circle EOY assessment with the Phonological 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/Circle 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/Circle assessment data, anecdotal notes review, small group grouping, Fueling Brains PA Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will ensure high quality Tier 1 instruction occurs daily:</p> <p>1. Plan:</p> <ul style="list-style-type: none"> - Teacher teams will review student performance data during weekly PLC meetings to analyze prior week successes, challenges, and trends in literacy skill development that will be used in forward planning. - Teachers will utilize a checklist weekly to monitor student progress blending and segmenting words by phoneme(onset/rime), rapid letter naming, syllabication, rhyming, letter/sound correspondence, and alliteration. - During weekly PLCs, teachers will review anecdotal notes and student artifacts to develop intervention skills and activities for struggling students. - Utilize Fueling Brains Thematic and curriculum resources and aligned district curriculum/scope and sequence ensuring pure implementation in all classrooms and during movement. - Develop and implement coaching cycles and opportunities to ensure strong tier one instruction specifically targeting executive functions and phonological awareness. <p>2. Implement:</p> <ul style="list-style-type: none"> - Left Brain teachers will direct teach blending and segmenting words by phoneme(onset/rime), rapid letter naming, syllabication, rhyming, letter/sound correspondence, and alliteration during whole group instruction. - Right Brain teachers will plan thematic activities specifically reinforcing executive function skills supporting blending and segmenting words by phoneme(onset/rime), rapid letter naming, syllabication, rhyming, letter/sound correspondence, and alliteration during whole group instruction. - Left Brain teachers will create and teach academic station activities that integrate phonological awareness activities. - Teachers will use outdoor learning as an opportunity to integrate phonological awareness activities at least two times per week in a practical application setting. <p>3. Assess:</p> <ul style="list-style-type: none"> - Teachers will administer BOY, MOY, and EOY CLI/Circle assessments with fidelity to validate formative assessment data and ensure instructional decisions are data-driven. - Teachers will utilize a monthly checklist and weekly anecdotal notes to monitor student progress blending and segmenting words by phoneme(onset/rime), rapid letter naming, syllabication, rhyming, letter/sound correspondence, and alliteration - Teachers will administer the Fueling Brains PA assessments gaining a detailed understanding of each student executive functioning skills and readiness for academic learning. - Data will be reviewed during PLC weekly meetings that specifically addresses student success and identify gaps. - Walkthroughs and coaching visits will be conducted by the Principal and Academic Dean to ensure implementation of strong tier 1 instruction focusing on phonological awareness. <p>Strategy's Expected Result/Impact: 80% of students will achieve an "on Track" status on the PK CLI/Circle EOY assessment with the Phonological Awareness scoring at 80% or higher.</p> <p>Staff Responsible for Monitoring: Campus Principal Brain Coach Teachers</p>	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will use Fueling Brains and CLI/Circle data to form data driven small group instruction and create activities aimed at achieving 80% student success in phonological awareness skills.</p> <p>1. Plan:</p> <ul style="list-style-type: none"> - Data will be reviewed during weekly PLC meetings to analyze student phonological awareness skill gaps to maintain well developed small groups. - Teacher teams coordinate weekly so that intervention small groups can be determined and specific skill identified. - Teachers will identify and align small group activities to the CLI/Circle progress monitoring tools and Fueling Brains curriculum components to ensure consistency. <p>2. Implement:</p> <ul style="list-style-type: none"> - Left Brain teachers will plan small group lessons specifically supporting blending and segmenting words by phoneme(onset/rime), rapid letter naming, syllabication, rhyming, letter/sound correspondence, and alliteration. - Right Brain teachers will plan small groups thematic activities specifically reinforcing executive function skills supporting blending and segmenting words by phoneme(onset/rime), rapid letter naming, syllabication, rhyming, letter/sound correspondence, and alliteration. - The Brain Coach will provide ongoing professional development and modeling on effective small group facilitation and progress monitoring. <p>3. Assess:</p> <ul style="list-style-type: none"> - BOY, MOY, and EOY CLI/Circle assessment data will be compared with formative small group data to validate instructional accuracy and alignment with student outcomes. - Teachers will collect anecdotal notes during small group sessions to document individual student engagement, accuracy, and progress toward mastery of specific phonological awareness objectives. - Principal and Academic Dean will perform targeted walkthroughs and provide feedback on instructional delivery, differentiation, and student engagement within small groups. <p>Strategy's Expected Result/Impact: Data will show 50% on track at MOY to achieve our goal of 80% on track at EOY CLI/Circle assessment.</p> <p>Staff Responsible for Monitoring: Campus Principal Brain Coach Teachers</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 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: Liles Early Learning Academy Math goal is 80% of students will achieve "on Track" status on the PK CLI/Circle EOY assessment in Math Operations and score at 80% or higher.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will ensure high quality Tier 1 instruction occurs daily:</p> <p>1. Plan: Plan:</p> <ul style="list-style-type: none"> - Teacher teams will review student performance data during monthly PLC meetings to analyze prior week successes, challenges, and trends in mathematics that will be used in forward planning. - Teachers will monitor student progress rote counting, counting sets, and ultimately adding and subtracting sets to five. - During monthly PLCs, teachers will review anecdotal notes and student artifacts to develop intervention skills and activities for struggling students. - Utilize Fueling Brains Thematic and curriculum resources and aligned district curriculum/scope and sequence ensuring pure implementation in all classrooms and during movement. - Develop and implement coaching cycles, Brain Coach modeling, and opportunities to ensure strong tier one instruction specifically targeting executive functions and mathematical operations. <p>2. Implement:</p> <ul style="list-style-type: none"> - Left Brain teachers will direct teach rote counting, counting sets, and adding and subtracting to five during whole group instruction. - Right Brain teachers will plan thematic activities specifically reinforcing executive function skills supporting rote counting, counting sets, and adding and subtracting to five during whole group instruction. - Left Brain teachers will create and teach academic station activities that integrate math foundational activities. - Teachers will use outdoor learning as an opportunity to integrate math foundational skill activities at least one time per week in a practical application setting. - Teachers will integrate mathematical academic vocabulary into daily routines including whole group circle time, work station student discourse, reflection time, teacher-led dining, movement, and outdoor learning. <p>3. Assess:</p> <ul style="list-style-type: none"> - Teachers will administer BOY, MOY, and EOY CLI/Circle assessments with fidelity to validate formative assessment data and ensure instructional decisions are data-driven. - Teachers will utilize a monthly checklist and weekly anecdotal notes to monitor student progress in rote counting, counting sets, and ultimately adding and subtracting to five. - Teachers will administer the Fueling Brains PA assessments gaining a detailed understanding of each student executive functioning skills and readiness for academic learning. - Data will be reviewed during PLC weekly meetings that specifically addresses student success and identify gaps. - Walkthroughs and coaching visits will be conducted by the Principal and Academic Dean to ensure implementation of strong tier 1 instruction focusing in mathematical foundational skills. <p>Strategy's Expected Result/Impact: By EOY students will achieve 80% "On Track" on overall math operations CLI/Circle to be Kindergarten ready.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will use Fueling Brains and CLI/Circle data to form data driven small group instruction and create activities aimed at achieving 80% student success on mathematical operations.</p> <p>1. Plan:</p> <ul style="list-style-type: none"> - All teachers will collaboratively meet with the brain coach monthly to ensure the planning of high quality effective small group activities that follow the Fueling Brains curriculum and state guidelines with fidelity. - Teachers will use Fueling Brains data to design personalized small groups, intervention, and enrichment opportunities for all students. <p>2. Implement:</p> <ul style="list-style-type: none"> - Left Brain teachers will plan small group lessons specifically supporting rote counting, counting sets, and adding and subtracting to five. - Right Brain teachers will plan small groups thematic activities specifically reinforcing executive function skills supporting rote counting, counting sets, and adding and subtracting to five. - The Brain Coach will provide ongoing professional development and modeling on effective small group facilitation and progress monitoring. - Brain Coach will co-teach and/or model small group lessons with teachers. <p>3. Assess:</p> <ul style="list-style-type: none"> - BOY, MOY, and EOY CLI/Circle assessment data will be compared with formative small group data to validate instructional accuracy and alignment with student outcomes. - Teachers will collect anecdotal notes during small group sessions to document individual student engagement, accuracy, and progress toward mastery of specific phonological awareness objectives. - Principal and Academic Dean will perform targeted walkthroughs and provide feedback on instructional delivery, differentiation, and student engagement within small groups. <p>Strategy's Expected Result/Impact: 80% Students will perform "on track" with math operations on the EOY CLI assessment in wave 3.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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	Formative Reviews		
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Achieve 100% parent involvement to support 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: 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>Strategy's Expected Result/Impact: Achieve 100% parent involvement to support 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: 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>Strategy's Expected Result/Impact: Achieve 100% parent involvement to support 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: 100% of parents will attend the training sessions or have access to the information presented.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Utilize our Partner in Education to support campus initiatives (i.e. Family/Student Academic Events, Parent/Student incentives, etc.).</p> <p>Strategy's Expected Result/Impact: 85% of parents will attend on-campus events, with incentives motivating student and parent participation to support academic success.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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	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: 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>Staff Responsible for Monitoring: Campus Administrators Brain Coach</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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% throughout the 2025-2026 school year to increase academic performance.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Student Parent Family Engagement Specialist Registrar</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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: Increase student overall attendance to 97% throughout the 2025-2026 school year to increase academic performance.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Student Parent Family Engagement Specialist</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 ELLs are working towards becoming English proficient.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administrators Brain Coach</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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	Formative Reviews		
<p>Strategy 1: Attend job fairs and recruit early from pool of highly effective teachers with Early Childhood certification. Strategy's Expected Result/Impact: 100% staffing will be complete before the following school year begins with 100% highly qualified staff members. 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. 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</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 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</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. 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</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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: 80% 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 6 Details	Formative Reviews		
<p>Strategy 6: Utilize at least half of each district PLC day for instructional planning and data review.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administrators Brain Coach</p>	Formative		
	Nov	Feb	June
			

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	Formative Reviews		
<p>Strategy 1: The campus will routinely monitor campus budget accounts to align available funds to allowable and allocable expenditures. Strategy's Expected Result/Impact: All budgets will be reviewed, allocated, and expended as required by district financial procedures and requirements. Staff Responsible for Monitoring: Campus Principal</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The campus will monitor the staffing position inventory to ensure accurate data for personnel budgeting. Strategy's Expected Result/Impact: Staff positions will be accurately assigned and position budgets will be accurately expended. Staff Responsible for Monitoring: Campus Principal</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The campus will align the Campus Improvement Plan with to the district financial stewardship goals. Strategy's Expected Result/Impact: The CIP will align 100% with district strategic plan financial stewardship goals. Staff Responsible for Monitoring: Campus Principal</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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	Formative Reviews		
<p>Strategy 1: Special Education State Program - Provide support for identified students to increase student success in all instructional areas.</p> <p>Strategy's Expected Result/Impact: Special Education students will demonstrate increased success, greater independence, and meaningful progress toward their individualized education goals.</p> <p>Staff Responsible for Monitoring: Principal District Program Director</p> <p>Funding Sources: Costs for ECSC Special Education Staff - Coordination of Local and State Funds - Special Education Funds - \$280,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Improve early childhood literacy and mathematics proficiency</p> <p>Staff Responsible for Monitoring: Campus Principal District Program Director</p> <p>Funding Sources: 50% Pre-K Certified teachers and instructional support staff costs - Coordination of Local and State Funds - Early Education Allotment Funds - \$800,000</p>	Formative		
	Nov	Feb	June
			

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