Lewisville Independent School District

Lillie J. Jackson Early Childhood Center

2026-2027 Campus Improvement Plan



Mission Statement

Engaging and inspiring learners and leaders in pursuit of growth and purpose.

Vision

All students are confident, equipped and empowered to thrive in the future they imagine.

Value Statement

Value Proposition

LISD delivers an exceptional educational experience in partnership with the community. Traditions unite us and the strength of our academic and extracurricular programs inspires everyONE to find their path.

Beliefs

- We believe students are the center of our learning community
- We believe h igh quality and caring staff are the heart of a learning culture

- We believe our commitment to progress and stewardship ensures future success
- We believe safe and nurturing environments cultivate growth and well-being for all
- We believe meaningful accountability encompasses more than test scores
- We believe education is a shared responsibility built on authentic partnerships with students, families, staff, and the community

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The current demographics breakdown is as follows:

Ethnicity

American Indian: 1%

Asian: 17%

African American: 9%

White: 12%

Hispanic/Latin: 56.%

Pacific Islander: 0%

Total: 303

45% Male

55% Female

Our student population represents different home languages: 42% Spanish, ESL/LEP 28%, English 28%

Special Programs:

1. ESL Program

2. One way Dual Language Program

3. 2 way Dual Language

4. Special Education total current enrollment: 14% of population (36 students)

5. PreK Discovery (Tuition) current enrollment: 44

**Some students qualify in multiple programs (ie: SpEd and Dual Language or PreK Discovery and Dual Language, etc.)

Many students have entered special programs this year and will continue in these programs for next year.

At risk students are all bilingual and ESL students, as well as those that qualify under one of the TEA guidelines for PreK eligibility. Students that do not qualify for PreK have the option to pay tuition to attend PreK but those spaces are limited.

Federal definition of guidelines is available on the TEA website.

The current mobility rate for our district and staff is unavailable at this point.

We have 10 students currently registered as McKinney Vento students.

The current teacher/student ratio is 9 students per 1 teacher. Our campus has a total of __303__ students and _33_ professional classroom teachers.

New students enroll or withdraw daily.

Average Daily Attendance Rate: 94.2%

Chronically Absent: 12.28%

Demographics Strengths

We offer a global view of learning which enriches the learning environment for all students. We are a diverse campus which enriches the learning experience. To meet the needs of our students and families, we offer many special programs which allows us to provide a strong student experience.

Last school year we held 13 different engagement events to get families engaged at Lillie J. Jackson either virtually or in person on campus:

Fall Fest, Spring Fling, Curriculum Night, Meet the Teacher, Open House, LHS Homecoming Parade, 2 Virtual Family Engagement Nights, Fine Motor Parent

Training, Conscious Discipline Training, PreK on Stage, Sweetheart Dance, and Kinder Transition Night.

We plan to get feedback from parents during our Title 1 Meeting about which events they would like to see this year. This will ensure we are supporting our current population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We have a high number of chronically absent students.
Root Cause: Parent's lack the understanding of the importance of consistent attendance and how it supports academic and social/emotional development.

Problem Statement 2: Meeting the needs of all students can present as a challenge due to the fact that our campus is so diverse
Root Cause: We are a very diverse campus with multiple cultures, languages and varying needs of students and families.

Student Learning

Student Learning Summary

Student Progress Goals:

Goal 1: 80% of 4 years olds will meet proficiency in uppercase letter recognition to continue their literacy development by May of 2026. Proficiency is being able to name 20 or more uppercase letters.

88% of students were proficient by EOY, proficiency grew 56% from BOY to EOY.

Goal 2: 60% of 4 year olds will be Proficient in writing by May 2026. Proficiency being writing levels: Emergent, Transitional, and Conventional.
58% of students are proficient by EOY, proficiency grew 56% from BOY to EOY.

Goal 3: 68% of 4 year olds will meet proficiency in naming numerals by May 2026.
79% of students are proficient by EOY, proficiency grew 53% from BOY to EOY.

Student Learning Strengths

One of our strengths is student proficiency in letter recognition as that has the highest percentage of students achieving proficiency. Another one of our strengths was the growth on the writing continuum which is directly impacted by the learning experiences the teachers design to foster fine motor skills throughout the year. Writing has been a major focus for our campus the last 5 years. We would like to continue to grow in this area.

Our MTSS system has done a good job identifying students that needed formal evaluations to qualify for SpEd services. Teachers are also working very hard to offer necessary interventions to support students in our MTSS.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Majority of Lillie students are arriving to campus with very few fine motor skills to support writing development.
Root Cause: There is a lack of opportunities for students to develop fine motor skills at home. It is important we create a environment that is rich in fine motor activities to support writing development.

School Processes & Programs

School Processes & Programs Summary

We have mentor programs that support new teachers and special education as well as a campus and district instructional specialist. We have weekly PLC's where teachers are able to have in-depth discussions about their challenges as educators. Quarterly data meetings with PLC teams is used to discuss specific data from formative assessments. Through the conversations teachers set goals for the students and create interventions to implement in the classroom.

We created a Student Success Team to create a behavior matrix to streamline ways to support behavior on the campus and they gave feedback from the staff of specific skills that needed to be focused on with students to help develop self-regulation.

We currently have four Special Program classes available to all students: Music and Movement, PE, STEAM Lab, and Library. Students have the opportunity to visit one of these classes for 45 minutes each day.

The campus has 1 full-time Language Acquisition Specialist and 2 part time Language Acquisition Specialists that assist the students with language and offer support to teachers to better serve the needs of the students.

Our campus follows the district LEAD process where teachers and administrators form goals and processes in order to support and grow teachers in their craft.

School Processes & Programs Strengths

We have maintained our status as a Solution Tree PLC Model Campus for four years. Our school culture is strongly rooted in the PLC process as we work to address the diverse needs of our campus. During 24-25 school year we took the PreK Guidelines for Social/Emotional Development through the PLC process to create betters systems to support our students. We were able to decrease the amount of office referrals by more than 50% from the first semester to the second semester.

There are multiple systems in place to support teachers professionally. Each teacher's Professional Learning Goal is aligned with a chosen area on CLI which has a direct positive impact on learning in the classroom. The Student Progress Goal is directly tied to one of our Student Achievement goals in the Campus Improvement Plan. This allows us to have focused and intentional conversations on student achievement that as a campus we can work toward together.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: A large number of students that exhibit troubling behavior, do so through physical aggression.
Root Cause: The students lack social-emotional regulation skills which impacts how they respond when they become upset.

Perceptions

Perceptions Summary

We start the year by welcoming all of our students and families onto our campus through our Meet the Teacher Night. It is important that we continue involving all of our district resources to enhance student experience. We value safety as a high priority which helped us develop our campus creed "I will keep it safe". We are a campus that prides ourselves on parent involvement and keeping the parents and community informed of their students' experiences is an integral part of that process. As a campus, we are committed to providing our families and community with outstanding customer service, we collaborate to ensure the success of all students regardless of their classroom, and we have a growth mindset where we support each other as a learning community. A campus monthly newsletter is sent to families to support campus events, parent education, and district information. Each teacher sends a weekly newsletter to the families in the classroom. Teachers also communicate daily with parents through the SeeSaw app, sharing pictures of learning experiences taking place on the campus throughout the day. Last year we increased our social media posts to help parents see inside the classrooms and showcase the learning and growth happening on campus. We received positive feedback from our increased social media posts, and plan to continue this year.

Perceptions Strengths

Over the past few years we have had more than 27 total community partnerships.

Family Engagement:

Last school year we held 13 different engagement events to get families engaged at Lillie J. Jackson either virtually or in person on campus:

Fall Fest, Spring Fling, Curriculum Night, Meet the Teacher, Open House, LHS Homecoming Parade, 2 Virtual Family Engagement Nights, Fine Motor Parent Training, Conscious Discipline Training, PreK on Stage, Sweetheart Dance, and Kinder Transition Night.

Through the monthly newsletter we are able to share information with parents and get feedback from them on different school topics. it has really helped in planning events and parent involvement opportunities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Not all of our staff feel that they are receiving effective training to meet the needs of our students and to effectively perform their jobs.
Root Cause: Due to paraprofessionals work hours, there are limited opportunities for paraprofessionals to receive effective support and training for their positions.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Student Data: Assessments

- State and federally required assessment information
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Student Learning - Engage students in real-world connected learning experiences that drive academic growth and develop transferable skills, ensuring students use their curiosity and critical thinking to prepare for success in their future.

Performance Objective 1: Increase student achievement and growth through mastery of transferable skills, enabling learners to explore, apply knowledge, and navigate new challenges.

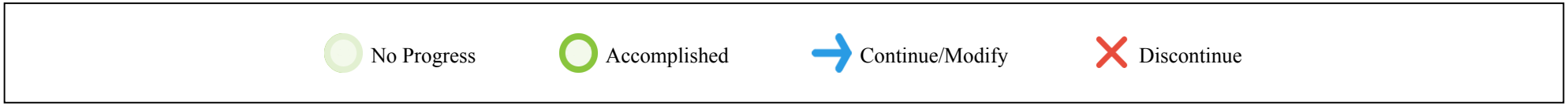
*DISTRICT PRIORITY - STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 1.1 ON SCORECARD

High Priority

HB3 Goal

Evaluation Data Sources: Campus scorecard measures to include
ES and MS - iReady reading and math
HS - GPA and CCMR measures

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Writing will be integrated into various aspects of the classroom and formative assessment data will be used during PLC meetings. Materials need to support this goal include: chart paper, white writing paper, colored/manilla paper, paint, glue sticks, tape, individual student journals, googly eyes, laminating rolls, yarn, craft sticks, dry erase markers, dry erase erasers, craft flowers, glitter, pony beads, little cups, sequins, pom poms, pipe cleaners, cotton balls, masking tape, moldable sand, paint brushes, daubers, sidewalk chalk, markers, foam floor mats, headphones, stickers. **Strategy's Expected Result/Impact:** By May 2027, 60% of students at Lillie J. Jackson will have reached Proficient on the Writing Stage Development Rubric. **Staff Responsible for Monitoring:** Teachers, Admin, Instructional Facilitator **Title I:** 2.51, 2.52, 2.53 **Funding Sources:** Materials need to support this goal include: chart paper, white writing paper, colored/manilla paper, paint, glue sticks, tape, individual student journals, googly eyes, laminating rolls, yarn, craft sticks, dry erase markers, dry erase erasers, craft flowers, glitter, pony beads, little cups, sequins, pom poms, pipe cleaners, cotton balls, masking tape, moldable sand, paint brushes, daubers, sidewalk chalk, markers, foam floor mats, headphones, stickers. - 211 - Title I, Part A - 211 E 11 6399 00 141 7 24 141 842 0000 - $709, TI Salary Adjustment for 100%, one time payment and increase of benefits - 211 - Title I, Part A - 211 E 6119 STF - $5,545				


No Progress
Accomplished
Continue/Modify
Discontinue

Goal 1: Student Learning - Engage students in real-world connected learning experiences that drive academic growth and develop transferable skills, ensuring students use their curiosity and critical thinking to prepare for success in their future.

Performance Objective 2: Consistent implementation of high-yield instructional strategies with fidelity that are aligned with the district curriculum and One Vision framework to create learning experiences that meet student needs and promote academic growth.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include readiness dashboard data and walkthrough data

Goal 2: Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them.

Performance Objective 1: Implement proactive structures for success to maintain safe and orderly learning environments that foster positive relationships and cultivate belonging.

*Includes campus behavior goal strategies

High Priority

Evaluation Data Sources: Scorecard measures to include student and parent survey results, discipline data, walkthrough data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Behavior PLCs focused on the Social-Emotional PreK Guidelines and Conscious Discipline. -Conscious Discipline training for all staff -Student Success Team collaborate quarterly to discuss behavior concerns and needs of the campus in order to plan for training for staff. -Implement Positive Recognition System that ensures 100% of students are positively recognized by the end of the year. **Strategy's Expected Result/Impact:** Teachers and students can self-regulate emotions that will improve overall student and staff well-being/experience. **Staff Responsible for Monitoring:** Administrators **Title I:** 2.51, 2.52, 2.53 **Funding Sources:** Pay for paraprofessionals to attend PD sessions after school - 211 - Title I, Part A - $0				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them.

Performance Objective 2: Utilize collaborative and early intervention systems to maximize student presence, active participation, and direct student contribution to shaping campus culture.

*Strategies included if this is a campus priority.

Evaluation Data Sources: scorecard measures to include attendance rate, student survey results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: -Educate parents on attendance policies multiple times throughout the school year. -Hold meetings with parents of chronically absent students. **Strategy's Expected Result/Impact:** Average Daily Attendance rate will not drop below 92% and the number of chronically absent students will decrease to 11%. **Staff Responsible for Monitoring:** Administrators, Attendance Clerks, Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 1: Maintain long-range financial stability through strategic long-term planning that aligns resource allocation, capital facility management, and fiscal reserves.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include finance reports, efficiency and assessment reports

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 2: Maximize impact through the implementation of flexible and transformational models to optimize resource utilization and staff productivity.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include finance reports, enrollment reports, efficiency reports

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 3: Advance the community's understanding of the state and district finances through proactive outreach and advocacy, to build informed partners in navigating complex decisions.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include feedback and input data.

Goal 4: Strategic Investment - Build and sustain a community of skilled staff united by a shared purpose and a sustainable commitment to our mission, supported by professional growth and systems necessary for a high-performing workforce.

Performance Objective 1: Implement strategic systems to attract, certify, and fairly compensate a dedicated staff, while supporting ongoing growth and instructional expertise.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include waviers

Goal 4: Strategic Investment - Build and sustain a community of skilled staff united by a shared purpose and a sustainable commitment to our mission, supported by professional growth and systems necessary for a high-performing workforce.

Performance Objective 2: Strengthen collaborative feedback loops to build trust, inform decision-making, and build collaborative ownership of mission and culture

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measure to include campus feedback loop results

Goal 5: Community Engagement - Strengthen partnerships with our families, students, staff, and community to engage in unified communication and elevate our shared commitment as ONE LISD.

Performance Objective 1: Leverage purposeful communication to inform and connect with all LISD stakeholders, building an engaged network of active partners.

*DISTRICT PRIORITY - STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 5.1 ON SCORECARD

High Priority

Evaluation Data Sources: Scorecard measures to include parent survey results, brand ambassadors, social media amplification scores, recognize someones and customer service.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Lillie J. Jackson community will participate in school-wide events to promote student experience to build community, belonging, and student ownership. Student experiences that include sensory play through foam, hands on outdoor activities, and gross motor activities inclusively enriches the learning experience for all of our students. Opportunities for parents to learn strategies to implement at home to increase the home to school connection (topics to include technology, literacy, and fine motor skills.) **Strategy's Expected Result/Impact:** Offer our students and parents school-wide events to enhance students' experiences and sense of belonging to the school which will increase the daily attendance rate and overall student achievement. **Staff Responsible for Monitoring:** Administrators **Funding Sources:** Conscious Discipline resources, Screen Time social story, Fine Motor Supplies (pencils, crayons, stylus, chalk, playdough) - 211- Title I, Parent & Family Engagement - 211 E 61 6399 00 141 7 24 141 842 0000 - $1,517				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews when you update your priority goals.

Performance Objective 1: Improve attendance and student engagement by implementing initiatives that support students' needs.

Evaluation Data Sources: Student attendance records; academic performance data; communication logs; family and community involvement records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Staff, families, and the student body are informed of student attendance procedures and student residency is verified. Monitor attendance data regularly to identify chronic absenteeism. Parent notification given when students are absent. Utilize campus attendance teams to implement early interventions and supports. Partner with families to address barriers. Strategies are implemented to increase parental involvement as a proactive measure. Training is provided to parents regarding how to utilize technology to monitor student progress and achievement. As monitored in RaaWee and on the district and campus scorecards, excessive absences are monitored and interventions are provided in a collaborative partnership to identify and resolve root causes, including refer to counseling and/or health services departments. Truancy charges are regularly filed when appropriate. Local School health advisory council (SHAC) recommendations implemented to support student physical, mental, and wellbeing. **Strategy's Expected Result/Impact:** Student attendance records and campus scorecard target for attendance rate and chronic absentism. ADA reports, chronic absenteeism data. **Staff Responsible for Monitoring:** Campus leaders, classroom teacher, registrar/attendance clerk.counselor, nurse.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Dating Violence Implement comprehensive dating violence prevention and response process that includes staff and student education on prevention, awareness, reporting procedures, legal responsibilities, and available supports. The Counseling and social work teams will provide developmentally appropriate education and resources to promote healthy relationships, ensure students know how to report concerns to adults, and follow district protocols for responding to reports of dating violence. **Strategy's Expected Result/Impact:** Compliance report, student training logs, counseling logs **Staff Responsible for Monitoring:** All staff				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Implement a comprehensive counseling program that supports students' academic, wellbeing, and college and career readiness needs. Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, dating violence, sexual abuse, sex trafficking, dating violence, discipline management including unwanted physical or verbal aggression and sexual harassment, strategies for providing students and their parents with information about higher education admissions and financial aid opportunities, the need for students to make informed curriculum choices to be prepared for success beyond high school, career education to assist students in preparing for a broad range of career opportunities, accelerated education, the Teach for Texas program, etc. A proactive plan identifies and helps troubled youth through partnership with counselor, parent, and teacher to identify supports and interests. SAPP provides pregnant and parenting students with the support and resources needed to complete school, while equipping them for their future as college and career ready individuals with marketable skills, and helping them to become the best possible parent. SAPP provides childbirth education to pregnant students, parenting education to student who have a child and case management. Assistance is provided through case management, agency referrals, and prenatal (when medically necessary) and postnatal home instruction according to TEA guidelines. Students may remain at their home campus while they receive SAPP sercies or they may choose to attend LLC and work with their home campus counselor to complete the process. **Strategy's Expected Result/Impact:** Academic data, staff observations, documentation records including MTSS, attendance records. **Staff Responsible for Monitoring:** Campus leaders, counselors, teachers				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews when you update your priority goals.

Performance Objective 2: All students shall complete high school. The dropout rate for all the students including sub-populations will be maintained at <0.2% for middle schools, and high schools will have a 95% completion rate. All schools will implement and maintain attendance and instructional support strategies that support these goals.

Evaluation Data Sources: Student attendance and withdrawal records; program records; STAAR scores and local academic performance data; campus staff observations, intervention documentation, family and community involvement records

Strategy 1 Details	Reviews			
Strategy 1: Identify and monitor students identified as at risk based on multiple sources of student data, including students in special populations.	Formative			Summative
	Nov	Feb	May	
Provide targeted interventions through the MTSS process, accelerated instruction, and supports based on student needs, comprehensive needs assessment findings, and in alignment with campus student learning, discipline, and attendance goals. Utilize MTSS to identify learning, behavioral, and attendance needs early, implement interventions, monitor student progress, and adjust supports as needed. Integrate technology as digital learning tools, and accessibility features to increase student engagement, learning, and provide equitable access to rigorous instruction. Special program students are accurately identified and appropriately served. A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.) Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.). Teachers receive training and support to differentiate instruction to meet the needs of all students. Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements. Special education services are provided to students as determined by the ARD committee. G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students. LISD takes a comprehensive approach in providing treatment and acceleration to students who have been identified with having a special learning disability of dyslexia. Depending on the age, language, skill ability and identified strengths and weaknesses , the district offers a variety of programs based on the well-researched Orton-Gillingham method of instruction. Reading interventions based on this approach provide the comprehensive learning strategies students with dyslexia require to overcome their literacy struggles by using multi-sensory tools to teach phonemic awareness, phonics, fluency, vocabulary and comprehension sequentially. All scripted, direct instruction reading programs adopted for use in LISD, including MTA, Foundations, Esperanza, New Herman Method and Language! Live were carefully vetted based on teh TEA required principles of effective dyslexia instruction. LISD ensures all the reading interventions for struggling readers are provided with consistency and fidelity in order to ensure students close the gaps and are using their newly acquired skills to become more confident readers.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Recruiting and retaining highly effective teachers Review CNA data annually to identify gaps and high-need areas to address through professional learning. In collaborative with staff and the review of CNA data to determine campus priorities, design comprehensive campus professional learning plan to support ongoing learning and support during implementation Intentional planning of job-embedded professional learning (PL) through PLCs aligned to student needs and staff growth areas Offer resources and assistance to support teachers in obtaining correct certification. Partner with district to provide test preparation, mentoring and coaching through programs. Utilize trend walks and student outcomes to plan professional learning. Regular campus based learning communities focused on instructional improvement. Partner with district for instructional supports. **Strategy's Expected Result/Impact:** increase in academic achievement of students. Increase in alignment to district expectations on walks **Staff Responsible for Monitoring:** campus leaders, learning and teaching.				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews when you update your priority goals.

Performance Objective 3: Foster strong family and community partnerships that support student achievement, attendance, and overall well-being by implementing programs and effective communication.

Evaluation Data Sources: Parent survey results, event participation, conference attendance, volunteer logs. communication logs. advisory committee participation and family engagement data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Provide regular communication to families through newsletters, digital platforms, phone calls, and conferences. Offer family learning and engagement events that support student academics, college and career readiness, and student wellness. Engage families through campus advisory committee and volunteer opportunities and parent organizations. Conduct annual family survey and use feedback to improve programs. Provide resources that help families support learning at home. **Strategy's Expected Result/Impact:** parent survey results, event participation, volunteer logs, **Staff Responsible for Monitoring:** Campus leaders, counselor, teachers.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Lillie Jackson ECC conducts a comprehensive needs assessment (CNA) annually, engaging stakeholders including parents, teachers, administrators, and community members through surveys and meetings. We analyze multiple data sources-demographics, student achievement, school processes and programs, and stakeholder perceptions-to identify priority areas for improvement. Our CNA process emphasizes academic achievement, equity, and student growth. These findings directly inform the development of our schoolwide goals and strategies.

1.2: Location for Evidence of Multiple Meetings Held

Lillie Jackson ECC documents evidence of stakeholder engagement through its Building Leadership Team (BLT) membership and planning timeline, which includes multiple scheduled meetings across the school year. We maintain records of stakeholder involvement in decision-making and plan development, ensuring inclusive and ongoing collaboration throughout the CNA process.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Lillie Jackson ECC initiates the development of the Campus Improvement Plan in the spring and continues into the fall to allow for thorough data review and stakeholder feedback. We align our timeline with the district planning cycle and base our goals and strategies on the most recent comprehensive needs assessment to ensure our plan reflects current student and school needs.

2.2: Stakeholders 1114(b)(2)

Lillie Jackson ECC involves a broad range of stakeholders in the planning and decision-making process, including parents, classroom teachers, non-instructional staff, administrators, and community members. Our Building Leadership Team reflects diverse voices and includes multiple parent representatives and instructional staff across grade levels and specialties. We believe in shared ownership of school success and empower stakeholders to provide input and shape the direction of our campus priorities.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

Lillie Jackson ECC ensures that our Campus Improvement Plan is accessible to families and the community. We post the CIP on the district and campus websites, which include automatic translation features. Additionally, all printed communications and meeting materials are provided in both English and Spanish. We are committed to transparency and accessibility in sharing our goals, strategies, and progress with all stakeholders.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Lillie Jackson ECC coordinates the CIP with district priorities, state programs, and federal funding sources to maximize impact. Our plan includes aligned strategies funded through Title I. We work closely with district departments to align services that support emergent bilingual students, at-risk youth, and students receiving special education services.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Lillie Jackson ECC addresses all required program components within the CIP, including evidence-based strategies, targeted support for at-risk students, professional development, and extended learning opportunities. We outline our approach to integrating a well-rounded education and addressing the needs of historically underserved student groups. Our CIP ensures all students, regardless of background, are supported to meet state standards and experience academic success.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Lillie Jackson ECC evaluates the effectiveness of our schoolwide program annually by reviewing assessment data, stakeholder feedback, and program implementation fidelity. These evaluations are documented in our CIP and used to inform revisions. We monitor progress toward stated goals using tools like District CBA, STAAR data, and internal RtI assessments, ensuring that strategies are adjusted based on evidence of student performance and instructional impact.

Title I Personnel

Name	Position	Program	FTE
Torres, Yesenia	Title 1 Pre-K Instructional Facilitator	Title 1 Part A	1

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention			Shawna Miller	7/7/2026
Child Abuse and Neglect			Shawna Miller	7/7/2026
Coordinated Health Program			Shawna Miller	7/7/2026
Decision-Making and Planning Policy Evaluation			Shawna Miller	7/7/2026
Disciplinary Alternative Education Program (DAEP)			Shawna Miller	7/7/2026
Dropout Prevention			Shawna Miller	7/7/2026
Dyslexia Treatment Program			Shawna Miller	7/7/2026
Pregnancy Related Services			Shawna Miller	7/7/2026
Post-Secondary Preparedness			Shawna Miller	7/7/2026
Recruiting Teachers and Paraprofessionals			Shawna Miller	7/7/2026
Student Welfare: Crisis Intervention Programs and Training			Shawna Miller	7/7/2026
Student Welfare: Discipline/Conflict/Violence Management			Shawna Miller	7/7/2026
Texas Behavior Support Initiative (TBSI)			Shawna Miller	7/7/2026
Technology Integration			Shawna Miller	7/7/2026
Job Description for Peace Officers, Resource Officers & Security Personnel			Shawna Miller	7/7/2026