

# Spring Branch Independent School District

## The Lion Lane School

### 2019-2020 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.

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# Comprehensive Needs Assessment

Revised/Approved: June 12, 2019

## Demographics

### Demographics Summary

Our enrollment profile has remained the same as has most 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 2.5 PK3 Spanish and 2 PK3 English class sections. However, this year we are attempting to double the number of students served in our three year old program. We have one PPCD classroom for special education students. .

We have 320 students, 166 male and 154 female. Our racial make up is: 1% Asian; 3% African American; 3% White and 93.1% Hispanic.

The attendance rate is 92.64% this year, which is a up from last school year, which was 92.26%

Many of the students at Lion Lane are considered Economically Disadvantaged, specifically 95.7%. English is not the first language of 72.2% of our students. Most of our students 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 are very fortunate to have a stable staff of teachers, assistants, office staff, and a nurse. Several staff members have been here since the building opened 18 years ago. Due to district reorganization of the Early Childhood Department, this allowed for the influx of a small number of new staff members and new thoughts and energy.

Our families experience crises that would be expected of those living in high poverty, but we have family support in our campus social worker. We have cotinued with a parent center in our school and have increased parent participation on campus. We continue to have robust parent volunteer program and a new 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 for a large number of students is inconsistent. **Root Cause:** Poverty

# Student Academic Achievement

## Student Academic Achievement Summary

Lion Lane administered the CIRCLE Progress Monitoring Tool at the beginning, middle and end of the year. The percentage of students scoring at or above benchmark exceeded the district average in 4 of the 5 areas assessed. The scoring results were as follows: Rapid Letter Naming (91%), Rapid Vocabulary Naming (73%), Writing (95%), Social Emotional (91%), and Math (88%). While above the district average, our lowest scoring area was Rapid Vocabulary naming at 73% 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 a focus on shared reading and bilingual strategies to support vocabulary development this year, we have seen an increase in RVN. End of year scores, for English increased from 35% to 65% and Spanish scores increased from 55% to 80%. This will continue to be an area for growth for our students at Lion Lane.

## Student Academic Achievement Strengths

Lion Lane administered the CIRCLE Progress Monitoring Tool at the beginning, middle and end of the year. The percentage of students scoring at or above benchmark exceeded the district average in 4 of the 5 areas assessed. The scoring results were as follows: Rapid Letter Naming (91%), Rapid Vocabulary Naming (73%), Writing (95%), Social Emotional (91%), and Math (88%). 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 Academic Achievement 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 engagement.

# School Processes & Programs

## School Processes & Programs Summary

This year, Lion Lane transitioned to a new leadership structure. In this transition, we began 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 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. 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. 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. We were able to access support from the district's System of Care department. This 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 relocations and promotions, we will be adding new staff for the 19-20 school year. We have established professional learning communities lead by experienced team leaders. Under new campus leadership, the campus mission and 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. The parent center has engaged parents in a variety of classes to support their health and wellness. In addition, we sponsored a campus wide literacy night to help parents understand how to support their child as they develop early writing skills.

## 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.

Teachers scaffolded learning for children to ensure that they are meeting all students at their level.

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 afternoon professional development time continues to be instrumental in allowing us to grow together as a staff. Staff has indicated that this time could be better used if the professional development was targeted to their individual needs and areas of growth, just as we personalize for children. This is an area we are exploring so that all staff members can continue to grow professionally.

This year, we will also be adding an Intervention Specialist who will focus on behavior and academic interventions to support student achievement. She will support student growth through hands on interventions in classrooms and through professional development for our staff members.

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 Literacy night. Parent classes were held – proportionately more parents from bilingual classes attended than from mainstream/ESL classes. Parents responded to attendance calls, absence note reminders and attendance intervention plans to reduce tardiness and increase student attendance.

Some of the ways we currently support our community include:

- Parent meetings (i.e. Breakfast with a Buddy, Parent conferences, Literacy night, Book Fair)
- CIS worker on campus to support families
- Constant communication with parents (school and classroom newsletters, Remind, Homeroom, marquee reminders/announcements, phone calls, conferences)

- Volunteer Reception
- 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 have seen the implementation of new processes and procedures to ensure student and staff safety, refinement to communication process and more collaboration when planning. The staff Panorama survey provided some valuable information, however, with a limited number of staff members responding, the data is limited. Overall results indicated that staff members are concerned about professional learning targeting their needs. This is an area of exploration for targeted professional growth.

In addition, they indicated that an area of focus should be Staff-Leadership relationships. Campus leadership has provided several 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" 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 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

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records

## **Employee Data**

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

## **Parent/Community Data**

- Parent surveys and/or other feedback

- Parent engagement 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 May 2020, at least 85% of PK4 students will meet benchmark cut score on the CIRCLE assessment for all five components reported to the State.

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 Source(s) 1:** EOY Circle Assessment Data

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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 District MCL Lead Teacher	Teacher growth and development and opportunity to grow campus leadership that will result in greater student success			
2) Purchase materials for classrooms to enhance teachers abilities to personalize instruction across the core content areas.	2.4, 2.5, 2.6	Director Teachers Intervention Specialist	Teachers and students will be able to have increased opportunities to read, problem solve and interact with a greater variety of text			
<b>Funding Sources:</b> 211 - Title I, Part A - 36935.02						
3) Increase student opportunities for authentic problem based learning so that 100% of students participate in 6 or more classroom projects. Two of these 6 projects will be presented to parents.	2.4, 2.5, 2.6, 3.2	Director Teacher Intervention Specialist	Authentic application of literacy and math skills will result in learning becoming more purposeful for students and parents			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

## 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 2020, at least 95% of students will respond favorably on the SEL portion of the CIRCLE assessment.

2018-19: Social/Emotional - 91%

2017-18: Social/Emotional - 100%

**Evaluation Data Source(s) 1:** Social-Emotional Learning Circle EOY Checklist

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide a behavior intervention specialist and social worker to work with families and students in crisis.	2.4, 2.5, 2.6, 3.1, 3.2	Director Behavior Intervention Specialist CIS	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.			
<b>Funding Sources:</b> 211 - Title I, Part A - 74151.36						
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.			
<b>Funding Sources:</b> 199 PIC 32 - Pre-Kindergarten - 1000.00						
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			
<b>Funding Sources:</b> 211 - Title I, Part A - 877.00						
4) Provide a parent center and a variety parenting programs for our families	3.2	Director CIS	When families are engaged in the school student success will increase.			
<b>Funding Sources:</b> 211 - Title I, Part A - 1503.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
5) Provide supplies for nurse to care for students	2.5	Director Nurse	Healthy students will be more successful			
	<b>Funding Sources:</b> 199 PIC 32 - Pre-Kindergarten - 500.00					
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			
	<b>Funding Sources:</b> 199 PIC 32 - Pre-Kindergarten - 200.00					
7) Provide students opportunities for hands on experiences related to classroom projects.	2.4, 2.5	Director Teacher	Enhance student learning with hands on experiences.			
= Accomplished     = No Progress     = Discontinue						

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

**Performance Objective 1:** By May 2020, at least 85% of PK4 students will perform at post secondary-ready levels on all benchmarks in CIRCLE.

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 Source(s) 1:** EOY Circle Assessment Data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide professional development opportunities for teachers and teacher assistants in early literacy, math, and the project approach.  Seek out and send teachers to professional development (in and out of district) to refine their understanding of early literacy, math and language development for all students.  Hire an intervention specialist to model, coach and present professional development with a focus on behavior and academics.	2.4, 2.5, 2.6	Director Intervention Specialist	Better trained teachers will lead to higher performing students.			
<b>Funding Sources:</b> 211 - Title I, Part A - 7371.00						
= Accomplished                          = 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 May 2020, PK4 will close existing achievement gaps by at least 10% on CIRCLE between English Learner/non-English Learner students while all performance improves.

2018-19: EL 85%; non-EL 83%

2017-18: EL 67%; non-EL 68%

**Evaluation Data Source(s) 1:** EOY CIRCLE data

### Summative Evaluation 1:

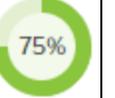
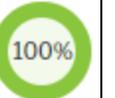
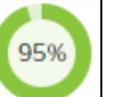
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide supplies and materials so that our students have the same opportunities for learning as those not from poverty.	2.4, 2.6	Director	Given school supplies and appropriate materials our students will be able to perform at the same level as those not from poverty.			
	<b>Funding Sources:</b> 199 PIC 32 - Pre-Kindergarten - 10950.00					
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			
	<b>Funding Sources:</b> 211 - Title I, Part A - 1128.00					
3) Offer software, technology and appropriate charging/storage for student devices to enable teachers to personalize student instruction.	2.4, 2.5, 2.6	Director Intervention Specialist	Increase student performance by offering rigorous personalized opportunities in reading and technology tools.			
	<b>Funding Sources:</b> 211 - Title I, Part A - 19644.98					
<b>TEA Priorities</b> Build a foundation of reading and math 4) Provide a LEP assistant to provide academic intervention and support of all EL students.	2.4, 2.5, 2.6	Director	Increase in students oral vocabulary so that they perform at the same levels non-EL students.			
	<b>Funding Sources:</b> 211 - Title I, Part A - 1389.64					
 = Accomplished  = No Progress  = Discontinue						

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

**Performance Objective 1:** Meet all compliance timelines and reporting requirements.

**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
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	Director	Growth in English Language acquisition			
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 Behavior Intervention 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.						
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			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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	CIS Teachers Director	Increased parent engagement will support student growth			
6) Provide professional learning based on level of expertise and need in the following areas: Bullying Prevention, Violence/Conflict Resolution, Resiliency/Developmental Assets, No Place for Hate, SEL, Love and Logic. Additionally, teachers will receive campus training in August on Project CLASS so that they can focus on social skills, as well as, teaching classroom routines, procedures, and positive behavioral supports.	2.4, 2.6	Director CIS Teachers Teacher Assistants	developing student social emotional skills will support student growth			
	<b>Funding Sources:</b> 211 - Title I, Part A - 4500.00					
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 Behavior Intervention Specialist 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 Behavior Intervention Specialist 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.						
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 Behavior Intervention Specialist Director	adherence to timelines and compliance requirements promotes efficiency and effectiveness of student services			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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 Intervention Specialist, and District PK Coach provide collaborative professional learning and technical assistance to supply teachers with strategies for struggling students weekly during professional learning sessions across the content areas. In addition, all teachers are either Bilingual or ESL certified.	2.4, 2.5, 2.6	Director Behavior Intervention Specialist Teacher Facilitator Leadership Team Staff	growth of teachers supports student growth			
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 Leadership Team Staff	providing supplemental services supports student growth			
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 a parent handbook, newsletters, notes home, Parent Center, etc; providing training and support through the Parent Center; and recognize volunteers at the campus level and at the district Good Neighbor Ceremony.	3.1, 3.2	Director Leadership Team Share A Smile Committee	fully engaging parents/volunteers in focused activities supports student growth			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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 Dual Language/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, District PK Coach, Leadership Team, and staff impacting one or more of the above on a weekly basis.	2.4, 2.5, 2.6, 3.2	Director Leadership Team Staff	increasing staff knowledge and skills supports student growth			
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 Leadership Team Behavior Intervention Specialist	supporting teacher growth will increase student success			
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 Lead Mentor/Mentors Team Leaders	supporting new teacher growth supports student growth			
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 Leadership Team Staff	recruiting and retaining highly-qualified staff in a collaborative manner supports student growth			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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 Behavior Intervention Specialist CIT Leadership Team Staff	parents and school working in concert supports student growth			
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	Director				
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						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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 Behavior Intervention Specialist CIS Crisis Response Safety Team Staff	providing a safe learning environment and increasing social emotional skills supports student growth			
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 CIS Staff	increasing parental engagement supports student growth			
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 Behavior Intervention Specialist CIS Staff	increasing parental engagement supports student growth			
= Accomplished     = No Progress     = Discontinue						

# Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,500.00
<b>+/- Difference</b>					<b>\$1,500.00</b>
199 PIC 32 - Pre-Kindergarten					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Overtime pay	6121	\$1,000.00
2	1	5	Nurse supplies	6399	\$500.00
2	1	6	Front office supplies	6399	\$200.00
4	1	1	Supplies and materials	6399	\$10,950.00
<b>Sub-Total</b>					\$12,650.00
<b>Budgeted Fund Source Amount</b>					\$22,125.00
<b>+/- Difference</b>					<b>\$9,475.00</b>
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,200.00
<b>+/- Difference</b>					<b>\$1,200.00</b>

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies and Materials	11.6399	\$36,935.02
2	1	1	Behavior Intervention Specialist	11.6399	\$74,151.36
2	1	3	Bus Costs	11.6494	\$877.00
2	1	4	Parent Engagement	61.6399	\$1,503.00
3	1	1	Conferences Registration/Fees/Materials	13.6299	\$3,800.00
3	1	1	Region IV	13.6239	\$485.00
3	1	1	Substitutes for PD	13.6112	\$485.00
3	1	1	Conferences Registration/Fees	23.6299	\$1,500.00
3	1	1	Region IV - Leadership	23.6239	\$1.00
3	1	1	Reading Material - Leadership	23.6329	\$100.00
3	1	1	Conference Travel - Leadership	23.6411	\$1,000.00
4	1	2	Contracted Services	11.6412	\$1,128.00
4	1	3	Software	11.6397	\$867.00
4	1	3	Technology Equipment	11.6398	\$10,691.98
4	1	3	Waterford Pilot	11.6299	\$8,086.00
4	1	4	LEP Assistant	11.6129	\$1,389.64
5	1	6	Project CLASS	13.6299	\$4,500.00
<b>Sub-Total</b>					\$147,500.00
<b>Budgeted Fund Source Amount</b>					\$147,500.00
<b>+/- Difference</b>					<b>\$0</b>
<b>Grand Total</b>					<b>\$160,150.00</b>