Spring Branch Independent School District

The Lion Lane School

2018-2019 Campus Improvement Plan

Mission Statement

Lion Lane is a learning community comprised of students, parents, neighbors, and staff members. As a collaborative learning community, we work towards our maximum potential by implementing effective, innovative practices. We motivate our students to become lifelong learners and complete higher education by providing a safe, nurturing environment and personalized instruction.

Vision

THE STRONGER THE START...THE BETTER THE FINISH!

Value Statement

Every Child

We put students at the heart of everything we do.

- Every child. Every day. Every minute. Every way.
- What's Best for the Child Drives the Decision
- Infinite Possibilities Through Education

Collective Greatness

We, as a community, leverage our individual strengths to reach challenging goals.

- Surpass Expectations
- Everyone's Work Matters
- Diversity Makes Us Stronger

Collaborative Spirit

We believe in each other and find joy in our work.

- Each of Us is Committed to All of Us
- Together We're Better
- Assume the Best

Limitless Curiosity

We never stop learning and growing.

- Empowered to Innovate
- Tenaciously Embrace Challenges
- Unleashed Potential

Moral Compass

We are guided by strong character, ethics and integrity.

- Personal Responsibility
- Kindness and Mutual Respect
- Trustworthiness

Comprehensive Needs Assessment

Demographics

Demographics Summary

Our enrollment profile has remained the same as has all of our demographic data. We will have thirteen prekindergarten classrooms, seven Spanish bilingual and five mainstream English classes in PK4. We are currently staffed for two PK3 Spanish and 2 PK3 English classes. However, this year we are attempting to double the number of students served in our three year old program. We have one special education class for PPCD.

We continue to be in a high poverty community with most of our students qualifying for free/reduced lunch. The majority of our students will speak Spanish as their first language, however we are seeing a slight decrease in that percentage as the communities around our school are changing. Last spring, an apartment complex for students who were previously homeless was opened in our community. Most of our students qualify as "at risk" of not graduating from high school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our families continue to experience crisis associated with our demographics **Root Cause**: Poverty

Student Academic Achievement

Student Academic Achievement Summary

Lion Lane administered the CIRCLE Progress Monitoring Tool for the second time this year. The percentage of students scoring at or above benchmark exceeded the district average in 7 of 10 areas. The highest scoring areas were Overall Social Emotional (95%), Writing (93%), Rapid Letter Naming (89%), Story Retell (95%), Book and Print Awareness (91%), and Phonemic Awareness (85%). While above the district average, our lowest scoring area was Rapid Vocabulary naming at 79% of students scoring at or above the benchmark. As we look at multiple measures, 84% of our students scored college ready on the DRA. Our English classrooms continue to score lower than our Spanish ones. There is still a significant gap between English and Spanish RVN scores, however when the assessment is given untimed we found that gap closing substantially. This will continue to be an area for growth. Additionally we saw a slight drop in our Math overall scores, so that will also be a focus for 2018-2017.

Student Academic Achievement Strengths

Lion Lane's assessment scores continue to be high and we are meeting our goal of 85% of students meeting benchmark in 6 of the 8 focus areas of the CIRCLE assessment. As we have looked at multiple measures, we found that 78% of our students were at or advanced in DRA reading levels. On 7 of 10 CIRCLE assessment components, Lion Lane scored above the District average which is a strength since we serve a community with the highest at risk population, most economically disadvantaged, and highest number of students whose first language is not English. We also served a significant homeless population this year. As we look at multiple measures, 84% of our students read at college ready level on the DRA.

Another strength is the lack of a gap that might be anticipated between our English Language Learners and our students for which English is their first language. Our Spanish speaking children performed consistently above the district average and similar to our students whose first language is English.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: English classrooms performance on CIRCLE assessment continues to lag Spanish classes. **Root Cause**: A combination of English language learners and teacher expertise

School Processes & Programs

School Processes & Programs Summary

This year we have introduced our new PK4 curriculum and it was a learning year for teachers. Also, we are introduced the PK3 program with different curricular and instructional needs.

Each day students participate in three learning workshops focused on higher level thinking skills and problem solving: literacy, math, and projects.

1. We maintained a balanced approach to literacy learning by taking each child where they are at the beginning of the year (Beginning of Year Assessment data) and building on their strengths (formative assessment throughout the school year) to help them reach their full potential in early reading and writing (End of Year Assessment data).
2. Our Kathy Richardson Math Program concentrated on growing understanding of math concepts by laying a concrete foundation for later abstract thinking.
3. Students participated in class projects that allowed them to apply their recently acquired literacy, math, science, and social studies skills in authentic situations.

In addition, students participate in daily gross motor instruction and recess.

Teaching young children appropriate social skills is critical in early childhood. There were no office referrals for the 2017-2018 school year. We believe it is not developmentally appropriate to send 4-year-olds to the office when behavioral challenges arise; but rather it provides us with a learning opportunity to guide the student toward better behavioral choices within the context of the classroom. When needed, teachers called for additional assistance to come to the classroom to help teach through a behavior. This additional assistance was provided in a consultative nature to the teacher by the Counselor, CIS, Speech Therapist, and/or Director. Professional development sessions were held before and throughout the school year focusing on teaching routines and procedures and positive behavioral supports.

As provided for in our HB4 High Quality PK Grant, last year we have revised our PK curriculum, provided modeled instruction, and added two new PK assessments. We believe this will greatly enhance our existing program.

Our teachers continue to be highly dedicated and hardworking. Most have been on our campus for many years. We will add two new positions and will need to spend some extra time this year being sure everyone shares the same vision for our school. We have established professional learning communities lead by experienced team leaders. Our leadership is strong and committed to the same vision.

Lion Lane values and actively engages parent participation and community involvement in a variety of ways throughout the school year. This year we added a parent center for our volunteers and for parent classes.

School Processes & Programs Strengths

Our literacy instruction remains our biggest strength. We have chosen to focus on sending children to kindergarten with strong literacy skills, because research suggests that this is the most significant predictor of future success in school. There is a strong commitment by our staff to providing a balanced literacy program.

Our teachers differentiate instruction teaching most of the day in smaller focused groups. Instruction is based on assessment data to ensure it is matched closely to student need.

The gradual release model is ingrained in our program with teachers having a clear understanding of each student's zone of proximal development.

Staff also indicated that the collaboration in creating road maps and checklists was an instructional strength.

Some of the strengths of our instructional program that our staff, parents and community shared are:

- We consistently differentiate instruction and all classrooms are using technology in meaningful ways
- Data is used to facilitate and guide instruction
- Teachers collaborate to best meet the needs of all students
- The full day program allows us to thoroughly implement all content areas
- Small Group instruction

Additionally, to enhance anytime, anywhere opportunities for our youngest learners we are providing Istation Home and Dreambox as adaptive software students can access from home and ReadyRosie access to parenting videos that help them engage students in learning at home.

Our afternoon professional development time continues to be instrumental in allowing us to grow together as a staff. Our teachers are highly dedicated and hardworking. Our organizational health index may be an indicator of why we have very low staff turnover.

Additionally, this year we will add the support of a multi classroom leader and a lead PK teacher to coach and mentor our staff. We will also be adding a Teacher Facilitator position to coach teachers and lead or professional development.

Through CIT team participation, we had two parent representatives on our CIT team for the 2018-2019 school year.These parents participated in our meetings and were active on our Campus Improvement Team. School and Classroom newsletters were sent to parents in English and Spanish. We had almost all of our students represented by parents/guardians at Orientation, Open House, Parent Conferences, and Parent nights. Parent classes were held – proportionately more parents from bilingual classes attended than from mainstream/ESL classes. Parents responded to attendance courtesy calls and absence note reminders to reduce tardiness and increase student attendance.

Parent Trainings were conducted both in the fall and in the spring semesters. Parents were also invited to participate in our Triple P parenting program. Parents responded well, provided input, and carried over strategies at home.

We also held a Toddler Reading Program that encouraged younger members of our community to come to Lion Lane on Tuesday mornings. Parent at these meetings learned skills involved in reading to their children at home, and the children received a free book each time to start their own home libraries.

Some of the ways we currently support our community include:

- Toddler program
- Parent meetings (i.e. Muffins for Moms/Donuts for Dad)
- CIS worker on campus to support families
- Constant communication with parents (school and classroom newsletters, Remind, Homeroom, marquee reminders/announcements, phone calls, conferences)
- Volunteer celebration
- Evening parent events
- Prosperity Bank Volunteers
- Super Smiles Dental Program
- Triple P
- High School Volunteers
- ReadyRosie

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our families continue to experience crisis associated with our demographics **Root Cause**: Poverty

Perceptions

Perceptions Summary

In the past, Lion Lane's organizational health has been at the top and sometimes the highest in the district. We have a stable staff and strong support team.

Lion Lane's enrollment has decreased over the past several years, and additional study is needed to see if there are three or four year olds in our community who are not participating in our program or if this is related to the demographic changes in our community.

We continue to support our families engagement in our school and created a parent center on our campus as we participation in the district's E3 program.

Perceptions Strengths

We will continue to participate in the "Share a Smile" and "No Place for Hate" programs with our staff this year as we feel this is a strength in creating our positive climate results.

We have many parent volunteers that work daily in our classrooms. We also participate as a lab school for Spring Forest High School students who volunteer in all of our classrooms three days per week.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Our families continue to experience crisis associated with our demographics **Root Cause**: Poverty

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
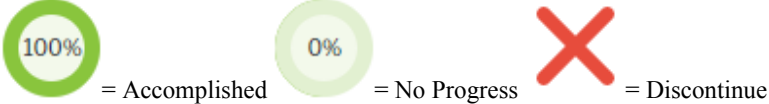- Study of best practices
- Other additional data

Goals

Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.

Performance Objective 1: By June 2019, at least 85% of PK4 students will meet benchmark cut score on the Circle assessment for all five components reported to the State.

Evaluation Data Source(s) 1: Circle End of Year Assessment

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 1) Provide Lead Teacher position to coach and mentor other teachers while working with Multi-Classroom teacher to help standardize district expectations for PK instruction	2.4, 2.5, 2.6	Director MCL	Teacher growth and development and opportunity to grow campus leadership that will result in greater student success			
Critical Success Factors CSF 1	2.4, 2.5, 2.6	Director Teacher Facilitator	Teachers and students will be able to have increased opportunities to read in a greater variety of text			
2) Purchase literacy materials for classrooms to enhance teachers abilities to personalize reading instruction	Funding Sources: 199 PIC 32 - Pre-Kindergarten - 1000.00, 211 - Title I, Part A - 10000.00					
Critical Success Factors CSF 1 CSF 4 CSF 5 3) Increase student opportunities for authentic problem based learning so that 100% of students participate in two project presentations and 6 or more projects.	2.4, 2.5, 2.6, 3.2	Director Teacher Facilitator	Authentic application of literacy and math skills will result in learning becoming more purposeful for students and parents			
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Goal 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.

Performance Objective 1: By June 2019, at least 90% of students will respond favorably on the SEL portion of the Circle assessment.

Evaluation Data Source(s) 1: CIRCLE End Of Year Social Emotional Score

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 1) Provide a family intervention specialist and social worker to work with families and students in crisis.	2.4, 2.5, 2.6, 3.1, 3.2	Director Counselor CIS	Provide interventions for students whose lives are in crisis that will help them connect with school and be ready to learn.			
			Funding Sources: 211 - Title I, Part A - 36476.00			
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 2) Provide overtime to paraprofessionals to accommodate extended time for parent registration, parent night, and other times as necessary.	3.1, 3.2	Director	Enhance relationships with families as they are better served during registration process.			
		Funding Sources: 199 PIC 32 - Pre-Kindergarten - 2600.00				
Critical Success Factors CSF 5 CSF 6 3) Provide transition visits for our prekindergarten students to visit their future elementary campuses	2.6	Director	Enhance a positive transition from PK Schools to Elementary campuses			
		Funding Sources: 199 PIC 32 - Pre-Kindergarten - 1500.00				
Critical Success Factors CSF 5 CSF 6 4) Provide parent center and parenting program for our families	3.2	Director Teacher Facilitator CIS	When families are engaged in the school student success will increase.			
		Funding Sources: 199 PIC 32 - Pre-Kindergarten - 300.00				
Critical Success Factors CSF 6 5) Provide supplies for nurse to care for students	2.5	Director Nurse	Healthy students will be more successful			
		Funding Sources: 199 PIC 32 - Pre-Kindergarten - 500.00				
Critical Success Factors CSF 6 6) Provide high functioning and efficient front office to support families and staff	2.6, 3.1	Director	Meeting family and staff needs will enhance building climate and increase student performance			
		Funding Sources: 199 PIC 32 - Pre-Kindergarten - 600.00				

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.

Performance Objective 1: By June 2019, at least 85% of PK4 students will perform at post secondary-ready levels on all benchmarks in Circle.

    Evaluation Data Source(s) 1: EOY CIRCLE Data
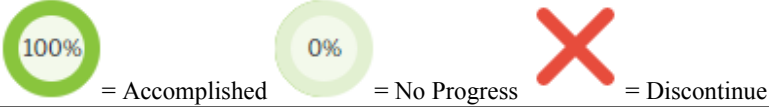
    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7	2.4, 2.5, 2.6	Director Teacher Facilitator	Better trained teachers will lead to higher preforming students.			
1) Provide professional development opportunities for teachers and teacher assistants in early literacy, math, project approach. Hire teacher facilitator to model, coach and present profession development.			Funding Sources: 211 - Title I, Part A - 43333.00, 199 PIC 32 - Pre-Kindergarten - 950.00			
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.

Performance Objective 1: By June 2019, PK4 will close existing achievement gaps by at least 10% on CIRCLE Rapid Vocabulary Naming Component between Spanish and English students while all performance improves.

Evaluation Data Source(s) 1: CIRCLE SCORES

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 6 1) Provide supplies and materials so that our students have the same opportunities for learning as those not from poverty.	2.4, 2.6	Director	Given school supplies and appropriate materials our students will be able to perform at the same level as those not from poverty.			
	Funding Sources: 211 - Title I, Part A - 12191.00, 199 PIC 32 - Pre-Kindergarten - 10950.00					
Critical Success Factors CSF 1 CSF 4 CSF 6 2) Provide access to content based performances and programs that students of poverty would not have opportunity to attend	2.4, 2.5, 2.6	Director	Increase in students oral vocabulary as they have opportunity for these experiences			
	Funding Sources: 199 PIC 32 - Pre-Kindergarten - 800.00					
3) Offer software and technogy to enable teachers to personalize student instruction.	2.4, 2.5, 2.6	Director Teacher facilitator	Increase student performance by offering rigorous personalized opportunities in reading and technology tools.			
	Funding Sources: 199 PIC 32 - Pre-Kindergarten - 1500.00, 211 - Title I, Part A - 10000.00					
100% = Accomplished		0% = No Progress		✗ = Discontinue		

Goal 5: To remain in compliance with Federal and State law.

Performance Objective 1: Lion Lane will remain compliant with all Federal and State laws.

Evaluation Data Source(s) 1: All strategies will be implemented.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 1) Conduct annual program evaluation (CATE, SCE G/T, LEP) utilizing student performance data derived from special populations for the purpose of program review and revision (One Way Dual Language).	2.4, 2.5, 2.6	Counselor Director	Growth in English Language acquisition			
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 2) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students meeting Circle benchmark cut scores. Strategies include: weekly professional learning, PLC, data-informed lesson planning, and small group instruction.	2.4, 2.5, 2.6	Director MCL Leadership Team Teachers	Growth in reading proficiency			
3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified. Lion Lane is an Early Learning Center and only have PK age students.						

Critical Success Factors				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 4) TECHNOLOGY - Provide opportunities, inclusive of professional learning, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the TEKS and STAAR. Participate in mento-mentee grant. Continue to provide support for new teachers through the on-boarding and induction program. Involve staff in recruiting and interviewing highly-qualified applicants.	2.4, 2.5, 2.6	Director Staff	Growth of teachers/leaders supports students	
Critical Success Factors CSF 1 CSF 5 CSF 6 5) Promote parent and community engagement in drug and violence prevention programs/activities by: hosting parent meetings, parent training sessions, and distributing information through our campus Parent Center.	3.1, 3.2	Counselor CIS Teachers Director	Increased parent engagement will support student growth	
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 6) Provide professional learning based on level of expertise and need in the following areas: Bullying Prevention, Violence/Conflict Resolution, Resiliency/Developmental Assets, Prevention Curriculum training, No Place for Hate, SEL, Love and Logic. The campus Social Emotional Learning Cadre will train all staff in professional learning sessions once per month throughout the school year. Additionally, teachers will receive campus training in August on teaching classroom routines and procedures, and positive behavioral supports.	2.4, 2.6	Director Counselor CIS Teachers Teacher Assistants	developing student social emotional skills will support student growth	
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio. The campus has Preschool Program for Children with Disabilities services. A speech and language pathologist provides services to students on the campus within the LRE. District LSSP, Diagnostician, SLP and Counselor provide professional learning to support access, participation, and success within the general education curriculum for all students.	2.4, 2.5, 2.6	PPCD Teachers SLP LSSP Diagnostician Counselor Director	inclusive programming and services supports student growth	

8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. How accurately did ARD committee recommendations predict and guide student achievement on state assessments? Students with disabilities at Lion Lane are preschool age and are not of participation age for state assessments.				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education time lines and compliance requirements. District LSSP, Diagnostician, SLP, Counselor, and Director receive district level professional learning to remain in compliance with time lines and requirements.	2.4, 2.5, 2.6	LSSP Diagnostician SLP Counselor Director	adherence to timelines and compliance requirements promotes efficiency and effectiveness of student services	
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: Language Arts, Math, Science, Social Studies, LEP Intervention Specialist. The campus does not have specialists to provide supplemental At-Risk services in the above listed content areas. However, the campus Multi-Classroom Teacher, Leadership Team and the campus Social Emotional Learning Cadre provide collaborative professional learning and technical assistance to supply teachers with strategies for struggling students once per month. Campus staff provides weekly professional learning sessions across the content areas. In addition, all teachers are either Bilingual or ESL certified.	2.4, 2.5, 2.6	2.6 Director Multi-Classroom Teacher Leadership Team Counselor Social Emotional Learning Cadre Staff	growth of teachers supports student growth	
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students). Use content and developmentally appropriate manipulatives, (magnetic letters, puzzles, lacing cards, etc.), and literacy materials, leveled books, bilingual centers, etc.), to support instruction in the areas of listening, speaking, reading, and writing commensurate with the student's level of English. Students receiving bilingual or ESL support during the school year are eligible to participate in the Special Language Summer School Program.	2.4, 2.5, 2.6	Director Counselor Multi-Classroom Teacher Leadership Team Staff	providing supplemental services supports student growth	

Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: recruitment, training/support, recognition of volunteers/partnerships. We build volunteer partnerships by: identifying and welcoming them; providing communication and collaboration opportunities about school events through newsletters, notes home, BBS Parent Center, etc; providing training and support through the BBS Parent Center; and recognize volunteers at the campus level and at the district Good Neighbor Ceremony.	3.1, 3.2	Director Counselor Parent Partner & Newsletter Committee Share A Smile Committee	fully engaging parents/volunteers in focused activities supports student growth	
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 13) TITLE II A - Provide professional learning to CIT, teachers, and administrators that increases knowledge and skills related to: vertical alignment; instructional strategies to meet the needs of diverse student populations; integration of technology into curricula and instruction for improving teaching, learning, and technology literacy; state PK Guidelines in the content areas of English/Language Arts, social studies, and/or science, and/or math; Simultaneous Bi-Literacy; Project Approach; and small group personalized instruction. This includes opportunities for teachers to be coached, attend sustained training/workshops and/or conferences together with structured follow-up and technical support. Professional learning will be provided by campus Director, Multi-Classroom Teacher, Leadership Team, Counselor, and staff impacting one or more of the above on a weekly basis.	2.4, 2.5, 2.6, 3.2	Director Multi-Classroom Teacher Leadership Team Counselor SLP Diagnostician LSSP Staff	increasing staff knowledge and skills supports student growth	
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 14) Teachers/Administrator/Staff will develop understanding of the Professional Learning Framework and continue participation in professional learning via professional learning communities in areas of: teaching and learning, and leadership for results. Professional learning will be provided at the campus level on a weekly basis.	2.4, 2.5, 3.1	Director Multi-Classroom Teacher Leadership Team Technology Committee	supporting teacher growth will increase student success	

Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 15) Provide support for new teachers with ongoing mentoring and planning with certified staff. Support will be provided by assigned teacher partner and campus mentor in the areas of assessment, curriculum scope and sequence, daily routine, classroom environment, student progress, centers, and positive behavioral supports. The campus Team Leaders will provide guidance, and assessment/curriculum/lesson planning support.	2.4, 2.5, 2.6	Director Counselor Mentor Team Leaders Assigned Teaching Partner	supporting new teacher growth supports student growth
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 16) Recruit and retain highly-qualified staff, defined through state and local criteria by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website. Campus representatives will participate in district job fairs and meet and greets, etc. The campus website will be update in the Fall and Spring	2.4, 2.5, 2.6	Director Counselor Leadership Team Campus Technology Representative Staff	recruiting and retaining highly-qualified staff in a collaborative manner supports student growth
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 17) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of professional learning that will build ties between parents and school. Collaboration will occur through the LLS Parent Center, CIT meetings, Parent meetings, Parent Conferences, Room Parents, and Parent trainings.	2.4, 2.5, 2.6, 3.1, 3.2	Director Counselor CIT Multi-Classroom Teacher Leadership Team Technology Committee Staff	parents and school working in concert supports student growth
Critical Success Factors CSF 1 CSF 5 CSF 6 18) PK and K teachers develop transition strategies. Elementary campuses provide Kindergarten Orientation at different times and in a variety of settings to increase parent engagement in campus transition activities. Parents will be invited to visit their child's Kindergarten feeder school prior to the start of the school year. LLS students will visit their kindergarten elementary schools.	2.6, 3.2		

19) GIFTED AND TALENTED - Provide opportunities for GT professional learning, based on level of expertise and need, in one of the following areas: nature and needs of GT students; assessing and identifying GT student needs; differentiating curriculum for GT students; assessing social and emotional needs of GT students; creativity and instructional strategies for GT students. We are an Early Learning School and have PK age students only.						
20) GIFTED AND TALENTED - Conduct annual GT evaluation by following the district wide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority GT students, low SES GT students, and those student showing great potential but how are difficult to identify as intellectually-gifted. Conduct an annual GT parent meeting to develop awareness of the program, identification, and requirements. We are an Early Learning School and have PK age students only						
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 21) COORDINATED SCHOOL HEALTH (CSH) and CIP - 1. appropriate labeling, stowing, and usage of cleaning solution; 2. appropriate labeling, stowing, and distribution of hand sanitizer; 3. implementation of required monthly safety drills; 4. Classroom guidance lessons focused on topics from Texas PK Developmental Guidance Plan; 5. Staff implementation of Social Emotional strategies, Project Class and SOC support.	2.4, 2.5, 2.6	Director Nurse Counselor CIS Crisis Response Safety Team Staff SOC	providing a safe learning environment and increasing social emotional skills supports student growth			

Critical Success Factors CSF 1 CSF 4 CSF 5 22) Review and revisit both the Home/School Compact and Parental Engagement Policy by: offering several opportunities for parent input; develop, with parent input, current school year compact and policy in English and Spanish; share compact with parents and document. The Home/School Compact and the Parental Engagement Policy is collaboratively developed by staff and parents at the Back to School Night held within the first nine weeks of the school year, curing which final copies are given to parents, signed, and returned. For parents unable to attend this meeting a copy is sent home in the weekly folder. The Home/School Compact and the Parent Engagement Policy are included in the Title I Portfolio.	2.4, 2.5, 2.6, 3.1	Director Counselor CIT CIS Staff	increasing parental engagement supports student growth			
Critical Success Factors CSF 1 CSF 5 23) Increase parent attendance at Title I Annual Meeting to share the following: parents' rights; curriculum; school report card; Title I participation; offer a flexible number of meetings. Meetings will be held in August during Orientation and in October during Back to School Night. English and Spanish translators will be provided.	2.4, 3.1, 3.2	Director Counselor CIS Staff	increasing parental engagement supports student growth			

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Campus Funding Summary

199 PIC 32 - Pre-Kindergarten

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Books	199 6329 32	$1,000.00
2	1	2	Overtime pay	199 6121 32	$1,600.00
2	1	2	Overtime pay	199 6121 32	$1,000.00
2	1	3	Bus Costs	194 6494 32	$1,500.00
2	1	4	Security for night time family events	199 6121 32	$100.00
2	1	4	Overtime for custodian	199 6121 32	$200.00
2	1	5	Nurse supplies	199 6399 32	$500.00
2	1	6	Front office supplies	199 6399 32	$200.00
2	1	6	Travel	199 6411 32	$400.00
3	1	1	Substitutes	199-6112-32	$950.00
4	1	1	Supplies and materials	199 6399 32	$10,950.00
4	1	2	Contracted Services	199 6299 32	$800.00
4	1	3	Software	199 6397	$1,500.00
				Sub-Total	$20,700.00
				Budgeted Fund Source Amount	$20,700.00
				+/- Difference	$0

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Books	211 6329 32	$10,000.00
2	1	1	Family Crisis Intervention Counselor Salary	211 6119 34	$36,476.00
3	1	1	Teacher Facilitator Salary	211-6119-34	$43,333.00
4	1	1	Supplies and materials	211 6399 32	$12,191.00
4	1	3	Technology	211 6398 32	$10,000.00
				Sub-Total	$112,000.00

Budgeted Fund Source Amount	$112,000.00
+/- Difference	$0
Grand Total	$132,700.00