

Spring Branch Independent School District

The Lion Lane School

2020-2021 Campus Improvement Plan



Mission Statement

We are a student centered community that nurtures the whole child.

Vision

The Lion Lane School is a safe and nurturing environment for all students. We will work together daily to ensure the success of all students, by implementing effective instructional and behavioral practices.

Core Values

Every Child

We put students at the heart of everything we do.

Collective Greatness

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

Collaborative Spirit

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

Limitless Curiosity

We never stop learning and growing.

Moral Compass

We are guided by strong character, ethics and integrity.

Table of Contents

| | |
|--|----|
| Comprehensive Needs Assessment | 4 |
| Demographics | 4 |
| Student Learning | 6 |
| School Processes & Programs | 7 |
| Perceptions | 10 |
| Priority Problem Statements | 11 |
| Goals | 12 |
| Goal 1: STUDENT ACHIEVEMENT. Every Lion Lane student will master rigorous academic standards to ensure college and career readiness. | 12 |
| Goal 2: STUDENT SUPPORT. Every Lion Lane student will benefit from an aligned system that support his/her academic and social-emotional needs. | 16 |
| Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year. | 19 |
| Goal 4: FISCAL RESPONSIBILITY. The Lion Lane School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students. | 21 |
| Campus Improvement Team | 23 |
| Campus Funding Summary | 24 |
| Addendums | 26 |

Comprehensive Needs Assessment

Demographics

Demographics Summary

Our enrollment profile has remained the same, as has most of our demographic data. We will have eleven prekindergarten classrooms, seven Spanish bilingual and four mainstream English classes in PK4. We are currently staffed for two PK3 Spanish and two PK3 English class sections. This year we will continue to increase the number of students served in our three year old program, as well as, continue the growth in our PK4 program. We also have one ECSE classroom for special education students.

According to our most recent school report card, we have 322 students. Our racial make up is: 4% African American, .6% Asian; 90.1% Hispanic, 4.7% White, 93.1% Hispanic and .6% Two or more races.

Student attendance is often inconsistent, in both PreK3 and PreK4. Parent education on the importance of coming to school each day continues to be a focus.

Many of the students at Lion Lane are considered Economically Disadvantaged, specifically 89.8%. English is not the first language of 73.9% of our students. Most of our students (81.4%) qualify as "at risk" of not graduating from high school.

Demographics Strengths

The staff at Lion Lane has been remarkably stable since the opening of the school in 2001. The school director remained unchanged until October 2018. We were very fortunate to have a stable staff of teachers, assistants, office staff, and a nurse. A few staff members have been here since the building opened 18 years ago. The last year, has allowed us to hire several new teachers and assistants, as well as, a new front office staff. The changes in staff has created a new energy on campus and a desire to step outside of the comfortable curriculum and move forward in following the district curriculum in literacy, math, science and social studies. It has also allowed us to increase our focus on developing student social skills and focus on the SEL portion of the curriculum.

Our families experience crises that would be expected of those living in a high poverty area, however, we have family support in our campus social worker. Due to a late hire of a social worker, the focus on the parent center decreased this past year. This will be revitalized in the coming school year. We continue to have parent volunteer program and an ongoing community partnership with Christ Evangelical Presbyterian Church (CEPC).

Problem Statements Identifying Demographics Needs

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

Problem Statement 2: Student attendance is frequently inconsistent. **Root Cause:** Poverty and parent education

Student Learning

Student Learning Summary

Lion Lane administered the CIRCLE Progress Monitoring Tool at the beginning, middle and end of the year. Due to COVID-19, we were unable to administer the EOY CIRCLE assessment. The MOY assessment was administered and yielded student growth. The percentage of students scoring at or above benchmark exceeded the district average in 6 of the 9 areas assessed. The scoring results when English and Spanish scores were combined were as follows: Rapid Letter Naming (82%), Rapid Vocabulary Naming (56%), Writing (91%), Social Emotional (94%), and Math (81%). Our lowest scoring area was Rapid Vocabulary naming at 56% of students scoring at or above the benchmark. In addition, a large percentage of students are reading at a DRA/EDL level 1-4.

Generally our English classrooms continue to score lower than our Spanish ones, with the exception of the Writing and Social Emotional subtest, where the English classes scored higher. There is still a significant gap between English and Spanish Rapid Vocabulary Naming (RVN) scores. However, with an ongoing focus on shared reading and language strategies to support vocabulary development, we have seen an increase in RVN. This will continue to be an area of focus for our students at Lion Lane.

Student Learning Strengths

Lion Lane administered the CIRCLE Progress Monitoring Tool at the beginning and middle of the year. Due to COVID-19 we were unable to administer the EOY assessments. For mid year assessments, we identified areas of focus for the remainder of the year. In math these included: Rote Counting (39% on track) and Operations (27% on track). Other math subtests such as, Shape Naming, Number Discrimination, Number Naming, Shape Discrimination, Counting Sets, and the Overall Math Measure were at or above the district level.

The scoring results were as follows: Rapid Letter Naming (82%), Rapid Vocabulary Naming (56%), Writing (91%), Social Emotional (94%). Rapid Vocabulary Naming is an area of growth for our students. In addition, a large percentage of students are reading at a DRA/EDL level 1-4. Students in our bilingual program, are out performing students in our Mainstream/ESL classroom.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Mainstream/ESL classrooms performance on CIRCLE assessment is consistently lower than the performance in the bilingual classrooms. **Root Cause:** Poverty, lack of experiences and parent involvement

School Processes & Programs

School Processes & Programs Summary

As Lion Lane continues its transition to a new leadership structure, we continue our focus in all classrooms on English language development. Students in our bilingual classrooms were exposed to the Preview-View-Review Strategy during the math and project (science/social studies) block of instruction. Students in our Mainstream/ESL classrooms were exposed to thoughtful planning of vocabulary development paired with hands on, interactive activities.

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, using our CIRCLE and Observation Survey (OS) data to building on their strengths. Throughout the year, using middle of the year CIRCLE and OS and classroom assessments to ensure that all students are meeting end of year expectations.
2. We turned our focus to the new district curriculum in math and implementing workstations during math.
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 social skills development activities, gross motor instruction and recess.

Teaching young children appropriate social skills is critical in early childhood. Student behavior generally meets age appropriate expectations. However, students that were in crisis were met with immediate support. These students received classroom support in the form of focused social skill development, behavior intervention plans, and frequent contact with a variety of adults to support the appropriate behavior. Access to a Behavior Intervention Specialist on campus allowed us to have quick intervention that was frequently monitored. We were able to access support from the district's System of Care department. This combined support helped teachers to target specific student behaviors and provide a variety of data based interventions. Professional development sessions were held before school started with new staff to support Project CLASS implementation.

Our teachers continue to be highly dedicated and hardworking. Many have been on our campus for many years, however, due to staff re-locations and promotions, we will be adding new staff for the 20-21 school year. We have established professional learning communities lead by experienced team leaders. Under new campus leadership, the campus mission was restructured and the vision will be re-evaluated to ensure that we are all working toward a common goal.

Lion Lane encourages parent participation and community involvement in a variety of ways throughout the school year. We were able to host two book fairs this year during parent conference weeks in the fall and spring to encourage literacy at home.

School Processes & Programs Strengths

Our literacy instruction remains a strength. We have 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.

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 ReadyRosie access to parenting videos that help them engage students in learning at home.

Our professional development time continues to be instrumental in allowing us to grow together as a staff. Because staff had indicated that this time could be better used if the professional development was targeted to their individual needs and areas of growth, we were able to begin to refocus this time to better meet teacher needs. This will be a continued area of focus in the coming year.

This year, we added an Intervention Specialist who focused on behavior and academic interventions to support student achievement. She supported student growth through hands on interventions in classrooms and through professional development for our staff members. This model was well received and will be a continued focus to meet all stakeholders needs.

Through CIT team participation, we had two parent representatives on our CIT team for the 2019-202 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 Meet the Teacher, Open House, and Parent Conferences. Parent classes were held – proportionately more parents from bilingual classes attended than from mainstream/ESL classes. Parents responded to attendance calls, absence note reminders to reduce tardiness and increase student attendance.

Some of the ways we currently support our community include:

- Parent meetings (i.e. Meet the Teacher, Parent conferences, Book Fair)
- CIS worker on campus to support families
- Constant communication with parents (school and classroom newsletters, Remind, marquee reminders/announcements, phone calls, conferences)
- Evening parent events
- Christ Evangelical Presbyterian Church (CEPC)
- Super Smiles Dental Program
- Spring Woods High School Students - Growth and Development class
- ReadyRosie

Problem Statements Identifying School Processes & Programs Needs

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

Perceptions

Perceptions Summary

Under new campus leadership, we continue to see the implementation of new processes and procedures to ensure student and staff safety, refinement to communication process and more collaboration when planning. The 'Work from Home Order' due to COVID-19 provided the teachers an opportunity to truly refine their ability to collaborate and have authentic relationships. I observed that teachers who had not been receptive to support from their peers started seeking out assistance and support to grow in areas that had previously been challenging. In the end, our team grew as a whole, not just professionally but in the area of authenticity.

Campus leadership continued to provide opportunities to increase engagement and team building through celebrations, lunches, treats, etc. These practices will continue, while exploring better ways to meet the staff needs.

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.

Perceptions Strengths

We will continue to participate in the "Share a Smile" program with our staff this year as we feel this is a strength in creating our positive climate results.

We will continue to encourage parents to volunteer in classrooms. We also participate as a lab school for Spring Woods High School students who support instruction in all of our classrooms two - three days per week.

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Goals

Goal 1: STUDENT ACHIEVEMENT. Every Lion Lane student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 1: ACHIEVEMENT: By June 2021, The Lion Lane School will increase the % of students who meet or exceed the benchmark cut score on the CIRCLE assessment by the specific percentage points indicated for each subtest listed:

Rapid Letter Naming - 3 percentage points

Rapid Vocabulary - 3 percentage points

Writing - 3 percentage points

Math - 3 percentage points

Social Emotional Learning - 3 percentage points


2019-2020: Not rated due to COVID







2018-19: Rapid Letter - 91%; Rapid Vocabulary - 73%; Writing 95%; SEL 91%; Math 88%

2017-18: Rapid Letter - 89%; Rapid Vocabulary - 68%; Writing 95%; SEL 100%; Math 85%

Evaluation Data Sources: EOY Circle Assessment Data

Summative Evaluation: None

| <p>Strategy 1: Provide Lead Teacher position to coach and mentor other teachers while working with Multi-Classroom Leader to help standardize district expectations for PK instruction.</p> <p>Strategy's Expected Result/Impact: Teacher growth and development and opportunity to grow campus leadership that will result in greater student success.</p> <p>Staff Responsible for Monitoring: Director District MCL Lead Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> | Reviews | | | |
|---|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
|  | | | | |

| | | | | |
|--|---|------------|------------|------------------|
| <p>Strategy 2: Purchase materials for classrooms to enhance teachers abilities to enrich instruction across the core content areas.</p> <p>Strategy's Expected Result/Impact: Teachers and students will have increased opportunities to read, problem solve and interact with a greater variety of hands on materials.</p> <p>Staff Responsible for Monitoring: Director Teachers Intervention Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Supplies and Materials - 211 - Title I, Part A - 11.6399 - \$3,640, Supplies and Materials - 211 - Title I, Part A (FBG20 Carryover) - 11.6399 - \$8,180</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov  | Jan | Mar | June |
| <p>Strategy 3: Increase student opportunities for authentic problem based learning so that 100% of students participate in 4 or more classroom projects. One of these 4 projects will be presented to parents.</p> <p>Strategy's Expected Result/Impact: Authentic application of literacy and math skills will result in learning becoming more purposeful for students and parents.</p> <p>Staff Responsible for Monitoring: Director Teacher Intervention Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov  | Jan | Mar | June |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 1: STUDENT ACHIEVEMENT. Every Lion Lane student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 2: GAP-CLOSING: By June 2021, The Lion Lane School will increase overall performance on pre-kindergarten assessment to narrow the gap by at least 5 percentage points between EL/non-EL students on CIRCLE while performance improves.



2019-2020: Not rated due to COVID









2018-2019: EL 85%; non-EL 83%

2017-2018: EL 67%; non-EL 68%

Evaluation Data Sources: EOY CIRCLE Assessment: Rapid Vocabulary

Summative Evaluation: None

| | | | | |
|--|--|------------|------------|------------------|
| <p>Strategy 1: Provide professional development opportunities for teachers and teacher assistants in early literacy, math, the project approach for science and social studies, as well as, language development.</p> <p>Strategy's Expected Result/Impact: Refining teacher's learning and understanding of 'best practices' increases student performance in all areas.</p> <p>Staff Responsible for Monitoring: Director Intervention Specialist Lead Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| <p>Strategy 2: Seek out and send teachers to professional development (in and out of district) to refine their understanding of early literacy, math, social emotional learning and language development for all students.</p> <p>Strategy's Expected Result/Impact: Refining teacher's learning and understanding of 'best practices' increases student performance in all areas.</p> <p>Staff Responsible for Monitoring: Director Intervention Specialist Lead Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Conference Registration/Fees/Materials - Teachers - 211 - Title I, Part A - 13.6411 - \$1,000, Reading Material - Leadership - 211 - Title I, Part A - 23.6329 - \$100, Region IV - 211 - Title I, Part A - 13.6239 - \$750, Webinar Registration/Fees/Materials - Teachers - 211 - Title I, Part A (FBG20 Carryover) - 13.6499 - \$500, Reading Material - Teachers - 211 - Title I, Part A - 13.6329 - \$500, Conference Registration/Fees/Materials-Leadership - 211 - Title I, Part A - 23.6411 - \$1,000, Region IV - Leadership - 211 - Title I, Part A - 23.6329 - \$300</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |

| | | | | |
|--|--|--|--|------------------|
| <p>Strategy 3: Provide access to content based performances and programs to enrich student's academic experiences.</p> <p>Strategy's Expected Result/Impact: Increase student's oral vocabulary through hands on and immersion experiences.</p> <p>Staff Responsible for Monitoring: Director Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Transportation - 211 - Title I, Part A - 11.6494 - \$5, Student Travel - 211 - Title I, Part A - 11.6412 - \$1</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov  | Jan | Mar | June |
| <p>Strategy 4: Provide access to software, technology and appropriate charging/storage for student devices to enable teachers to focus on literacy and numeracy development.</p> <p>Strategy's Expected Result/Impact: Increase student performance by offering rigorous technology tools that will increase student performance in literacy, numeracy and oral language.</p> <p>Staff Responsible for Monitoring: Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: iPad Chargers - 211 - Title I, Part A (FBG20 Carryover) - 11.6399 - \$155, Elmo Document Cameras - 211 - Title I, Part A (FBG20 Carryover) - 11.6398 - \$6,097, Software - Learning A-Z - 211 - Title I, Part A (FBG20 Carryover) - 11.6397 - \$1,500, Technology - 211 - Title I, Part A - 11.6398 - \$1, Software - 211 - Title I, Part A - 11.6397 - \$1,500</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov  | Jan  | Mar  | June |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 1: STUDENT ACHIEVEMENT. Every Lion Lane student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 3: STUDENT GROWTH: By June 2021, The Lion Lane School will increase the % of students who meet or exceed the benchmark cut score on the CIRCLE assessment: Rapid Letter Naming, Rapid Vocabulary, Writing, Math, Social Emotional Learning by 4 percentage points from MOY to EOY.











2019-20: Not Rated due to COVID

2018-19: Rapid Letter - 91%; Rapid Vocabulary - 73%; Writing 95%; SEL 91%; Math 88%

2017-18: Rapid Letter - 89%; Rapid Vocabulary - 68%; Writing 95%; SEL 100%; Math 85%

Evaluation Data Sources: EOY Circle Assessment

Summative Evaluation: None

| | | | | |
|--|--|--|--|------------------|
| <p>Strategy 1: Provide transition experiences for Prekindergarten students to experience life in an elementary school setting.</p> <p>Strategy's Expected Result/Impact: Enhance a positive transition from PK School to a traditional elementary campus.</p> <p>Staff Responsible for Monitoring: Director Instructional Leadership Team</p> <p>Title I Schoolwide Elements: 2.6</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov  | Jan  | Mar  | June |
| <p>Strategy 2: Provide a LEP assistant to provide academic intervention and support to all EL students.</p> <p>Strategy's Expected Result/Impact: Increase students oral vocabulary so that they perform at the same levels as non-EL students.</p> <p>Staff Responsible for Monitoring: Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: LEP Assistant - 211 - Title I, Part A - 211.6129 - \$25,978</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov  | Jan  | Mar  | June |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 2: STUDENT SUPPORT. Every Lion Lane student will benefit from an aligned system that support his/her academic and social-emotional needs.

Performance Objective 1:

SCHOOL CONNECTEDNESS: By June 2021, 95% of students at The Lion Lane School will meet expectations on the Social-Emotional Learning portion of the CIRCLE assessment.

2019-2020: Not Rated due to COVID






2018-19: Social/Emotional - 91%

2017-18: Social/Emotional - 100%

Evaluation Data Sources: Social-Emotional Learning CIRCLE EOY Checklist

Summative Evaluation: None

| <p>Strategy 1: Provide a behavior intervention specialist to support student and their families by modeling, coaching and presenting professional development with a focus on behavior and academics.</p> <p>Strategy's Expected Result/Impact: Refining teacher's learning and understanding of 'best practices' increases student performance and connectedness to school. Provide interventions and supports for students who are struggling to regulate and/or are in crisis. This will help them connect with school and be ready to learn. Provide support to parents so that they can appropriately support the student's success at school.</p> <p>Staff Responsible for Monitoring: Director Behavior Intervention Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p> <p>Funding Sources: Behavior Intervention Specialist - 211 - Title I, Part A - 11.6399 - \$76,982, Other Reading Materials - 211 - Title I, Part A - 11.6329 - \$1</p> | Reviews | | | |
|--|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <p>Strategy 2: Provide overtime to paraprofessionals to accommodate extended time for parent registration, parent night, and other times as necessary.</p> <p>Strategy's Expected Result/Impact: Enhance relationships with families as they are better served during registration process.</p> <p>Staff Responsible for Monitoring: Director</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |










| | | | | |
|--|--|-----|-----|------------------|
| Strategy 3: Provide students opportunities for hands on experiences related to classroom projects. Strategy's Expected Result/Impact: Enhance student learning with hands on experiences. Staff Responsible for Monitoring: Director Teacher Title I Schoolwide Elements: 2.4, 2.5 | Reviews | | | |
| | Formative | | | Summative |
| | Nov  | Jan | Mar | June |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 2: STUDENT SUPPORT. Every Lion Lane student will benefit from an aligned system that support his/her academic and social-emotional needs.

Performance Objective 2: GUIDANCE AND COUNSELING: Each grade level will implement and support character education and social-emotional learning curriculum.

Evaluation Data Sources: Training materials and attendance rosters

Summative Evaluation: None







| | | | | |
|---|---|---|---|--------------------|
| <p>Strategy 1: Provide a social worker aka CIS to work with families and students in crisis.</p> <p>Strategy's Expected Result/Impact: Provide support to parents so that they can appropriately support their child's success at school.</p> <p>Staff Responsible for Monitoring: Director CIS</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p> | Reviews | | | |
| <p>Strategy 2: Provide a Parent Center and a variety of parenting programs for families.</p> <p>Strategy's Expected Result/Impact: Develop family understanding of school engagement which will impact student success as they move forward in their school career.</p> <p>Staff Responsible for Monitoring: Director CIS</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Funding Sources: Supplies and Materials -Parent Engagement - 211 - Title I, Part A - 61.6399 - \$850, Other Reading Materials - Parents - 211 - Title I, Part A - 61.6329 - \$1,000</p> | Formative | | | Summative |
| <p>Strategy 3: Provide all staff professional development opportunities and ongoing support of the implementation of Project CLASS, to develop student's in the area of social emotional learning.</p> <p>Strategy's Expected Result/Impact: Developing social emotional learning in each student will facilitate their success in school.</p> <p>Staff Responsible for Monitoring: Director Intervention Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Funding Sources: Misc Contracted Services - 211 - Title I, Part A - 23.6299 - \$1, Misc Contracted Services - Project CLASS - 211 - Title I, Part A - 11.6299 - \$4,500, Misc Contracted Services - 211 - Title I, Part A - 13.6299 - \$1</p> | <p>Nov</p>  | <p>Jan</p>  | <p>Mar</p>  | <p>June</p> |
| <p>Strategy 2: Provide a Parent Center and a variety of parenting programs for families.</p> <p>Strategy's Expected Result/Impact: Develop family understanding of school engagement which will impact student success as they move forward in their school career.</p> <p>Staff Responsible for Monitoring: Director CIS</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Funding Sources: Supplies and Materials -Parent Engagement - 211 - Title I, Part A - 61.6399 - \$850, Other Reading Materials - Parents - 211 - Title I, Part A - 61.6329 - \$1,000</p> | Reviews | | | |
| <p>Strategy 3: Provide all staff professional development opportunities and ongoing support of the implementation of Project CLASS, to develop student's in the area of social emotional learning.</p> <p>Strategy's Expected Result/Impact: Developing social emotional learning in each student will facilitate their success in school.</p> <p>Staff Responsible for Monitoring: Director Intervention Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Funding Sources: Misc Contracted Services - 211 - Title I, Part A - 23.6299 - \$1, Misc Contracted Services - Project CLASS - 211 - Title I, Part A - 11.6299 - \$4,500, Misc Contracted Services - 211 - Title I, Part A - 13.6299 - \$1</p> | Formative | | | Summative |
| | <p>Nov</p>  | <p>Jan</p> | <p>Mar</p> | <p>June</p> |
| <p>Strategy 3: Provide all staff professional development opportunities and ongoing support of the implementation of Project CLASS, to develop student's in the area of social emotional learning.</p> <p>Strategy's Expected Result/Impact: Developing social emotional learning in each student will facilitate their success in school.</p> <p>Staff Responsible for Monitoring: Director Intervention Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Funding Sources: Misc Contracted Services - 211 - Title I, Part A - 23.6299 - \$1, Misc Contracted Services - Project CLASS - 211 - Title I, Part A - 11.6299 - \$4,500, Misc Contracted Services - 211 - Title I, Part A - 13.6299 - \$1</p> | Reviews | | | |
| | Formative | | | Summative |
| | <p>Nov</p>  | <p>Jan</p> | <p>Mar</p> | <p>June</p> |
|  No Progress |  Accomplished |  Continue/Modify |  Discontinue | |

Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Performance Objective 1: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Evaluation Data Sources: Campus Safety Committee roster

Summative Evaluation: None











| | | | | |
|--|---|------------|------------|------------------|
| <p>Strategy 1: CAMPUS SAFETY COMMITTEE: Establish a Campus Safety Committee composed of a cross section of stakeholders to look at matters related to campus safety.</p> <p>Strategy's Expected Result/Impact: Each campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices.</p> <p>Staff Responsible for Monitoring: Director</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov  | Jan | Mar | June |
| <p>Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit.</p> <p>Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits.</p> <p>Staff Responsible for Monitoring: Director Campus Safety Committee</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov  | Jan | Mar | June |
| <p>  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Performance Objective 2: EMERGENCY OPERATIONS: Develop Campus Emergency Operation Procedures (EOP) that comply with SB11, and include Standard Operating Procedures.

Evaluation Data Sources: Campus Emergency Operations Procedures Documents

Summative Evaluation: None









| | | | | |
|---|--|--|--|------------------|
| <p>Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys' Foundation. Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st. Staff Responsible for Monitoring: Director</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov  | Jan  | Mar  | June |
| <p>Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year. Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st. Staff Responsible for Monitoring: Director Safety Committee</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov  | Jan  | Mar  | June |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 4: FISCAL RESPONSIBILITY. The Lion Lane School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices so that financial resources provide the maximum possible support for T-2-4.

Evaluation Data Sources: Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

Summative Evaluation: None

| | | | | |
|--|--|--|--|------------------|
| <p>Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money. Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders. Staff Responsible for Monitoring: Director Administrative Assistant Title I Schoolwide Elements: 3.1</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov  | Jan | Mar | June |
| <p>Strategy 2: Provide overtime to paraprofessionals to accommodate extended time for parent registration, initial language testing, parent nights, and other times as necessary. Strategy's Expected Result/Impact: Enhance parent and school relationship, as parents will be more efficiently served. Staff Responsible for Monitoring: Director Title I Schoolwide Elements: 3.1, 3.2</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov  | Jan  | Mar  | June |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Campus Improvement Team

| Committee Role | Name | Position |
|-----------------------------|---------------------------|-------------------------|
| Administrator | Michele Gabriel | Director |
| Classroom Teacher | Veronica Chavez Hernandez | Bilingual PreK4 Teacher |
| Classroom Teacher | Alicia Osborne | Bilingual PreK4 Teacher |
| Non-classroom Professional | Lindsey Copp | Intervention Specialist |
| District-level Professional | Maxwell Otor | System of Care |
| Parent | Kristine Puri | Parent |
| Parent | Monica Nalley | Parent |

Campus Funding Summary

| 211 - Title I, Part A | | | | | |
|---|-----------|----------|---|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | Supplies and Materials | 11.6399 | \$3,640.00 |
| 1 | 2 | 2 | Conference Registration/Fees/Materials - Teachers | 13.6411 | \$1,000.00 |
| 1 | 2 | 2 | Reading Material - Leadership | 23.6329 | \$100.00 |
| 1 | 2 | 2 | Region IV | 13.6239 | \$750.00 |
| 1 | 2 | 2 | Reading Material - Teachers | 13.6329 | \$500.00 |
| 1 | 2 | 2 | Conference Registration/Fees/Materials-Leadership | 23.6411 | \$1,000.00 |
| 1 | 2 | 2 | Region IV - Leadership | 23.6329 | \$300.00 |
| 1 | 2 | 3 | Transportation | 11.6494 | \$5.00 |
| 1 | 2 | 3 | Student Travel | 11.6412 | \$1.00 |
| 1 | 2 | 4 | Technology | 11.6398 | \$1.00 |
| 1 | 2 | 4 | Software | 11.6397 | \$1,500.00 |
| 1 | 3 | 2 | LEP Assistant | 211.6129 | \$25,978.00 |
| 2 | 1 | 1 | Behavior Intervention Specialist | 11.6399 | \$76,982.00 |
| 2 | 1 | 1 | Other Reading Materials | 11.6329 | \$1.00 |
| 2 | 2 | 2 | Supplies and Materials -Parent Engagement | 61.6399 | \$850.00 |
| 2 | 2 | 2 | Other Reading Materials - Parents | 61.6329 | \$1,000.00 |
| 2 | 2 | 3 | Misc Contracted Services | 23.6299 | \$1.00 |
| 2 | 2 | 3 | Misc Contracted Services - Project CLASS | 11.6299 | \$4,500.00 |
| 2 | 2 | 3 | Misc Contracted Services | 13.6299 | \$1.00 |
| Sub-Total | | | | | \$118,110.00 |
| Budgeted Fund Source Amount | | | | | \$118,110.00 |
| +/- Difference | | | | | \$0.00 |
| 211 - Title I, Part A (FBG20 Carryover) | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | Supplies and Materials | 11.6399 | \$8,180.00 |
| 1 | 2 | 2 | Webinar Registration/Fees/Materials - Teachers | 13.6499 | \$500.00 |

211 - Title I, Part A (FBG20 Carryover)

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------------------------------------|------------------|-----------------|-------------------------|---------------------|---------------------|
| 1 | 2 | 4 | iPad Chargers | 11.6399 | \$155.00 |
| 1 | 2 | 4 | Elmo Document Cameras | 11.6398 | \$6,097.00 |
| 1 | 2 | 4 | Software - Learning A-Z | 11.6397 | \$1,500.00 |
| Sub-Total | | | | | \$16,432.00 |
| Budgeted Fund Source Amount | | | | | \$19,080.00 |
| +/- Difference | | | | | \$2,648.00 |
| Grand Total | | | | | \$134,542.00 |

Addendums