

Lewisville Independent School District
Lillie J. Jackson Early Childhood Center
2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: September 28, 2021

Demographics

Demographics Summary

The current demographics breakdown is as follows:

American Indian: 0%

Asian: 14%

African American: 19%

White: 11%

Hispanic/Latin: 54%

Multi Race: 3%

Pacific Islander: 0%

Total: 411

Our student population represents different home languages: 36% Spanish, ESL/LEP 19%, English 45%

Special Programs:

1. ESL Program
2. Dual Language Program
3. 2 way Dual Language
4. Special Education total current enrollment: 17% of population
5. PreK Pal (Tuition) current enrollment: 44

**Some students qualify in multiple programs (ie: SpEd and Dual Language or PreK Pals 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 32 students currently registered as McKinney Vento students.

The current teacher/student ratio is 12 students per 1 teacher. Our campus has a total of ___411___ students and _34_ professional classroom teachers.

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.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 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

Based on data from end of year (2021), our students are all making great gains to prepare them for kindergarten. In prior years, we saw greater gains due to students enrolling at age 3 years old, then return for a second year on our campus, where this is not the case any longer.

Student Learning Strengths

We are seeing growth in all areas including social emotional and academic skills.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We do not have a high level of students meeting proficiency in academic or social emotional areas. **Root Cause:** Students are entering school at age 4 where they had been able to enroll at age 3. The COVID pandemic was also a factor in student enrollment.

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. The campus has 1 Language Acquisition Specialist that assists the students with language. 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

There are multiple opportunities for growth and support.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The opportunities available are geared towards teachers. On our campus, we have a significant number of paraprofessionals that support our students. **Root Cause:** Their hours are limited and they cannot work off of the clock.

Perceptions

Perceptions Summary

Welcoming community and families. Involving all of our district resources to enhance student experience. We have a new curriculum that should create a more consistent 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 parent 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, we have a growth mindset where we support each other as a learning community.

Perceptions Strengths

In our PLC learning communities, we collaborate to ensure fidelity in assessments, instruction and upholding our campus commitments for each other, our students and our community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Due to high expectations, it can be challenging for all members of the learning community to feel successful. **Root Cause:** After experiencing two years of COVID protocols, the campus has experienced trauma on some levels.

Problem Statement 2 (Prioritized): Due to high expectations, it can be challenging for all members of the learning community to feel successful. **Root Cause:** Expectations can seem overwhelming.

Problem Statement 4 (Prioritized): Students are entering school at age 4 without receiving early intervention. **Root Cause:** Lack of knowledge about special programs available to assist children before entering school when children are not meeting developmental milestones.

Priority Problem Statements

Problem Statement 5: Meeting the needs of all students can present as a challenge due to the fact that our campus is so diverse.

Root Cause 5: We are a very diverse campus with multiple cultures, languages and varying needs of students and families.

Problem Statement 5 Areas: Demographics

Problem Statement 1: We do not have a high level of students meeting proficiency in academic or social emotional areas.

Root Cause 1: Students are entering school at age 4 where they had been able to enroll at age 3. The COVID pandemic was also a factor in student enrollment.

Problem Statement 1 Areas: Student Learning

Problem Statement 3: The opportunities available are geared towards teachers. On our campus, we have a significant number of paraprofessionals that support our students.

Root Cause 3: Their hours are limited and they cannot work off of the clock.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Due to high expectations, it can be challenging for all members of the learning community to feel successful.

Root Cause 4: After experiencing two years of COVID protocols, the campus has experienced trauma on some levels.

Problem Statement 4 Areas: Perceptions

Problem Statement 6: Due to high expectations, it can be challenging for all members of the learning community to feel successful.

Root Cause 6: Expectations can seem overwhelming.

Problem Statement 6 Areas: Perceptions

Problem Statement 2: Students are entering school at age 4 without receiving early intervention.

Root Cause 2: Lack of knowledge about special programs available to assist children before entering school when children are not meeting developmental milestones.

Problem Statement 2 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Student Data: Assessments

- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Behavior and Other Indicators

- Enrollment trends

Employee Data

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

Goals

Revised/Approved: September 28, 2021

Goal 1: Cornerstone 1 / Student Learning

Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are quipped for success.

Performance Objective 1: Board Goals:

- * HB 3 Early Childhood Literacy Reading - % of 3rd graders that score meets grade level on IStation's Indicators of Progress will increase
- * HB 3 Early Childhood Math - % of 3rd graders that perform at Tier 1 on Istation Math will increase
- * HB 3 College Career Military Readiness - % of graduates that engage in CCMR related indicators will increase
- * Implement new and expand existing targeted elementary and secondary learning intervention programs based on student need

Superintendent Goals:

- * Implement a minimum of 2 literacy check-ins (one fall/one spring) for K-5 per ES campus
- * Identify prioritized TEKS from the BOY MS reading assessment to determine readiness for grade-level work
- * Determine growth expectations for students using early childhood math BOY 2020 comparisons to EOY 2021
- * Utilize readiness dashboard to identify and target students for readiness as the campus level
- * Provide support to campuses in creating intervention programs for summer 2021 and beyond







DIP Goals:

- * Conduct content alignment walks with campus leadership and Learning & Teaching leaders in a manner that provides data analysis to achieve 80% of content walks indicate alignment of curriculum and instruction (virtual and in-person)
- * Align PLC focus areas with CIP goals and utilize PLCs effectively to make gains on CIP goals and increase graduation rates
- * Increase graduation rate through the use of early warning systems (dashboard, counselors, etc)
- * Utilize trend data to understand and monitor elements of the student learning experience, including student engagement, technology usage, & lesson design strategies. Determine future actions to ensure learning is engaging and relevant to students

CAMPUSES DETERMINE STRATEGIES FOR PERFORMANCE OBJECTIVE 1 THAT WILL HELP MEET GOALS THAT APPLY TO THEIR LEVEL

HB3 Goal

Evaluation Data Sources: BOY and EOY assessments, dashboard data, walk data including TREND and content walks, PLC agendas, Data sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will make progress towards proficiency in literacy development.</p> <p>Strategy's Expected Result/Impact: 68% of Spanish speaking students and 80% of our English speaking students will meet proficiency in Uppercase letter recognition to continue their literacy development by May of 2022.</p> <p>Staff Responsible for Monitoring: Teachers Admin Instructional Coach</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Starfall campus subscription, sand, build the letter activity center, prewriting games, paint cups, letter sorting trays, wikki stix, letterbots - 211 - Title I, Part A - \$3,153</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: All students will progress towards proficiency in the area of literacy. Increasing fine motor skills assists with pre-writing skills. Paper clips and snaps can be used in various ways to promote finger isolation needed for fine motor dexterity and functional tasks. Items such as badge holders will be used for students to write and wipe. By placing items in separate bins, students will be self sufficient in their writing practice during centers and independent work.</p> <p>Strategy's Expected Result/Impact: 98% of all 4 year old students will be developing or higher and at least 35% will be proficient on the profile card writing continuum by May 2022.</p> <p>Staff Responsible for Monitoring: Teachers Admin Instructional Coach</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: paper, rolled paper, crayons, pencils, clip and create, snap and design, badge holders, color coded labels, paint brushes, journals, Sterilite Plastic 3 Drawer Cart - 211 - Title I, Part A - \$3,220</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: All teachers will collaborate and plan through the Professional Learning Community (PLC) process. PLC teams will discuss and set Essential PK Guidelines and track progress towards goals throughout the year.</p> <p>Strategy's Expected Result/Impact: By May 2022, 100% of Lillie teachers will participate in PLC's to show improvement in data analysis, SMART goal development, data tracking, lesson planning, instructional support and strategies for Tiers 1,2 and 3.</p> <p>Staff Responsible for Monitoring: PLC teams Admin</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Campus Admin and Instructional Coach will perform academic content walks with District Admin and or/Facilitators</p> <p>Strategy's Expected Result/Impact: By May 2022, Campus Admin, Instructional coach will perform a minimum of 5 TREND walks and the following: LEAD walkthroughs to ensure alignment with PK Guidelines, Content Alignment Walks (4x per year), PLC team meetings.</p> <p>Staff Responsible for Monitoring: Admin Instructional Specialist District Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 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.</p>

Student Learning

Problem Statement 1: We do not have a high level of students meeting proficiency in academic or social emotional areas. **Root Cause:** Students are entering school at age 4 where they had been able to enroll at age 3. The COVID pandemic was also a factor in student enrollment.

Perceptions

Problem Statement 1: Due to high expectations, it can be challenging for all members of the learning community to feel successful. **Root Cause:** After experiencing two years of COVID protocols, the campus has experienced trauma on some levels.

Goal 1: Cornerstone 1 / Student Learning




Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are quipped for success.








Performance Objective 2: Student Learning I Statements:

- * I ensure learning is based on defined standards.
- * I model lifelong learning.
- * I create an environment optimal for learning.
- * I ensure that learners are actively engaged in meaningful and relevant work.

CAMPUSES: SELECT AT LEAST ONE I STATEMENT FROM ABOVE THAT THE CAMPUS WILL FOCUS ON THIS YEAR. THEN ADD STRATEGIES THAT WILL HELP MEET THE GOALS FOR THAT SPECIFIC I STATEMENT(S)

Evaluation Data Sources: Writing Continuum on Profile Card, Journal Writing samples, formative writing assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of Lillie students will progress weekly through the writing cycle as outlined in PKOMW curriculum to enhance student writing.</p> <p>Strategy's Expected Result/Impact: Lillie students will progress towards proficiency (level 10+) by increasing no less than 2 levels on the writing continuum by May 2022.</p> <p>Staff Responsible for Monitoring: Classroom Teachers - PLC teams Admin Instructional Coach</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - Perceptions 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: 6 Lillie Jackson teachers will attend PLC training through Solution Tree by May 2022.</p> <p>Strategy's Expected Result/Impact: By May 2022, Lillie Jackson will function as a high performing PLC school. Teachers will understand the impact of data talks, content/vertical alignment and formative/summative assessments.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: 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.</p>
Student Learning
<p>Problem Statement 1: We do not have a high level of students meeting proficiency in academic or social emotional areas. Root Cause: Students are entering school at age 4 where they had been able to enroll at age 3. The COVID pandemic was also a factor in student enrollment.</p>
Perceptions
<p>Problem Statement 4: Students are entering school at age 4 without receiving early intervention. Root Cause: Lack of knowledge about special programs available to assist children before entering school when children are not meeting developmental milestones.</p>

Goal 2: Cornerstone 2/ Student Experience

A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

Performance Objective 1: Board Goals:

- * Ensure students are college and career-ready based on LISD readiness indicators
- * Continue to develop the whole child, fostering the social and emotional skills needed to thrive in a diverse and dynamic world

Superintendent Goals:




- * Expand readiness indicators and complete early warning indicators on the dashboard for campus usage
- * Ensure all students have contact with a counselor through a minimum of two touch points as part of delivering a comprehensive school counseling curriculum/program as outlined by the Texas Model for School Counseling
- * Ensure counselor continue to track various meeting types with students, increase the percentage of students meeting with counselors

DIP Goals:

- * Complete all campus emergency drills and scheduled safety and security audits
- * Decrease disproportionate out-of-placement disciplinary actions - utilize proactive measures to establish relationships with student groups to provide an inclusive and positive learning environment connected to the work of cultural proficiency, Restorative practices, Second Steps, and CHAMPS
- * Implement Second Steps Curriculum at the elementary level in order to increase student social and emotional learning with 18 campuses implementing as teacher-led. Monitor and analyze data
- * Ensure all students receive support and guidance from a counselor through a minimum of two touch points
- * Utilize early warning dashboard to continue to develop the whole child and decrease the % of under-participation of secondary students engaged in extra-curricular activities, clubs, and/or organizations
- * Identify and utilize performance tasks at specific grade levels and content areas
- * All HS will complete Common Sense School requirements with support of the Digital Learning Department. Provide guidance to campuses for renewal of recognition every 2 years.

CAMPUSES DETERMINE STRATEGIES FOR PERFORMANCE OBJECTIVE 1 THAT WILL HELP MEET GOALS THAT APPLY TO THEIR LEVEL

Evaluation Data Sources: Readiness dashboard, counselor data, student survey, discipline data, lesson plans, walkthroughs

Strategy 1 Details	Reviews			
<p>Strategy 1: All staff will be trained and implement Conscious Discipline strategies and Second Steps lessons into their daily routines. Utilizing supports such as cube chairs and safe spaces children feel more secure in their space, and these chairs will assist kids in keeping their space and respecting their classmates' space. The use of fidgets serve to productively distract and occupy a child's attention. In addition to boosting focus and productivity, by giving your child's mind a bit of a fun mental break thereby making it easier to pay attention afterward. This will help support social emotional development. By using items such as Mr. Potato Head, students can show emotions of self and others through play assisting in emotional regulation.</p> <p>Strategy's Expected Result/Impact: 100% of staff and students will participate in Conscious Discipline and Second Steps by May 2022.</p> <p>Staff Responsible for Monitoring: Admin Counselor Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: cube chairs, fidgets, mr. potato head - 211 - Title I, Part A - \$842</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 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.</p>

Goal 2: Cornerstone 2/ Student Experience




A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.







Performance Objective 2: Student Experience I Statements:








- * I create safe and inclusive opportunities.
- * I nurture each learner as an individual and as a citizen of the community.
- * I seek and encourage talent development.
- * I collaborate, communication, and persevere.
- * I engage in work that directly and indirectly creates positive experiences for learners.

CAMPUSES: SELECT AT LEAST ONE I STATEMENT FROM ABOVE THAT THE CAMPUS WILL FOCUS ON THIS YEAR. THEN ADD STRATEGIES THAT WILL HELP MEET THE GOALS FOR THAT SPECIFIC I STATEMENT(S)

Evaluation Data Sources: lesson plans, walkthroughs, TREND data

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will participate in STEAM activities to increase skills in science, math, technology, engineering and art.</p> <p>Through activities such as Water Day for the students, STEAM activities can be integrated into this out of the classroom experience. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways. Items such as but not limited to vinegar, potassium iodide, foil, salt, developer and contact solution will be used for developmentally appropriate mixtures and experience to provide students with background knowledge in this area for kinder and beyond.</p> <p>Bringing in KONA Ice during water week will provide an opportunity for our students to have a new experience while exploring and observing activities related to ice. Teachers can discuss how the ice melts when it's hot, mixing colors of the snow cones, and describing the taste</p> <p>Strategy's Expected Result/Impact: Students will develop connections between play, school readiness, literacy and math development as well as social emotional skills by May 2022.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: vinegar, brickyard blocks, glue, markers, laminating pouches, shaving cream, snap circuits stem kit, robot ball, monkey balance, storage bin, coding robots, elephant balance, frog balance, potassium iodide, salt, let it snow instant snow, contact solution, foil, coding critter, clear developer, KONA ice - 211 - Title I, Part A - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Lillie Jackson PE coach and Music and Movement teacher will plan and implement gross motor and music activities that support development and PreK guidelines.</p> <p>Strategy's Expected Result/Impact: 100% of Lillie students will be actively engaged in physical activity in PE as well as music and movement activities as evidenced by the implementation of the strategies learned through professional development.</p> <p>Lillie Jackson students will work on mastering and refining a wide range of gross motor skills. Teachers will encourage children's physical growth and development by promoting activities that require children to display increasing levels of physical strength and skill by May 2022.</p> <p>Staff Responsible for Monitoring: Admin Specials teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Instruments, Floor Tom Drums, Remo Ocean Drum, Echo Microphone, glow sticks, metal ninja wheel obstacle, foam pogo jumper, climbing rope, colorful jumprope for kids, sports set cones/collars, frisbee golf disc set, resistance parachute, catch a ball set, flying disc lawn game, vertical challenge golf/cornhole game, indoor felt soccer ball set, mini ring toss, balancing stability pods, toss and catch ball set, quick stack cups, foam t-ball baseball set, hopscotch ring, water hoses, foam mixture (mr. bubble), caution tape, hose splitter, spray bottles, hose reels, puppets, bikes, bike pedal straps, - 211 - Title I, Part A - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will receive direct support from counselor through various methods including facilitated play in the classroom using puzzles, games and sensory items.</p> <p>Strategy's Expected Result/Impact: By May 2022, 100% of students will receive classroom guidance lessons from the counselors as well as small group and individual lessons as needed to support SEL and improve discipline.</p> <p>Staff Responsible for Monitoring: Counselor Admin</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: puzzles, games, sensory sand - 211 - Title I, Part A - \$2,436</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: A committee will be formed to design dramatic play prop boxes that correlate with the units of study.</p> <p>Strategy's Expected Result/Impact: By May 2022, all Lillie students will engage in dramatic play centers that change per unit of study to enhance the student experience and facilitate imaginative play.</p> <p>Staff Responsible for Monitoring: Prop Box Committee Admin</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: salad play set, ice cream playset, smart scoop math set, sand playset, number pops, farmers market sorting, garden backdrop, books, felt boards, bins, pretend and play food, clothespins, mixer toy, baby accessories, mailbox set, postal worker gear, aprons, dramatic play dress up costumes - 211 - Title I, Part A - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: 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.</p>
Student Learning
<p>Problem Statement 1: We do not have a high level of students meeting proficiency in academic or social emotional areas. Root Cause: Students are entering school at age 4 where they had been able to enroll at age 3. The COVID pandemic was also a factor in student enrollment.</p>

Goal 3: Cornerstone 3/ Resource Stewardship

In LISD, when we say we want to be good stewards of our resources, we aren't just talking about taxpayer dollars. Resource stewardship is about three things: our time, talent, and treasure. We will strike a positive work/life balance with our time, nurture our talents as educators through meaningful professional learning, and manage our treasure in a fiscally responsible way while still meeting student needs.

Performance Objective 1: Board Goals:

- * Review and implement agreed upon findings from current and future internal audit reports when completed
- * Create and evaluate various fiscal options for future debt, future financial ramifications, and future facility and technology needs

Superintendent Goals:




- * Increase the retention rates of first year teachers to 90% by developing skilled teachers who feel supported and a sense of belonging so they stay in LISD.
- * Develop short-term and long-term calendar of various efforts








DIP Goals:

- * Maximize the use of technology investment and resources to enhance student learning and experience
- * Facilitators will focus on district priority learning for teachers depending on grade level/content area and CIP goals
- * Respond to new 87th legislative session requirements

CAMPUSES DETERMINE STRATEGIES FOR PERFORMANCE OBJECTIVE 1 THAT WILL HELP MEET GOALS THAT APPLY TO THEIR LEVEL

Evaluation Data Sources: survey data, views on resources, leadership opportunities, coaching tickets

Strategy 1 Details	Reviews			
<p>Strategy 1: Language Acquisition Specialist(s) will work closely with our Dual Language staff to develop and increase oral language development.</p> <p>Strategy's Expected Result/Impact: By May 2022, 100% of our Dual Language teachers will meet at least twice a year with our Language Acquisition Specialists and or Instructional Specialist to review program alignment, best teaching practices, oral language development and lesson design.</p> <p>Staff Responsible for Monitoring: Admin LAS Department Instructional Specialist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: I use resources in an effective and efficient way that serves others.</p> <p>Strategy's Expected Result/Impact: By May 2022, teachers that have been on our campus one or two years will have the opportunity to go through the full coaching cycle with the campus Instructional Specialist to support their professional growth and our District retention rate.</p> <p>Staff Responsible for Monitoring: Administrators Campus Instructional Specialist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 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.</p>
Student Learning
<p>Problem Statement 1: We do not have a high level of students meeting proficiency in academic or social emotional areas. Root Cause: Students are entering school at age 4 where they had been able to enroll at age 3. The COVID pandemic was also a factor in student enrollment.</p>
Perceptions
<p>Problem Statement 1: Due to high expectations, it can be challenging for all members of the learning community to feel successful. Root Cause: After experiencing two years of COVID protocols, the campus has experienced trauma on some levels.</p> <p>Problem Statement 2: Due to high expectations, it can be challenging for all members of the learning community to feel successful. Root Cause: Expectations can seem overwhelming.</p>

Goal 3: Cornerstone 3/ Resource Stewardship




In LISD, when we say we want to be good stewards of our resources, we aren't just talking about taxpayer dollars. Resource stewardship is about three things: our time, talent, and treasure. We will strike a positive work/life balance with our time, nurture our talents as educators through meaningful professional learning, and manage our treasure in a fiscally responsible way while still meeting student needs.





Performance Objective 2: Resource Stewardship I Statements:

- * I embrace innovation with a flexible, relevant, and solution-oriented mindset
- * I have a mind for practicing efficient use of resources
- * I use resources in an effective and efficient way that serves others

CAMPUSES: SELECT AT LEAST ONE I STATEMENT FROM ABOVE THAT THE CAMPUS WILL FOCUS ON THIS YEAR. THEN ADD STRATEGIES THAT WILL HELP MEET THE GOALS FOR THAT SPECIFIC I STATEMENT(S)

Evaluation Data Sources: Increased enrollment at the beginning of school

Strategy 1 Details	Reviews			
<p>Strategy 1: Additional children will have access to the Pre-K curriculum. Having access to enroll during various hours and days such as evenings and beginning in April will allow parents multiple opportunities to enroll.</p> <p>Strategy's Expected Result/Impact: Lillie J. Jackson personnel will provide support and assistance to parents who are needing to access the Pre-K program during the registration process in Spring 2022 and Summer 2022.</p> <p>Staff Responsible for Monitoring: Admin Attendance office Secretary</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p> <p>Funding Sources: - 211 - Title I, Part A - \$9,100</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: 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.</p>

School Processes & Programs

Problem Statement 1: The opportunities available are geared towards teachers. On our campus, we have a significant number of paraprofessionals that support our students. **Root Cause:** Their hours are limited and they cannot work off of the clock.

Goal 4: Cornerstone 4/ Community Engagement

We believe education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategies partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community.

Performance Objective 1: Board Goals:

- * Increase opportunities for authentic stakeholder engagement (staff, parents, community members, and business partners)
- * Continue to enhance cultural proficiency within the organization through authentic engagement

Superintendent Goals:






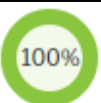
- * Administer surveys to various groups to gain feedback
- * Hire a consultant for a new Strategic Planning process
- * Increase opportunities for authentic stakeholder engagement and measure engagement levels
- * Continue implementation of Restorative Practices and utilize survey data to determine ongoing student and campus needs
- * Implement common learning expectation in every summer professional learning opportunity about student health and well-being








DIP Goals:

- * Increase student participation in job-embedded learning opportunities and engage with local businesses
- * Conduct student survey to obtain feedback on schoolwide experience and campus culture
- * Implement ongoing customer service training to enhance customer experience through lens of cultural proficiency. Utilize raptor survey results for additional campus supports
- * Continue to foster culture champions through authentic engagement and learning (quarterly information and support for campus and district leaders in continuous learning)
- * Continue to implement Restorative Practices with fidelity to impact discipline and culture

CAMPUSES DETERMINE STRATEGIES FOR PERFORMANCE OBJECTIVE 1 THAT WILL HELP MEET GOALS THAT APPLY TO THEIR LEVEL

Evaluation Data Sources: attendance records, views, and shares
surveys, discipline data

Strategy 1 Details	Reviews			
<p>Strategy 1: Counselor will increase Watch D.O.G.S. participation by hosting a Watch D.O.G.S. night in September or 2021 and creating a schedule for active participation on campus for the rest of the 2021-2022 school year.</p> <p>Strategy's Expected Result/Impact: Watch D.O.G.S. will be a positive influence of fathers and father-figures to be a positive and active role-model for children at school.</p> <p>Staff Responsible for Monitoring: Counselor Admin</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: snacks (pizza, drinks) - 211 - Title I, Part A - \$150</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Lillie Jackson will host a minimum of 6 parent engagement activities by the May 2022 (either in-person or virtual) such as story-telling with an activity, content based activity, develop and distribute Parent and Family Engagement Policy, Fall Carnival in October, Sweetheart Dance in February, and Spring Fling in April and Discover Explore Learn. Discover Explore Learn gives the parents a chance to understand the curriculum, campus policies and procedures as well as an opportunity as well as an opportunity to meet their teacher.</p> <p>Strategy's Expected Result/Impact: Positive parent home to school relationships are seen as a priority.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Fall craft and book, Spring craft and book - 211 - Title I, Part A - \$7,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: By May 2022, Lillie Jackson will host events such as Conscious Discipline Family Nights and Parent Trainings to reinforce the home and school connection.</p> <p>Strategy's Expected Result/Impact: Family involvement is linked with positive outcomes for children, including better outcomes in child development, attitudes, and behavior. Furthermore, family involvement in school can help improve school programs, the school environment, and teachers.</p> <p>Staff Responsible for Monitoring: Teachers Admin</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: - 211 - Title I, Part A - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 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.</p>
Student Learning
<p>Problem Statement 1: We do not have a high level of students meeting proficiency in academic or social emotional areas. Root Cause: Students are entering school at age 4 where they had been able to enroll at age 3. The COVID pandemic was also a factor in student enrollment.</p>




Goal 4: Cornerstone 4/ Community Engagement


We believe education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategies partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community.


Performance Objective 2: Community Engagement I Statements:


- * I go above and beyond to serve
- * I seek out accurate information to represent my classroom
- * I communicate with all stakeholders to understand diverse perspectives
- * I actively involve community partners in campus and district initiatives


CAMPUSES: SELECT AT LEAST ONE I STATEMENT FROM ABOVE THAT THE CAMPUS WILL FOCUS ON THIS YEAR. THEN ADD STRATEGIES THAT WILL HELP MEET THE GOALS FOR THAT SPECIFIC I STATEMENT(S)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize SeeSaw and Ready Rosie with parents as communication and learning tools.</p> <p>Strategy's Expected Result/Impact: By May 2022, 100% of Lillie teachers will utilize SeeSaw to upload photos and videos to develop a portfolio for each student. Ready Rosie videos will be shared with parents to increase communication and showcase student academic and social growth.</p> <p>Staff Responsible for Monitoring: Teachers Admin</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: 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.</p>

Student Learning

Problem Statement 1: We do not have a high level of students meeting proficiency in academic or social emotional areas. **Root Cause:** Students are entering school at age 4 where they had been able to enroll at age 3. The COVID pandemic was also a factor in student enrollment.




Goal 5: Student Achievement/Safeguards


THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.


You will update the formative and summative reviews.


Performance Objective 1: Achievement of all students, as measured by standardized tests and classroom performance, shall continually improve. Particular emphasis shall be placed on reading, writing, mathematics, science, and social studies.


Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 1: Student test data will be disaggregated by faculty and staff to identify student needs, including an assessment of the academic achievement for each student in the school, by (1) the "student achievement" domain, (2) the "school progress" domain, and (3) the "closing the gaps" domain.</p> <p>Intensive accelerated instruction will be provided to students not meeting minimum expectations; examples include tutorials, summer school, mentor programs, response to intervention, etc.</p> <p>Parent/guardian will be notified about academic progress through teacher/parent conferences, information on what the school will do and what parents can do, progress reports, report cards, etc. The campus will provide opportunities for the participation of all parents in a format and, to the extent practicable, in a language that the parents understand.</p> <p>Failure rates will be used to identify students' needs, and students at risk.</p> <p>Campus will provide strategies to attract highly qualified teachers to high need students, provide instruction by highly qualified teachers, provide professional development for campus staff in assisting all students to meet the state's challenging content and performance standards, assist teachers to meet certification requirements and paraprofessionals to meet highly qualified requirements (if applicable), ensure smooth transition for students from early childhood programs and from elementary to middle school and middle school to high school, coordinate funds to increase student achievement, and utilize teachers regarding the use of academic assessments for providing information and improving the achievement of individual students. Specific methods noted in campus goals above.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

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 Discontinue

Goal 6: State and Federal Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
 You will update the formative and summative reviews.

Performance Objective 1: All students shall attend school regularly.

Evaluation Data Sources: Student attendance records; STAAR scores, local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures.</p> <p>A process is used to refer students with excessive absences to the counseling and/or health services departments.</p> <p>Truancy charges are regularly filed when appropriate.</p> <p>Parent notification is given when students are absent.</p> <p>Student residency is verified.</p> <p>Strategies are implemented to increase parental involvement.</p> <p>Training is provided for parents regarding how to utilize technology to monitor student progress and achievement.</p> <p>Strategy's Expected Result/Impact: Student attendance records demonstrating appropriately high levels</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				




Goal 6: State and Federal Mandates


THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.


You will update the formative and summative reviews.


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 strategies that support these goals.


Evaluation Data Sources: Student attendance and withdrawal records; program records; STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 1: At-risk students will be identified using available data.</p> <p>Students will be provided opportunities to explore career options.</p> <p>Procedures will be used to ensure accurate coding/tracking of withdrawals.</p> <p>The RtI process is utilized to provide early intervention for struggling students.</p> <p>Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement; successful dropout prevention as seen from one or more of the following items: (a) results of audit of dropout records, (b) campus info related to graduation rates, dropout rates, high school equivalency certification rates, and the percentage of students who remain in high school more than four years after entering 9th grade, (c) the number of students who enter a high school equivalency program and do not complete the program or complete but do not take the exam or complete and take the exam but do not obtain a high school equivalency certificate, (d) for students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions, and (e) results of an evaluation of each school-based dropout prevention program</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

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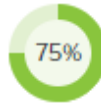

Goal 6: State and Federal Mandates


THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.


You will update the formative and summative reviews.


Performance Objective 3: Students shall feel safe and positive about their learning environment.


Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 1: A proactive plan identifies and helps troubled youth.</p> <p>Students receive public acknowledgement for non-academic achievement.</p> <p>Students participate in activities that foster positive teacher/student relationships.</p> <p>The student code of conduct is available online and copies are available to students and reviewed with students by teachers.</p> <p>Orientation is held.</p> <p>Civic responsibility and community service and community involvement are encouraged.</p> <p>Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.</p> <p>Students will participate in fitness assessments and engage in physical activities which are evaluated annually. Campus follows the recommendation of the SHAC team, as provided quarterly.</p> <p>Staff development opportunities are offered to appropriate personnel in order to help facilitate achievement of this goal.</p> <p>Students are aided in their transition from elementary school to middle school, and middle school to high school through vertical conversations, teacher collaboration and professional learning.</p> <p>The school safety plan is developed and monitored for effectiveness throughout the school year. Peace officers and/or school resource officers and security officers work with the LISD safety and security department to develop appropriate guidelines which are updated annually.</p> <p>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.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement, student attendance records demonstrating appropriately high levels</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue




Goal 6: State and Federal Mandates


THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.


You will update the formative and summative reviews.


Performance Objective 4: Diverse students shall be prepared to meet the demands of the real world when they exit the Lewisville Independent School District. Instructional strategies and programs will be implemented to support all students.


Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 1: Special program students are accurately identified and appropriately served.</p> <p>Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements.</p> <p>Special education services are provided to students as determined by the ARD committee.</p> <p>G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.</p> <p>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.)</p> <p>Campus personnel utilize appropriate interventions for students with special needs.</p> <p>The RtI team is in place and appropriately trained to serve students.</p> <p>Campus personnel will be trained in violence prevention and intervention.</p> <p>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.).</p> <p>Teachers receive training and support to differentiate instruction to meet the needs of all students.</p> <p>The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.</p> <p>Strategies will be implemented for recruiting highly effective teachers</p> <p>The following resources are used to meet the needs of special students: 504, Inclusion, Contact Teachers, G/T services, Advanced Placement (secondary only) and Literacy Intervention/Dyslexia.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement.</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

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State Compensatory

Budget for Lillie J. Jackson Early Childhood Center

Total SCE Funds:

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Lillie J. Jackson Early Childhood Center

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Dayna Rarick	Title Aide	1
Yessenia Torres	Instructional Coach	1

2021-2022 Campus BLT

Committee Role	Name	Position
Classroom Teacher	Amabely Cordova	
Administrator	Carol Argumaniz	
Classroom Teacher	Kristine Howard	
Classroom Teacher	Sara Todd	
School Counselor	Tara Sheffield	
Administrator	Virginia Gwyn	
District-level Professional	Heidi Veal	
Parent	Jennifer Key	
Paraprofessional	Korree Mata	
Administrator	Sherri Miles	
Classroom Teacher	Patty Davis	
Title 1 Coach	Yesenia Torres	
Community Representative	Candice Zakariya	Church Leader
Parent	Lakeria Campbell	Parent
Parent	Megan Carney	Parent
Parent	Yhoanna Segura	Parent
Parent	Branecia Perkins	Parent
Teacher	Marcela Infante	LAS
Classroom Teacher	Laura King	Bilingual Teacher
Teacher	Morgan Bridges	STEAM Specials Teacher
Business Representative	Robert Daniels	Realtor

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Starfall campus subscription, sand, build the letter activity center, prewriting games, paint cups, letter sorting trays, wikki stix, letterbots		\$3,153.00
1	1	2	paper, rolled paper, crayons, pencils, clip and create, snap and design, badge holders, color coded labels, paint brushes, journals, Sterilite Plastic 3 Drawer Cart		\$3,220.00
2	1	1	cube chairs, fidgets, mr. potato head		\$842.00
2	2	1	vinegar, brickyard blocks, glue, markers, laminating pouches, shaving cream, snap circuits stem kit, robot ball, monkey balance, storage bin, coding robots, elephant balance, frog balance, potassium iodide, salt, let it snow instant snow, contact solution, foil, coding critter, clear developer, KONA ice		\$4,000.00
2	2	2	Instruments, Floor Tom Drums, Remo Ocean Drum, Echo Microphone, glow sticks, metal ninja wheel obstacle, foam pogo jumper, climbing rope, colorful jumprope for kids, sports set cones/collars, frisbee golf disc set, resistance parachute, catch a ball set, flying disc lawn game, vertical challenge golf/cornhole game, indoor felt soccer ball set, mini ring toss, balancing stability pods, toss and catch ball set, quick stack cups, foam t-ball baseball set, hopscotch ring, water hoses, foam mixture (mr. bubble), caution tape, hose splitter, spray bottles, hose reels, puppets, bikes, bike pedal straps,		\$2,000.00
2	2	3	puzzles, games, sensory sand		\$2,436.00
2	2	4	salad play set, ice cream playset, smart scoop math set, sand playset, number pops, farmers market sorting, garden backdrop, books, felt boards, bins, pretend and play food, clothespins, mixer toy, baby accessories, mailbox set, postal worker gear, aprons, dramatic play dress up costumes		\$2,000.00
3	2	1			\$9,100.00
4	1	1	snacks (pizza, drinks)		\$150.00
4	1	2	Fall craft and book, Spring craft and book		\$7,000.00
4	1	3			\$1,500.00
Sub-Total					\$35,401.00
Budgeted Fund Source Amount					\$44,614.69
+/- Difference					\$9,213.69
Grand Total Budgeted					\$44,614.69
Grand Total Spent					\$35,401.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$9,213.69