

**Lumberton Independent
School District**



**Lumberton Early
Childhood School**

**2025-2026
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

Value Statement

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

Summary

Lumberton Early Childhood School (LECS) is committed to fostering strong partnerships with parents, the PTO, and community stakeholders by providing consistent opportunities for involvement and celebrating the achievements of both students and staff. Through events, volunteer opportunities, and recognition programs, LECS ensures that families and community members feel welcomed and valued as essential contributors to the campus culture.

Local businesses, small organizations, and stakeholders play an important role in supporting our school. They sponsor Bucket Filler shirts for staff and students, provide meals and tokens of appreciation throughout the year, and actively participate in parent involvement activities. These contributions not only enhance the school experience for our students and staff but also promote our campus-wide character education program.

The LECS PTO serves as a key partner in building connections between home and school. The PTO works alongside staff to organize events, support family engagement, and provide resources that benefit both students and teachers. By collaborating with PTO members, community partners, and families, LECS is able to extend learning and create a supportive environment where every child can thrive.

Clear and consistent communication remains central to these partnerships. LECS shares updates, opportunities for involvement, and recognition of community contributions through the school website and Facebook page. This commitment to transparency and gratitude ensures that families, PTO members, and stakeholders remain connected and engaged in meaningful ways.

Lumberton Early Childhood School is located at 1020 S. Main in Lumberton, Texas, and serves Pre-Kindergarten and Kindergarten students in Lumberton ISD. The campus also supports students enrolled through Special Education/ARD services beginning at age three, based on qualifying criteria. As of the 2025–2026 school year, LECS continues to offer ECSE half day for three year olds who qualify through ARDs, full-day Pre-Kindergarten for students who meet Pre-K requirements and Kindergarten enrollment.

Total Enrollment for LECS = 373 Students

Pre-K: 97 (36 girls, 61 boys)

Kindergarten: 267 (133 girls, 134 boys)

EE: 9 (3 girls, 6 boys)

Race/Ethnicity Enrollment:

African American- 7

Hispanic- 75

White- 294

Asian- 1

American Indian/Alaskan Native- 0

Native Hawaiian/Pacific Islander- 0

Two or More Races- 16

Economically Disadvantaged: Campus Total = 183

EE-7

PK-70

K-106

Limited English Proficient-Campus Total=29

EE-1

Pre-K =12

K=16

Special Education- Campus Total= 59

EE-9

PK-23

K-27

Homeless- Campus Total = 5

Strengths

LECS provides strong instructional support for emergent bilingual students through an ESL-certified teacher who ensures language development is integrated with academic success. This specialized support helps students build both English proficiency and confidence in the classroom.

Parent and family engagement is also a key strength of our campus. Families are offered multiple opportunities to be involved in their child's learning through a variety of events, activities, and academic celebrations. This active partnership between school and home fosters a supportive environment that enhances student achievement and growth.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1



LECS is experiencing a growing enrollment of special education students who require intensive support services, many of which extend beyond what is practical in a traditional classroom setting. As a result, specialists and district-level supports are increasingly engaged in daily operations to ensure these students receive the services they need.

This trend is driven by an increase in special education identifications, a rise in underlying mental health needs among children, and more effective Child Find efforts that are successfully identifying students who qualify for services at an earlier age.

 = Priority

Student Learning

Summary

At Lumberton Early Childhood School, where *“Being a Raider Begins”*, we believe that strong relationships are the foundation of student success. By fostering positive and trusting connections with our students and their families, we create an environment where every child feels supported and ready to learn.

Our dedicated teachers are passionate about providing a safe, engaging, and enriched learning environment. Through a full curriculum of skill-focused lessons, students are introduced to literacy and math in ways that build a strong academic foundation. Beyond academics, students also develop important social skills—learning how to interact with peers and adults, follow instructions, and engage in structured lessons designed to promote growth.

Progress is evident as students excel in the classroom, demonstrate improvement across multiple assessments, and begin to confidently apply early reading and math skills. To ensure that every child’s needs are met, students are assessed at the beginning, middle, and end of the year. This data is carefully monitored to identify students who may benefit from additional support through the RTI process or targeted small group instruction. Instructional decisions are then guided by this data, allowing teachers to focus on areas where students need the most growth.

At LECS, each school year is about more than academics—it is about building confidence, encouraging progress, and creating a strong foundation for lifelong learning.

Strengths

Student achievement data from the previous year reflects significant growth across all subject areas, highlighting the effectiveness of our instructional practices and interventions. These results demonstrate that students are making meaningful progress toward academic goals while also providing valuable insight into specific areas where continued focus will further accelerate growth.

LECS effectively utilizes the MTSS framework to ensure that every student receives the level of support needed to be successful. Progress is closely monitored through consistent student data checks, and overall growth is evident as instructional delivery is intentionally adjusted to meet evolving student needs. Special Education procedures are implemented with fidelity to ensure compliance with district and state expectations, while also guaranteeing that students receive appropriate services and supports. This structured, responsive approach allows teachers to deliver high-quality instruction tailored to each learner, ensuring that all students are positioned for continued success.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Assessment data from mCLASS consistently indicates that phonemic awareness is the most significant area of need among the five foundational reading components.	Limited early literacy exposure prior to school entry, combined with time-sensitive assessment formats in mCLASS and CLI Engage, contributes to lower performance in phonemic awareness.
2 ★	65% of Kindergarten students did not meet end-of-year benchmark expectations on universal screeners, indicating foundational math skill gaps that may contribute to ongoing difficulties in fluency and application in later grades.	The campus has lacked consistently aligned, high-quality instructional materials in math, leading to gaps in instructional coherence and student mastery of essential math concepts and skills.
3 ★	Current curriculum instruction requires digital platforms, but inadequate access to technology and the internet hampers effective teaching and learning.	Budget constraints, inadequate internet availability, and lack of headphones for students
4 ★	Universal screening data and classroom inventories indicate that many students begin the year lacking multiple foundational skills.	Students often enter school with limited prior exposure to structured learning environments, reduced stamina for academic tasks, and varying levels of developmental readiness.
5	A significant number of students are performing below benchmark on their reading composite scores in mCLASS, indicating gaps in multiple areas of early literacy that are impacting their overall reading development and academic success.	Students have not yet developed proficiency across key literacy components--such as phonemic awareness, phonics, and fluency--due to limited targeted instruction and consistent practice opportunities. Additionally, the timed nature of the universal screener may not fully reflect incremental progress, but underlying skill deficits still require focused intervention and support.

6

The library currently lacks adequate access to Chromebook carts, limiting opportunities for students to engage in digital learning, research, and technology-integrated instruction during library time.

Budget constraints have prevented the campus from purchasing additional Chromebook carts, resulting in limited availability of devices to support library-based instructional activities and student access to technology.

7

Rising social-emotional and mental health needs among students are contributing to increased behavioral disruptions, decreased engagement, and hindered academic progress across grade levels.

A growing number of students have unmet social-emotional needs, and the campus has limited access to mental health services and counseling support, resulting in a lack of timely interventions and increased behavioral challenges.

 = Priority

School Processes & Programs

Summary

The quality of staff at Lumberton Early Childhood School is a cornerstone of student success, particularly during the critical developmental years of early learning. All teachers are highly qualified and committed to creating strong foundations in academics and social-emotional growth. Paraprofessionals also play a vital role, as their support is essential for young learners ages 3–6. With many students receiving special education services, and others requiring individualized assistance for age-appropriate skills such as toileting, self-care, fine motor development, social interaction, and classroom transitions, the quality and number of paraprofessionals on campus is especially important.

LECS also benefits from strong district support. Curriculum coordinators meet regularly with grade-level teams to ensure instruction is aligned with TEKS and provide ongoing training as needed. Assessment committees meet frequently to review district-adopted assessments and confirm alignment with state standards. The curriculum, including newly adopted resources, provides teachers with tools for effective classroom instruction and gives parents insight into what their children are learning. Students are assessed throughout the year to monitor progress, with data used to drive instructional decisions.

Standards-based grading and an updated scope and sequence continue to be implemented to provide a clear and accurate picture of student growth across skill areas. Teachers and curriculum leaders collaborate annually to refine instructional plans, while parents are kept informed through a variety of avenues. Families receive digital updates and graphics, in-person parent sessions led by the RTI Interventionist and Parent Involvement Liaison, and communication through the district website and Facebook page. Teachers also share information through home folders, email, Seesaw, and other platforms, ensuring parents remain connected to their child's progress.

The RTI Academic and Behavior Team meets regularly to review student progress and determine if adjustments are needed to intervention plans. This structured process ensures students receive timely, targeted support to maximize success.

LECS is equally committed to parent and family engagement. Families are encouraged to volunteer and participate in events throughout the year, including Monthly Lunch Visitor Days, the Christmas Party, Literacy Nights, Career Night, Meet the Teacher, and parent-teacher conferences held each semester. Parents are welcome to support the campus in a variety of ways, from helping in classrooms or the cafeteria to substituting or assisting with PTO fundraisers and campus activity days.

Technology further strengthens instruction at LECS. Each classroom is equipped with four Chromebooks, and a Chromebook cart is available for checkout through the library. Every teacher also has an interactive TV, which allows them to deliver dynamic, interactive lessons that support the needs of visual and digital learners.

Strengths

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Problem Statements Identifying School Processes & Programs Needs

Problem Statement

1

Although LECS has adopted strong curriculum resources and continues to implement standards-based grading, inconsistencies remain in the depth of curriculum delivery and the use of assessment data to drive instruction. Teachers sometimes struggle to fully align instructional practices with the scope and sequence or to consistently utilize assessment results to adjust instruction for all learners.

Root Cause

The root cause stems from varying levels of teacher familiarity with newly adopted curricula, as well as the ongoing need for training and support in analyzing and applying assessment data. Additionally, the time-sensitive nature of universal screeners and frequent assessments can make it challenging for teachers to balance instructional pacing with data-driven adjustments to meet the needs of all

 = Priority

Perceptions

Summary

Feedback from staff at the Early Childhood School reflects an overall positive morale and a strong sense of collaboration. Teachers and staff have worked tirelessly to prepare for the year, demonstrating flexibility as adjustments were made to provide the best educational experience for our students. Together, we began the year with a renewed sense of energy and purpose, prioritizing safety, supporting one another, and fostering a climate built on encouragement and teamwork.

Our grade-level leaders, administrative team, and district coaches have been instrumental in offering guidance and consistent communication throughout beginning-of-year preparations. This collaborative spirit is evident across the campus, where staff members interact with respect, professionalism, and a shared passion for children. In addition, our SPED lead teacher and RTI coordinator have partnered closely with teachers and paraprofessionals to ensure strong organization, intentional planning, and high-quality training that supports the academic success of every student.

At LECS, we are committed to creating a school culture that positively impacts every child's educational journey. We believe that each student deserves love, care, and professionalism, and we take pride in cultivating a learning environment that is safe, engaging, and fun. Family and parent engagement is a cornerstone of our philosophy—when students, teachers, and families work together, we empower children to reach their fullest personal and academic potential.

Strengths

One of the greatest strengths of LECS is the quality and dedication of its staff. Our team includes both new and experienced educators who bring positive attitudes, a willingness to grow, and a collaborative spirit to the campus. Teachers are highly trained, passionate about education, and committed to creating meaningful learning experiences for children. They embrace technology with confidence, utilizing both online platforms and in-class tools to enhance instruction and student engagement.

Paraprofessionals also play a vital role in our success. They are hardworking, flexible, and consistently give their best to support teachers and students alike. Their dedication ensures that all students receive the attention and care they need to thrive. Beyond the classroom, our front office staff provides excellent customer service, treating every interaction as an opportunity to serve families and strengthen the bond between home and school.

Together, this team demonstrates a remarkable work ethic, often going above and beyond their job descriptions to ensure that the needs of students, families, and the campus are met. This culture of commitment, collaboration, and passion for children is a cornerstone of LECS and a driving force behind the positive and supportive environment we provide.

Problem Statements Identifying Perceptions Needs

Problem Statement


Root Cause

1

While LECS maintains a positive and collaborative school culture among staff, student behavior concerns continue to present challenges that can impact classroom environments and overall instructional time. Addressing these behaviors consistently and proactively is essential to sustaining a positive culture for both students and staff.

Many students are entering school with limited prior exposure to structured settings, social-emotional learning, and behavioral expectations. This lack of early experience, combined with the developmental needs of young learners, contributes to difficulties in self-regulation, peer interactions, and following routines.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Assessment data from mCLASS consistently indicates that phonemic awareness is the most significant area of need among the five foundational reading components.

Limited early literacy exposure prior to school entry, combined with time-sensitive assessment formats in mCLASS and CLI Engage, contributes to lower performance in phonemic awareness.

2
★

65% of Kindergarten students did not meet end-of-year benchmark expectations on universal screeners, indicating foundational math skill gaps that may contribute to ongoing difficulties in fluency and application in later grades.

The campus has lacked consistently aligned, high-quality instructional materials in math, leading to gaps in instructional coherence and student mastery of essential math concepts and skills.

3
★

Universal screening data and classroom inventories indicate that many students begin the year lacking multiple foundational skills.

Students often enter school with limited prior exposure to structured learning environments, reduced stamina for academic tasks, and varying levels of developmental readiness.

4
★

LECS is experiencing a growing enrollment of special education students who require intensive support services, many of which extend beyond what is practical in a traditional classroom setting. As a result, specialists and district-level supports are increasingly engaged in daily operations to ensure these students receive the services they need.

This trend is driven by an increase in special education identifications, a rise in underlying mental health needs among children, and more effective Child Find efforts that are successfully identifying students who qualify for services at an earlier age.

5
★

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

Budget constraints, inadequate internet availability, and lack of headphones for students

★ = Priority



Goals

Goal 1 Ensure organizational improvement, strong school leadership, and effective planning (ESF Level 1).

Performance Objective 1 HB3 Goal

Facilitate consistent and collaborative Campus Leadership Team meetings to review data, address campus needs, develop action plans, and ensure clear communication of decisions and initiatives to all stakeholders.

Evaluation Data Source: Campus Leadership Team agendas and sign-in sheets
Meeting minutes and action plans
Evidence of communication (staff newsletters, emails, staff meeting notes)

Strategy 1

Schedule and hold bi-monthly Campus Leadership Team (CLT) meetings with structured agendas focused on reviewing student data, identifying campus priorities, and developing action steps.

Strategy's Expected Result/Impact: Improved alignment of campus goals, timely data-driven decisions, and shared ownership of instructional and operational initiatives.

Staff Responsible for Monitoring: Principal, Counselor, Leadership Team

Problem Statements: Demographics 1 - Student Learning 3

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

November

March

June

Strategy 2

Create and maintain a shared leadership team folder that includes meeting agendas, minutes and communication summaries to ensure transparency and consistent follow-through.

Strategy's Expected Result/Impact: Increased clarity and accountability among team members and improved communication of initiatives to staff and stakeholders.

Staff Responsible for Monitoring: Principal, Counselor, Leadership Team

Problem Statements: Student Learning 1

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

November

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June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

LECS is experiencing a growing enrollment of special education students who require intensive support services, many of which extend beyond what is practical in a traditional classroom setting. As a result, specialists and district-level supports are increasingly engaged in daily operations to ensure these students receive the services they need.

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Assessment data from mCLASS consistently indicates that phonemic awareness is the most significant area of need among the five foundational reading components.

Limited early literacy exposure prior to school entry, combined with time-sensitive assessment formats in mCLASS and CLI Engage, contributes to lower performance in phonemic awareness.

3

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

Budget constraints, inadequate internet availability, and lack of headphones for students

Performance Objective 2 HB3 Goal

Strengthen leadership capacity across the campus by providing ongoing professional development, coaching, and leadership opportunities for teachers, staff, and administrators.

Evaluation Data Source: Leadership roles/responsibilities logs (e.g., committee assignments, PLC leads, mentor roles)

Coaching logs and observation/feedback cycles

Strategy 1

Implement a teacher leadership model by identifying and supporting staff to serve as mentors, committee leads, and PLC facilitators.

Strategy's Expected Result/Impact: Increased staff ownership, improved collaboration, and distributed leadership that supports campus improvement initiatives.

Staff Responsible for Monitoring: Principal, Counselor

Problem Statements: Demographics 1 - Student Learning 1

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

November

March

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Strategy 2

Provide differentiated professional development and coaching cycles based on staff needs, including instructional strategies, classroom management, and data analysis.

Strategy's Expected Result/Impact: Enhanced instructional practices and leadership confidence, leading to improved student outcomes and stronger staff retention.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 1, 2, 4

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

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June

Strategy 3

Strengthen instructional leadership by implementing TIL practices through coaching cycles, data-driven instruction, and collaborative PLCs.

Strategy's Expected Result/Impact: Increased instructional leadership capacity among administrators and teacher leaders will lead to more consistent, high-quality instruction and improved student outcomes.

Staff Responsible for Monitoring: Heather Fountain, Amanda Jenkins

Problem Statements: Student Learning 1, 4

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

November

March

June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause	
1	LECS is experiencing a growing enrollment of special education students who require intensive support services, many of which extend beyond what is practical in a traditional classroom setting. As a result, specialists and district-level supports are increasingly engaged in daily operations to ensure these students receive the services they need.	This trend is driven by an increase in special education identifications, a rise in underlying mental health needs among children, and more effective Child Find efforts that are successfully identifying students who qualify for services at an earlier age.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause	
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4	Universal screening data and classroom inventories indicate that many students begin the year lacking multiple foundational skills.	Students often enter school with limited prior exposure to structured learning environments, reduced stamina for academic tasks, and varying levels of developmental readiness.

Performance Objective 3 HB3 Goal

Develop and clearly communicate tightly held campus-wide expectations and loosely held guidelines, ensuring consistent implementation of core systems while allowing autonomy for teacher innovation within instructional practices.

Evaluation Data Source: Documentation of the expectations in trainings/meetings, Classroom observation data and walkthrough forms aligned to tightly held instructional and behavioral expectations

Strategy 1

Create and present a visual framework outlining tightly held non-negotiables and loosely held flexible practices during staff development and leadership meetings.

Strategy's Expected Result/Impact: Increased clarity and consistency in expectations across classrooms, while empowering teachers to make instructional decisions aligned with student needs.

Staff Responsible for Monitoring: Principal, Counselor

Problem Statements: Student Learning 1, 2, 4

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

November

March

June

Strategy 2

Conduct regular classroom walkthroughs and provide feedback aligned to tightly held expectations, while also identifying and celebrating innovative practices within the loosely held areas.

Strategy's Expected Result/Impact: Improved fidelity to campus systems, enhanced instructional quality, and a culture that values both consistency and creativity.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 1, 2, 4

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

Some Progress

November

March

June

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>1 Assessment data from mCLASS consistently indicates that phonemic awareness is the most significant area of need among the five foundational reading components.</p>	<p>Limited early literacy exposure prior to school entry, combined with time-sensitive assessment formats in mCLASS and CLI Engage, contributes to lower performance in phonemic awareness.</p>
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<p>4 Universal screening data and classroom inventories indicate that many students begin the year lacking multiple foundational skills.</p>	<p>Students often enter school with limited prior exposure to structured learning environments, reduced stamina for academic tasks, and varying levels of developmental readiness.</p>

Goal 2 Recruit, select, assign, retain, develop, and support a full staff of highly qualified and effective educators (ESF Lever 2).

Performance Objective 1

Continue implementing the structured mentorship program for all new and new-to-the-district teachers by pairing them with experienced, high-performing educators and providing consistent coaching, scheduled check-ins, and targeted professional learning opportunities throughout the year.

Evaluation Data Source: Observation and walkthrough data showing teacher growth, Mentor/mentee pairing documentation, Meeting Sign In Sheets

Strategy 1

Pair each new or new-to-the-district teacher with a trained mentor and provide a mentorship calendar that includes scheduled check-ins, classroom visits, and support sessions.

Strategy's Expected Result/Impact: Increased teacher confidence, faster acclimation to campus expectations, and improved instructional effectiveness for new staff

Staff Responsible for Monitoring: Principal, Mentor / Mentee teachers

Problem Statements: Student Learning 1, 2, 4

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

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Strategy 2

Provide ongoing professional development sessions tailored to new teacher needs, including classroom management, curriculum planning, and instructional strategies.

Strategy's Expected Result/Impact: Strengthened teacher capacity, reduced turnover, and higher student achievement in classrooms led by new teachers.

Staff Responsible for Monitoring: Principal, Coaching from Curriculum

Problem Statements: Student Learning 1, 2, 4

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

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Performance Objective 1 Problem Statements Identifying Student Learning

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4	Universal screening data and classroom inventories indicate that many students begin the year lacking multiple foundational skills.	Students often enter school with limited prior exposure to structured learning environments, reduced stamina for academic tasks, and varying levels of developmental readiness.

Performance Objective 2

Provide professional learning opportunities to all staff members that are tailored to their individual roles, responsibilities, and identified areas for growth.

Evaluation Data Source: Observation and coaching notes linked to training topics, Individualized goals from T-TESS, Evidence of implementation (lesson plans, instructional practices, behavior strategies), Training Sign in sheets / certificates

Strategy 1

Offer instructional coaching, peer observations, and follow-up support to reinforce professional

development and to promote continuous growth based on each staff member's goals.

Strategy's Expected Result/Impact: Greater implementation of learned strategies in daily practice, increased staff engagement, and higher student achievement outcomes.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 1, 2, 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

March

June

Strategy 2

Provide targeted training on the MIA process to prepare teachers for effective lesson internalization and ensure alignment with instructional goals.

Strategy's Expected Result/Impact: Teachers will internalize lessons more effectively, resulting in stronger instructional delivery, increased student engagement, and improved mastery of learning objectives.

Staff Responsible for Monitoring: Heather Fountain

Problem Statements: Student Learning 1, 4

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

March

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
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<p>2 65% of Kindergarten students did not meet end-of-year benchmark expectations on universal screeners, indicating foundational math skill gaps that may contribute to ongoing difficulties in fluency and application in later grades.</p>	<p>The campus has lacked consistently aligned, high-quality instructional materials in math, leading to gaps in instructional coherence and student mastery of essential math concepts and skills.</p>
<p>4 Universal screening data and classroom inventories indicate that many students begin the year lacking multiple foundational skills.</p>	<p>Students often enter school with limited prior exposure to structured learning environments, reduced stamina for academic tasks, and varying levels of developmental readiness.</p>

Goal 3

Encourage and promote positive culture among students and staff, and ensure positive community engagement (ESF Lever 3).

Performance Objective 1

Consistently implement campus-wide behavioral expectations and proactive behavior support systems that promote a safe, respectful, and inclusive environment for all students and staff.

Evaluation Data Source: Behavior expectations matrix and posted visuals (CHAMPS), Discipline referral data , Documentation of behavior-specific praise systems (e.g., Bucket Fillers), MTSS behavior intervention data

Strategy 1

Provide initial and ongoing training for staff on the campus-wide behavior expectations (MAC/ CHAMPS) and positive behavior support systems, including consistent language, routines, and reinforcement strategies.

Strategy's Expected Result/Impact: Increased consistency in behavior management across classrooms, leading to fewer disruptions and a more positive school climate.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 2

Monitor implementation through walkthroughs, behavior data tracking, and regular review of discipline referrals to identify trends and provide targeted support.

Strategy's Expected Result/Impact: Data-driven improvements in behavior interventions and supports, resulting in decreased office referrals and improved student behavior outcomes.

Staff Responsible for Monitoring: Principal, MTSS

Problem Statements: Demographics 1

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

LECS is experiencing a growing enrollment of special education students who require intensive support services, many of which extend beyond what is practical in a traditional classroom setting. As a result, specialists and district-level supports are increasingly engaged in daily operations to ensure these students receive the services they need.

This trend is driven by an increase in special education identifications, a rise in underlying mental health needs among children, and more effective Child Find efforts that are successfully identifying students who qualify for services at an earlier age.

Performance Objective 2

Strengthen family and community engagement by providing regular, transparent communication and offering meaningful opportunities for families to connect with and support school goals, events, and student learning.

Evaluation Data Source: Campus communication (ParentSquare, calendars, social media posts), PTO meeting sign-ins and minutes, Family event attendance logs (Literacy Nights, Meet the Teacher)

Strategy 1

Maintain consistent communication through multiple platforms such as ParentSquare, school calendars, social media, and the school website to keep families informed of events, goals, and student learning opportunities.

Strategy's Expected Result/Impact: Improved family awareness and engagement, resulting in stronger partnerships and increased participation in school activities.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 4

Title I: 2.5.2

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Host regular family engagement events, math night, literacy night, and volunteer opportunities, that align with instructional goals and foster two-way communication.

Strategy's Expected Result/Impact: Enhanced family involvement in student learning and increased collaboration between home and school.

Staff Responsible for Monitoring: Principal, Counselor, MTSS

Problem Statements: Student Learning 1

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Assessment data from mCLASS consistently indicates that phonemic awareness is the most significant area of need among the five foundational reading components.

Limited early literacy exposure prior to school entry, combined with time-sensitive assessment formats in mCLASS and CLI Engage, contributes to lower performance in phonemic awareness.

4

Universal screening data and classroom inventories indicate that many students begin the year lacking multiple foundational skills.

Students often enter school with limited prior exposure to structured learning environments, reduced stamina for academic tasks, and varying levels of developmental readiness.

Performance Objective 3

Strengthen campus systems and procedures to ensure a safe and secure environment for all students and

staff.

Evaluation Data Source: Weekly Door Sweeps log

Strategy 1

The campus will conduct weekly door sweeps to verify that all doors are functioning properly and remain secured.

Staff will participate in ongoing safety training to reinforce district and state protocols and ensure readiness in all emergency situations.

Strategy's Expected Result/Impact: Campus safety will be strengthened as evidenced by secured facilities, compliance with district and state safety standards, and increased staff confidence in responding to emergency situations.

Staff Responsible for Monitoring: Heather Fountain

Problem Statements: Student Learning 3

ESF Levers: Lever 1: Strong School Leadership and Planning

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Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

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

Budget constraints, inadequate internet availability, and lack of headphones for students

Goal 4

Provide high quality curriculum, instruction, and assessments with the focus on student learning and post-secondary preparedness (ESF Levers 4 & 5).

Performance Objective 1 High Priority HB3 Goal

Ensure that classroom instruction consistently aligns with the TEKS by focusing on the content, context, and cognitive rigor of the written, taught, and assessed curriculum to support all students in meeting or exceeding grade-level expectations.

Evaluation Data Source: Lesson plans aligned to TEKS and instructional focus, Walkthrough and observation data focused on alignment and rigor, PLC agendas and documentation of collaborative planning, Student assessment data

Strategy 1

Facilitate regular weekly PLC meetings using the campus PLC agenda to guide collaboration. Meetings will focus on unpacking priority standards, internalizing lessons, analyzing assessment data, and aligning lesson plans to the content, context, and cognitive rigor of the TEKS.

Strategy's Expected Result/Impact: Increased instructional alignment and consistency across classrooms, leading to improved student mastery of grade-level standards.

Staff Responsible for Monitoring: Principal, Leadership Team

Problem Statements: Student Learning 1, 2, 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Conduct instructional walkthroughs and provide targeted feedback to ensure alignment between the written curriculum, instructional delivery, and student tasks.

Strategy's Expected Result/Impact: Improved instructional practices and greater alignment with TEKS, resulting in increased student engagement and academic performance.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 1, 2, 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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March

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

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2

65% of Kindergarten students did not meet end-of-year benchmark expectations on universal screeners, indicating foundational math skill gaps that may contribute to ongoing difficulties in fluency and application in later grades.

The campus has lacked consistently aligned, high-quality instructional materials in math, leading to gaps in instructional coherence and student mastery of essential math concepts and skills.

4

Universal screening data and classroom inventories indicate that many students begin the year lacking multiple foundational skills.

Students often enter school with limited prior exposure to structured learning environments, reduced stamina for academic tasks, and varying levels of developmental readiness.

Performance Objective 2 High Priority

Provide all instructional staff with access to high-quality instructional materials, tools, and targeted professional development that support strong instructional delivery and improve student learning outcomes.

Evaluation Data Source: HQIM lesson plan internalization, Professional development attendance, Coaching and follow-up implementation logs, Walkthroughs and observations with evidence of HQIM in use, Student performance data

Strategy 1

Ensure that all teachers have access to district-approved, high-quality instructional materials (HQIM) aligned to TEKS and provide training on how to effectively internalize and implement them during instruction.

Strategy's Expected Result/Impact: Increased teacher confidence and consistency in delivering rigorous, aligned lessons that support student mastery.

Staff Responsible for Monitoring: Principal, Curriculum Coaches

Problem Statements: Student Learning 1, 2, 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Offer ongoing, role-specific professional development that equips staff with the tools and strategies necessary to effectively use instructional materials to meet the needs of all learners.

Strategy's Expected Result/Impact: Improved instructional quality and differentiation, leading to higher levels of student engagement and academic achievement.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 1, 3, 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Student Learning

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