

**Lumberton Independent School District**  
**Lumberton Early Childhood School**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

EC:

Lumberton Early Childhood School believes we can positively impact our students' educational experience. Every student deserves our love, care, and professionalism. It is our responsibility to provide a rich environment of learning, to do our very best preparing our students for their future.

LISD:

Challenge & inspire all students to develop their talents, becoming the best version of themselves

# Vision

EC:

Lumberton Early Childhood unites as a professional learning community committed to student development.

LISD:

To be a premier school district with an inclusive culture for excellence in learning & leading

# Core Values

## **Activate each individual's full potential by:**

Promoting innovation  
Encouraging lifelong learning  
Creating opportunities  
Having high expectations for all

## **Exemplify character traits based on:**

Honesty & integrity  
Inclusiveness  
Compassion  
Work ethic  
Perseverance & Confidence

## **Continue a tradition of excellence through:**

Demonstrating Raider Pride  
Exemplifying energetic leadership  
Exuding positivity

Promoting a family atmosphere

**Provide a positive environment with:**

Opportunities to grow

Safe & nurturing conditions

Individuals who are team players

Strong relationships

High levels of community support

Transparent & timely communication

Family-oriented values

**Motto:** *"Raiders Today, Leaders Tomorrow"*

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

LECS is actively engaged with parents and stakeholders in the community by providing consistent opportunities to be involved on the campus and recognize events and achievements of the students and staff. Local businesses and stakeholders are involved with supporting our students and staff by providing donations for staff shirts, providing meals and appreciation throughout the year, and showing involvement through events and parent involvement activities. LECS expresses gratitude and promotes partnerships with local businesses, stakeholders and parents by maintaining clear and consistent communication via facebook and school website, making opportunities available to members of our community that wish to be involved, volunteer opportunities, and recognition of involvement with community stakeholders.

Stakeholders and small businesses sponsor Bucket Filler shirts for staff and students, helping to promote character education program on campus.

Lumberton Early Childhood School is located at 1020 S. Main, Lumberton, TX 77657.

Our campus serves Pre-Kindergarten and Kindergarten in Lumberton ISD. LECS also services students enrolled through Special Education/ARD starting at age 3 with qualifying criteria. As of the 2024-2025 school year, Pre-Kindergarten continues to be full day academics. LECS enrollment encompasses students enrolled through ARD starting at age 3 with qualifying criteria, Pre-K with qualifying criteria, and open enrollment from Kindergarten.

### **Total Enrollment for LECS = 395 Students**

Pre-K: 64 students

Kindergarten: 311 students

EE: 20 students

### **Race/Ethnicity Enrollment:**

African American- 0

Hispanic- 59

White- 340

Asian- 0

American Indian/Alaskan Native- 0

Native Hawaiian/Pacific Islander-0

Two or More Races-0

### **Economically Disadvantaged: Campus Total = 194**

**Limited English Proficient-Campus Total=17**

**Special Education- Campus Total= 56**

**Homeless- Campus Total = 4**

### **Demographics Strengths**

ESL students are taught by an ESL Certified teacher.

Parent Family engagement is highly encouraged with different activities and opportunities to participate in their child's academic achievements, such as Literacy Under the Lights and Career Night.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Data from the TEA indicates a 72% increase in students served in special education, with nearly one-fourth of the student population in Texas now identified as SPED or 504. **Root Cause:** Increased SPED identification, increase in underlying mental health across children, and more successful child find situations.

**Problem Statement 2 (Prioritized):** Emergent bilingual students encounter the impact of low expectations resulting from stereotypes or misconceptions regarding their language proficiency and academic capabilities. **Root Cause:** Pervasive stereotypes and misconceptions surrounding emergent bilingual students lead to low expectations among educators and peers.

# Student Learning

## Student Learning Summary

At Lumberton Early Child where “Being a Raider Begins”, we believe in building relationships with our students and their families. Building positive and trusting relationships with our students allows us to guide them in a full curriculum of enriched skill focused lessons. Our teachers have a passion to create a safe and rich learning environment that inspires opportunities for students to learn, grow and progress in their learning. LECS provides an introduction to education and builds a strong foundation for literacy and math skills. Our overall progress is evident as students excel in the classrooms, improve and show progress on MClass, CLI Engage, SBGs, and begin to read and perform math skills. Students learn how to interact with other students and adults, follow instructions and participate in structured lessons targeting specific skills throughout the day. Students are assessed at the beginning, middle and end of year to measure student's academic levels. This data is tracked and students are identified to receive additional support if necessary through the RTI process and small group instruction. This data also drives our instruction so that we can target areas that need focus. The year is about growth and building confidence in our students, creating a strong foundation for them to build on.

Lumberton Early Childhood is focused on improving student academic achievement by utilizing data to determine needs in all aspects of the campus. Teachers, and campus leaders work collaboratively to make instructional decisions that support campus goals. When our students are not making progress, we will implement a plan of action, which the MTSS committee develops after each universal screening to meet the area of needs for our students. We work hard to insure that instructional time is maximized and intentional.

## Student Learning Strengths

Previous year's data has shown significant growth in all areas and provided an insight into the areas that need focus and attention.

The RTI model and process at the EC is utilized effectively and progress is evident through student progress monitoring and overall growth.

SPED procedures and policies are followed with fidelity to assure that protocols and district/state expectations and timelines are adhered to.

District and campus policy/standards are consistently enforced.

Student progress is consistently evident and reflective in data and overall student success in the classroom. Instructional delivery is intentional and prepared collaboratively as the students' needs change.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Data consistently shows that phonemic awareness is the largest deficit out of the 5 tested categories in Reading MCLASS. **Root Cause:** Lack of early literacy exposure prior to enrollment. Time sensitive testing in MClass and CLI Engage.

**Problem Statement 2 (Prioritized):** The Early Childhood campus has a critical need for iPads in classrooms to support digital components embedded within the curriculum and

facilitate small group activities via platforms like SeeSaw. **Root Cause:** Budgetary constraint

**Problem Statement 3 (Prioritized):** Current curriculum instruction requires digital platforms, but inadequate access to technology and the internet hampers effective teaching and learning. **Root Cause:** Budget constraints, inadequate internet availability, and lack of headphones for students

**Problem Statement 4 (Prioritized):** Based on Universal data and Classroom Inventories, students lack multiple skills at the BOY. **Root Cause:** Students enter school with lack of exposure, stamina, and developmental readiness.



# School Processes & Programs

## School Processes & Programs Summary

The quality of our staff is an important factor in promoting student success and being proactive and instrumental in the developmental years. All teachers are highly qualified. Paraprofessionals play a vital role at Lumberton Early childhood. The quality and quantity of paraprofessionals is important to the school due to the high level of support that is needed for children 3-6 years of age, especially considering the amount of students require special education services, while most other students may also need a high level of individual support for developmentally age appropriate tasks. (Ex:Toiletry, self care, basic life skills, interacting with others, holding a pencil, transitioning, etc.)

Lumberton Early Childhood has access to numerous support staff in the district. Our curriculum coordinators meet regularly with our grade level and teachers to ensure the instruction is aligned with the TEKS.They provide supports or training that is needed. Campus instructional committees are developed to improve, revise and develop subject content. The committees goal is to align the curriculum with the TEKS to create a scope and sequence that all grade level teachers follow. Assessment Committees meet regularly to evaluate assessments from our adoption and make sure they are aligned with TEKS.

The current and newly adopted curriculum provides many resources for the teachers to use in the classroom and for parents to be aware of what their child is learning. All students will be assessed throughout the year to show progress.

Standards based grading and an updated scope and sequence are going to continue to be implemented this year to provide a clear and informative picture of student growth and progress for each skill area. Teachers and curriculum leaders meet each year to revise a detailed plan for the school year. Staff provides parent information and education for standards based grading system by sending home digital information/graphics, In-Person Parent Information session presented by our RTI Interventionist/Parent Involvement Liaison parent training, and posting information to the district website and facebook page. Teachers have also sent information home to parents and posted to social media platforms such as facebook and Seesaw.

RTI (Response to Intervention) Academic & Behavior team meets regularly to review student's progress and to see if any changes need to be made to the individual students plan of intervention.

Lumberton Early Childhood School continues to grow and encourage our parent/Family engagement. In an effort to do so, we provide multiple opportunities to volunteer on our campus.

Families are encouraged to participate in different activities throughout the year such as Monthly Lunch Visitor Days,Pow-Wow, Christmas Party, Texas Day, Literacy Nights, Career Night, Meet the teacher, and parent/teacher conferences held twice a year. We have strong communication with our families using Remind.com, home folders, email, campus website, parent portal (where parents have access to grade), Math and Reading Diagnostics sent home regularly, and 6 and 9 week progress and report cards. Parents are always welcome to volunteer during the school days, volunteer in the cafeteria, substitute on campus, or even volunteer for PTO fundraisers or campus activity days.

Each teacher at Lumberton Early Childhood has four chromebooks in their classrooms and a Chromebook cart is available to check out in the library. Teachers also have an interactive TV which allows them to have interactive lessons and provide engaging instruction to meet the needs of our visual/digital learners.

## School Processes & Programs Strengths

Teachers at the EC are highly qualified and have many years of experience working with Early childhood children. The staff is confident in each other but it is very difficult to fill vacancies due to lack of personnel options. Each year, staff members leave due to opportunities in different districts that provide higher compensation and for opportunities for growth and advancement. The 4-day calendar has proven to be attractive to neighboring districts, and there was an increase in the number of applicants applying for positions.

Professional development is provided in house by the district. We have a supportive program in place for our teachers. When they are hired, the teacher is given a mentor teacher/team to help guide and plan for the curriculum and meet with them daily during the planning period. The new hires have regular meetings with the principal in order to make sure if needs are being met for that teacher's support. Teachers and staff also have multiple PD opportunities through Region 5 Service Center as well as state wide professional conferences. District provides new teacher training on all programs and curriculum coordinators meet with the teachers to ensure a smooth implementation of curriculum.

Curriculum coordinators, mentors and administration are all there to support our staff and teachers in and out of the classroom providing support on many levels. We continue to implement instructional walks throughout the year and promote higher level teaching with rigor and relevance. PLC's have become a constant and consistent form of collaboration and planning among our teachers. The comfortability has increased and the staff is receptive of the opportunities and benefit that can result from these practices.

Standards Based Grading System for parents and teachers / New Scope and Sequence providing direction and depth/ Positive results & data gathered over the past 2 years

Effective Pre K Curriculum & Resources/ Kinder New Reading Curriculum Adoption to strengthen overall ELA skills-Maintain supplemental programs for support

Ability to use past data as a reference point for targeted areas, assess throughout the year, and adjust instructional direction when needed to address weakness and build foundational skills. Students can receive targeted instruction if they are identified as needing that additional assistance.

Teachers are becoming more comfortable and trained to utilize technology in their classrooms. They are knowledgeable on how to use the interactive Tv's as well as the other technology devices available to them. Technology is available and is increasing in the amount of devices on the campus. Students are thriving with the technology updates and access.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Even though we use Standards-Based Grading (SBG), we're missing crucial student data, obstructing admin from accurately assessing student progress in essential skills throughout the academic year. **Root Cause:** The implementation of Standards-Based Grading (SBG) without a corresponding system in place to aggregate student scores into a cohesive and accessible format.

**Problem Statement 2 (Prioritized):** PLC meetings are not as effective as they should be, with a lack of focus on priority standards and the need for more consistent alignment with the curriculum and universal assessments. **Root Cause:** Ineffective content coverage during PLCs and inconsistencies in curriculum alignment.

**Problem Statement 3 (Prioritized):** The strategic placement of SPED students with their peers and appropriately SPED certified teachers remains a critical challenge. **Root Cause:** Limited resources and support / staff

# Perceptions

## Perceptions Summary

Past feedback among staff of the Early Childhood School indicate or show an overall positive morale. The campus and staff have worked very hard to prepare and have been flexible as we have made adjustments to provide the best educational experience to our students. We have worked together to start out fresh and re-energized, have made safety as a top priority and have encouraged each other through our actions and collaborative climate. Our grade level leaders, admin team, and curriculum coordinators have worked very diligently providing support to all teachers and staff, while communicating throughout all beginning of year preparations. The collaborative work ethic is evident and the teachers and staff respond well to each other with respect and mutual passion for children. Our SPED lead teacher and RTI coordinator have been working with teachers and paras to be highly trained and organized in planning for students academic success.

Our campus always strives to positively impact our students' educational experience. Every student deserves our love, care and professionalism. It is our responsibility to provide a rich environment of learning, to do our very best preparing our students for their future, and always remember to make learning fun! We promote and encourage parent family engagement with the philosophy that when the student, teacher and families all work together, they will empower the individual to realize his or her full personal and academic potential.

## Perceptions Strengths

- New- Experienced staff with great attitudes-Willing to grow and collaborate
- Staff willing to work together no matter the task
- Staff works well beyond job descriptions
- Highly trained teachers with a love for children and education
- Teachers that are capable and willing to utilize technology through online platforms and in the classroom
- Hard working and passionate para professionals that are flexible and give 100%
- Excellent Customer service provided through front office and all interactions treated as an opportunity to serve

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** In 2023-2024 the Early Childhood Campus was grappling with significant challenges stemming from a series of large-scale changes that have occurred throughout the academic year, leading to a noticeable decline in campus culture. **Root Cause:** Sudden disruptions and transitions, including the loss of a principal, teacher resignations, and organizational instability.

**Problem Statement 2 (Prioritized):** The Early Childhood Campus struggles to involve families and the community beyond classroom parties, affecting our sense of community and making it hard to build a strong Parent-Teacher Organization (PTO). **Root Cause:** A lack of communication and understanding between the school and parents regarding the importance and benefits of their engagement.

**Problem Statement 3 (Prioritized):** Despite efforts to foster a positive learning environment, there is a noticeable decline in respectful behavior among students, manifesting in disruptions and a general disregard for courtesy and cooperation. **Root Cause:** Ineffective discipline strategies, negative peer influence, and a lack of emphasis on building positive relationships between students and staff.

# Priority Problem Statements

**Problem Statement 1:** Data consistently shows that phonemic awareness is the largest deficit out of the 5 tested categories in Reading MCLASS.

**Root Cause 1:** Lack of early literacy exposure prior to enrollment. Time sensitive testing in MClass and CLI Engage.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** The Early Childhood campus has a critical need for iPads in classrooms to support digital components embedded within the curriculum and facilitate small group activities via platforms like SeeSaw.

**Root Cause 2:** Budgetary constraint

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Based on Universal data and Classroom Inventories, students lack multiple skills at the BOY.

**Root Cause 3:** Students enter school with lack of exposure, stamina, and developmental readiness.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Even though we use Standards-Based Grading (SBG), we're missing crucial student data, obstructing admin from accurately assessing student progress in essential skills throughout the academic year.

**Root Cause 4:** The implementation of Standards-Based Grading (SBG) without a corresponding system in place to aggregate student scores into a cohesive and accessible format.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** The Early Childhood Campus struggles to involve families and the community beyond classroom parties, affecting our sense of community and making it hard to build a strong Parent-Teacher Organization (PTO).

**Root Cause 5:** A lack of communication and understanding between the school and parents regarding the importance and benefits of their engagement.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** The strategic placement of SPED students with their peers and appropriately SPED certified teachers remains a critical challenge.

**Root Cause 6:** Limited resources and support / staff

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** Data from the TEA indicates a 72% increase in students served in special education, with nearly one-fourth of the student population in Texas now identified as SPED or 504.

**Root Cause 7:** Increased SPED identification, increase in underlying mental health across children, and more successful child find situations.

**Problem Statement 7 Areas:** Demographics

**Problem Statement 8:** Emergent bilingual students encounter the impact of low expectations resulting from stereotypes or misconceptions regarding their language proficiency and academic capabilities.

**Root Cause 8:** Pervasive stereotypes and misconceptions surrounding emergent bilingual students lead to low expectations among educators and peers.

**Problem Statement 8 Areas:** Demographics

**Problem Statement 9:** Current curriculum instruction requires digital platforms, but inadequate access to technology and the internet hampers effective teaching and learning.

**Root Cause 9:** Budget constraints, inadequate internet availability, and lack of headphones for students

**Problem Statement 9 Areas:** Student Learning

**Problem Statement 10:** PLC meetings are not as effective as they should be, with a lack of focus on priority standards and the need for more consistent alignment with the curriculum and universal assessments.

**Root Cause 10:** Ineffective content coverage during PLCs and inconsistencies in curriculum alignment.

**Problem Statement 10 Areas:** School Processes & Programs

**Problem Statement 11:** In 2023-2024 the Early Childhood Campus was grappling with significant challenges stemming from a series of large-scale changes that have occurred throughout the academic year, leading to a noticeable decline in campus culture.

**Root Cause 11:** Sudden disruptions and transitions, including the loss of a principal, teacher resignations, and organizational instability.

**Problem Statement 11 Areas:** Perceptions

**Problem Statement 12:** Despite efforts to foster a positive learning environment, there is a noticeable decline in respectful behavior among students, manifesting in disruptions and a general disregard for courtesy and cooperation.

**Root Cause 12:** Ineffective discipline strategies, negative peer influence, and a lack of emphasis on building positive relationships between students and staff.

**Problem Statement 12 Areas:** Perceptions

# Goals

**Goal 1:** Provide high quality curriculum, instruction, and assessments with the focus on student learning and post secondary preparedness.





**Performance Objective 1:** Ensure proper alignment of the written, taught, and tested curriculum in content, context, and cognition. Continue making adjustments to year 2 implementation of the new Reading Horizon curriculum in order to strengthen ELA as a whole. Implement the new science curriculum with labs and experiments.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Observations, feedback, progress monitoring, lesson planning and PLC feedback, teacher data from classroom progress, & small groups

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Utilize Collaborative Planning and Professional Learning Communities- Establish PLCs that specifically focus on the implementation of Reading Horizons and the new science curriculum, allowing teachers to share best practices, discuss challenges, and collaboratively develop solutions. Schedule regular collaborative planning sessions where grade-level teams work together to plan lessons, share resources, and discuss instructional strategies that align with the new curricula.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent instructional practices across classrooms, fostering alignment and collaborative culture among teachers.</p> <p>Sharing of best practices and solutions to common challenges, enhancing overall teaching effectiveness which will show student growth on Universals at the End of the Year.</p> <p><b>Staff Responsible for Monitoring:</b> All grade level teachers, MTSSS and Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 2</p>	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Implement Ongoing Assessments and Data Analysis- Analyze assessment data regularly to identify gaps in student learning. Use this data to inform adjustments to instruction and curriculum pacing.</p> <p><b>Strategy's Expected Result/Impact:</b> Data-driven adjustments to instruction that better align with student needs and curriculum expectations.</p> <p>Identification of gaps in curriculum alignment, allowing for targeted interventions to support student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, MTSS, All Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 4 - School Processes &amp; Programs 1, 3</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Provide Instructional Coaching and Support- Encourage peer observations (learning walks) where teachers can observe colleagues who are successfully implementing the curriculum. This allows for the sharing of effective practices and alignment strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced teacher capacity to deliver high-quality, aligned instruction through personalized support and feedback.</p> <p>Consistent implementation of curriculum across classrooms, contributing to improved student learning outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, MTSS, All Teachers</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
<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>			

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Data from the TEA indicates a 72% increase in students served in special education, with nearly one-fourth of the student population in Texas now identified as SPED or 504. <b>Root Cause:</b> Increased SPED identification, increase in underlying mental health across children, and more successful child find situations.</p>
<p><b>Problem Statement 2:</b> Emergent bilingual students encounter the impact of low expectations resulting from stereotypes or misconceptions regarding their language proficiency and academic capabilities. <b>Root Cause:</b> Pervasive stereotypes and misconceptions surrounding emergent bilingual students lead to low expectations among educators and peers.</p>

### Student Learning

**Problem Statement 1:** Data consistently shows that phonemic awareness is the largest deficit out of the 5 tested categories in Reading MCLASS. **Root Cause:** Lack of early literacy exposure prior to enrollment. Time sensitive testing in MClass and CLI Engage.

**Problem Statement 4:** Based on Universal data and Classroom Inventories, students lack multiple skills at the BOY. **Root Cause:** Students enter school with lack of exposure, stamina, and developmental readiness.

### School Processes & Programs

**Problem Statement 1:** Even though we use Standards-Based Grading (SBG), we're missing crucial student data, obstructing admin from accurately assessing student progress in essential skills throughout the academic year. **Root Cause:** The implementation of Standards-Based Grading (SBG) without a corresponding system in place to aggregate student scores into a cohesive and accessible format.

**Problem Statement 2:** PLC meetings are not as effective as they should be, with a lack of focus on priority standards and the need for more consistent alignment with the curriculum and universal assessments. **Root Cause:** Ineffective content coverage during PLCs and inconsistencies in curriculum alignment.

**Problem Statement 3:** The strategic placement of SPED students with their peers and appropriately SPED certified teachers remains a critical challenge. **Root Cause:** Limited resources and support / staff



**Goal 1:** Provide high quality curriculum, instruction, and assessments with the focus on student learning and post secondary preparedness.

**Performance Objective 2:** LECS will continue to implement Standards Based Grading campus wide to focus on mastery of specific and targeted skills.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** ESGI, Classroom Inventories, Progress Monitors, Universal Screeners (MClass/CLI Engage)

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> The campus will create a parent informational video providing details regarding Standards Based Grading as well as communicate through Remind platform of SBG FAQ and answer questions pertaining to child's progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased understanding and support from parents regarding the focus on skill mastery and the purpose of SBG.</p> <p>Enhanced transparency in grading, leading to a more accurate reflection of student progress and areas needing improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Admin Counselor Curriculum Coordinator- Kayla Anderson</p> <p><b>Title I:</b> 2.6, 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Conduct professional development sessions to ensure all teachers understand the principles of SBG, including how to create standards-based assessments, use rubrics effectively (ESGI) , and interpret data to inform instruction, as well as learn and implement Standards-Based Assessment Tools and Rubrics (ESGI).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher competency and confidence in using SBG practices.</p> <p>Improved accuracy and consistency in grading, leading to a clearer understanding of student mastery levels across specific skills.</p> <p>Consistency in how student mastery is assessed across different classrooms and subjects.</p> <p>More precise identification of students' strengths and areas for improvement, allowing for targeted instructional adjustments.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Coordinator Teachers Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative		Summative
	Nov	Mar	June

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Even though we use Standards-Based Grading (SBG), we're missing crucial student data, obstructing admin from accurately assessing student progress in essential skills throughout the academic year. <b>Root Cause:</b> The implementation of Standards-Based Grading (SBG) without a corresponding system in place to aggregate student scores into a cohesive and accessible format.</p>





**Goal 1:** Provide high quality curriculum, instruction, and assessments with the focus on student learning and post secondary preparedness.

**Performance Objective 3:** Implement and prioritize small group instruction across campus, providing individual support and closing achievement gaps on a Tier 1 level.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Small group data (teacher records), Standard Based Grading and Progress Monitoring, Observations, Universal Screeners

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Provide Professional Development on Small Group Instruction (PLCs)- Conduct targeted professional development sessions/ PLCs focusing on the principles and best practices of small group instruction, including grouping strategies, differentiating instruction, and managing small groups effectively.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher understanding and competency in designing and delivering effective small group instruction. Improved instructional quality, leading to enhanced student engagement and understanding during small group activities.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 2</p>	Formative		Summative
	Nov	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 1141 663 1190">  No Progress         </div> <div data-bbox="764 1141 984 1190">  Accomplished         </div> <div data-bbox="1079 1141 1335 1190">  Continue/Modify         </div> <div data-bbox="1434 1141 1629 1190">  Discontinue         </div> </div>		

**Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> The Early Childhood campus has a critical need for iPads in classrooms to support digital components embedded within the curriculum and facilitate small group activities via platforms like SeeSaw. <b>Root Cause:</b> Budgetary constraint</p>

## School Processes & Programs

**Problem Statement 2:** PLC meetings are not as effective as they should be, with a lack of focus on priority standards and the need for more consistent alignment with the curriculum and universal assessments. **Root Cause:** Ineffective content coverage during PLCs and inconsistencies in curriculum alignment.





**Goal 2:** LECS will encourage and promote positive culture among students and staff, while ensuring positive community engagement.

**Performance Objective 1:** Provide academic and behavioral expectations and management systems for students and staff.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Feedback from Leadership Meetings, Discipline Referrals, Attendance Records, ESGI, Universals and Progress Monitoring, Tier 1 supports & Intervention data being provided by classroom teacher, and campus surveys

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Implementation of DESSA Social and Emotional Learning expectations across campus and district.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement of social and emotional skills and improvement in overall student conduct and campus morale.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Counselors Admin</p> <p><b>Title I:</b> 2.6</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 3 - Perceptions 3</p>	Formative		Summative
	Nov	Mar	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>			

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 3:</b> Current curriculum instruction requires digital platforms, but inadequate access to technology and the internet hampers effective teaching and learning. <b>Root Cause:</b> Budget constraints, inadequate internet availability, and lack of headphones for students</p>
Perceptions
<p><b>Problem Statement 3:</b> Despite efforts to foster a positive learning environment, there is a noticeable decline in respectful behavior among students, manifesting in disruptions and a general disregard for courtesy and cooperation. <b>Root Cause:</b> Ineffective discipline strategies, negative peer influence, and a lack of emphasis on building positive relationships between students and staff.</p>

**Goal 2:** LECS will encourage and promote positive culture among students and staff, while ensuring positive community engagement.

**Performance Objective 2:** Engage families in the community on a regular basis and ensure consistent, transparent, and timely communication with all stakeholders.

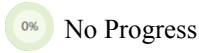
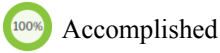
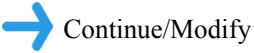

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** PTO Sign In Sheets, Parent feedback, Remind and Campus notifications (FB), Student calendar

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Utilize digital tools like a school website, SeeSaw, Remind, Campus FB page to provide real-time updates, resources, and opportunities for engagement to families and community members.</p> <p><b>Strategy's Expected Result/Impact:</b> Greater access to school information and resources, particularly for families who may not be able to attend in-person events. Parents will be involved and feel supported while being provided information to help their students be successful. Parents will know information about upcoming events, and important dates, learn about campus happenings, and be informed on changes and special days or recognitions. Remind also allows for information to be specifically send directly to a certain parent for two way communication. This strengthens communication between home and school, allowing students to feel supported by their parents and the teacher.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers Front Office Staff Counselor</p> <p><b>Title I:</b> 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Host Family and Community Engagement Events-Organize a variety of events throughout the year that encourage family and community participation.</p> <p><b>Strategy's Expected Result/Impact:</b> Strengthened relationships between the school and families as they participate in meaningful activities together. Increased awareness and understanding among families of the school's educational programs, leading to better support for student learning at home.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Teachers</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Perceptions 2</p>	Formative		Summative
	Nov	Mar	June

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> The Early Childhood campus has a critical need for iPads in classrooms to support digital components embedded within the curriculum and facilitate small group activities via platforms like SeeSaw. <b>Root Cause:</b> Budgetary constraint</p>
Perceptions
<p><b>Problem Statement 2:</b> The Early Childhood Campus struggles to involve families and the community beyond classroom parties, affecting our sense of community and making it hard to build a strong Parent-Teacher Organization (PTO). <b>Root Cause:</b> A lack of communication and understanding between the school and parents regarding the importance and benefits of their engagement.</p>

**Goal 3:** Recruit, develop & train, retain and support a full staff of highly qualified and effective educators.





**Performance Objective 1:** Provide title-specific training and professional learning to all staff members tailored to their individual professional needs. All staff will participate in instructional learning walks to gain expertise in all areas.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Classroom observation data, Professional Development participation records, Learning Walk data, Follow up feedback from teachers/staff on implementation in the classroom, Teachers presenting/sharing effective PD.

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Admin will conduct formal and informal observations during scheduled instructional times to observe delivery of curriculum, student engagement and rigor . Teacher feedback will be provided through written feedback or during conversations with observer. Organize Instructional Learning Walks: Plan and facilitate regular instructional learning walks where staff observe their peers in various classrooms and instructional settings. Provide structured protocols for observations and reflections.</p> <p><b>Strategy's Expected Result/Impact:</b> Through instructional learning walks, staff gain exposure to diverse teaching strategies and best practices, fostering a culture of continuous improvement and collaboration.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	Formative		Summative
	Nov	Mar	June
	Empty review cells		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 2:</b> PLC meetings are not as effective as they should be, with a lack of focus on priority standards and the need for more consistent alignment with the curriculum and universal assessments. <b>Root Cause:</b> Ineffective content coverage during PLCs and inconsistencies in curriculum alignment.</p>



**Goal 3:** Recruit, develop & train, retain and support a full staff of highly qualified and effective educators.





**Performance Objective 2:** Foster a Positive Work Environment that Encourages Collaboration and Continuous Improvement

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** PLC Participation data, staff climate surveys, feedback from team building opportunities, Observations

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Establish a system for recognizing and celebrating achievements and time for campus bonding. Encourage Peer Learning and Mentorship-Promote peer learning and mentorship by pairing experienced staff members with those seeking support or new to the school, facilitating knowledge sharing, and fostering professional relationships.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased motivation and job satisfaction as staff feel their efforts are acknowledged and appreciated.                      A positive and supportive work environment that encourages staff to strive for excellence and continuous improvement.                      Enhanced staff development and support through mentorship and peer learning opportunities.                      A stronger sense of community and collaboration as staff build professional relationships and share expertise.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative		Summative
	Nov	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> In 2023-2024 the Early Childhood Campus was grappling with significant challenges stemming from a series of large-scale changes that have occurred throughout the academic year, leading to a noticeable decline in campus culture. <b>Root Cause:</b> Sudden disruptions and transitions, including the loss of a principal, teacher resignations, and organizational instability.</p>

**Goal 4:** Ensure organizational safety and improvement, strong leadership, and effective planning.

**Performance Objective 1:** Ensure physical safety and security of all students and staff.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Weekly door sweeps with all concerns identified and recorded in FMX.

Safety Drill Records

Observations from walkthroughs (ensure safety protocols are being followed)

Camera Footage/ Gate Operations

Feedback/Observations from safety team and auditors

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Provide monthly safety trainings and reminders, including but not limited to required drills.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff and students will be confident in their ability to know what to do and how to react in a crisis or dangerous situation.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Counselor</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Perceptions 3</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Ensure all exterior doors and access points are functional and secure by performing weekly door sweeps. Ensuring all interior classroom doors are locked during the instructional day.</p> <p><b>Strategy's Expected Result/Impact:</b> All staff members are able to safely and effectively move throughout the campus to service students.</p> <p><b>Staff Responsible for Monitoring:</b> Administration All Staff responsible for reporting any concerns</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Perceptions 3</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

**Perceptions**

**Problem Statement 3:** Despite efforts to foster a positive learning environment, there is a noticeable decline in respectful behavior among students, manifesting in disruptions and a general disregard for courtesy and cooperation. **Root Cause:** Ineffective discipline strategies, negative peer influence, and a lack of emphasis on building positive relationships between students and staff.





**Goal 4:** Ensure organizational safety and improvement, strong leadership, and effective planning.

**Performance Objective 2:** Provide important leadership opportunities on campus to strong & consistent professionals who may aspire to serve in a leadership capacity.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Leadership Team (Minutes) / Provide Opportunities to serve on District /EC Committees

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Provide opportunities for staff to take on leadership roles within school committees</p> <p><b>Strategy's Expected Result/Impact:</b> Staff gain experience in leadership roles while contributing to important school initiatives. Participants develop skills in team management, decision-making, and strategic planning.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team and Administration</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Allow staff members to lead professional development sessions or workshops, giving them experience in designing and delivering training while showcasing their leadership capabilities.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff gain practical experience in leading and facilitating professional development, enhancing their leadership skills. Staff build confidence in their ability to lead and manage professional learning initiatives.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative		Summative
	Nov	Mar	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>			

**Performance Objective 2 Problem Statements:**

## Perceptions

**Problem Statement 1:** In 2023-2024 the Early Childhood Campus was grappling with significant challenges stemming from a series of large-scale changes that have occurred throughout the academic year, leading to a noticeable decline in campus culture. **Root Cause:** Sudden disruptions and transitions, including the loss of a principal, teacher resignations, and organizational instability.