

# Spring Branch Independent School District

## The Lion Lane School

2024-2025



# 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.

## Core Characteristics of a T-2-4 Ready Graduate

**Academically Prepared:** Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

**Ethical & Service-Minded:** Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

**Empathetic & Self-Aware:** Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

**Persistent & Adaptable:** Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

**Resourceful Problem-Solver:** Every Child thinks critically and creatively and applies knowledge to find and solve problems.

**Communicator & Collaborator:** Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.



# Table of Contents

|   |    |
|---|----|
| Comprehensive Needs Assessment .....  | 5  |
| Demographics .....  | 5  |
| Student Achievement .....   | 8  |
| Staff Recruitment and Retention .....   | 10 |
| Family and Community Engagement .....   | 12 |
| Goals .....   | 13 |
| Goal 1: STUDENT ACHIEVEMENT. The Lion Lane School students will master rigorous academic standards to ensure college and career readiness. .... | 13 |
| Goal 2: STUDENT SUPPORT. The Lion Lane School students will benefit from multi-tiered systems of support. ....                                  | 17 |
| Goal 3: SAFE SCHOOLS. The Lion Lane School will ensure a safe and secure learning environment. ....   | 21 |
| Goal 4: FISCAL RESPONSIBILITY. The Lion Lane School will ensure efficient and effective fiscal management of resources and operations. ....     | 24 |
| Campus Funding Summary .....  | 25 |

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The **Lion Lane School** serves students in early education grades to PK within the Spring Branch Independent School District (SBISD).

Enrollment trends remained stable from the 2022–2023 school year to the 2023–2024 school year.

### Enrollment Trends:

2023-2024: Enrollment – 226

2022-2023: Enrollment – 226

2021-2022: Enrollment – 217

Source: *PEIMS OnDataSuite Fall Dashboard*

The demographic profile of the students at The Lion Lane School has remained relatively consistent during the past three years. The majority of the students are Hispanic. Many of the students are considered economically disadvantaged, which qualifies the campus as a Title 1 school. During the 2023-2024 school year, 71.2% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 93.4% At-Risk; 11.5% Immigrant; and 8.4% of students were identified for special education services.

### Demographic Trends: Race/Ethnicity

2023-2024: African American – 13 (5.8%)

2022-2023: African American – 14 (6.2%)

2021-2022: African American – 19 (8.8%)

2023-2024: American Indian-Alaskan Native – \*

2022-2023: American Indian-Alaskan Native – 5 (2.2%)

2021-2022: American Indian-Alaskan Native – \*

2023-2024: Asian – \*

2022-2023: Asian – \*

2021-2022: Asian – \*

2023-2024: Hispanic – 193 (85.4%)

2022-2023: Hispanic – 191 (84.5%)

2021-2022: Hispanic – 173 (79.7%)

2023-2024: Native Hawaiian-Pacific Islander – 0 (0.0%)  
2022-2023: Native Hawaiian-Pacific Islander – \*  
2021-2022: Native Hawaiian-Pacific Islander – 0 (0.0%)

2023-2024: White – 15 (6.6%)  
2022-2023: White – 12 (5.3%)  
2021-2022: White – 17 (7.8%)

2023-2024: Two-or-more – \*  
2022-2023: Two-or-more – \*  
2021-2022: Two-or-more – \*

*Source: PEIMS OnDataSuite Fall Dashboard*

*\*Fewer than five students not shown*

**Additional Student Information:**

2023-2024: At-Risk – 211 (93.4%)  
2022-2023: At-Risk – 222 (98.2%)  
2021-2022: At-Risk – 191 (88.0%)

2023-2024: Economically Disadvantaged – 216 (95.6%)  
2022-2023: Economically Disadvantaged – 208 (92.0%)  
2021-2022: Economically Disadvantaged – 194 (89.4%)

2023-2024: Emergent Bilingual/English Learner – 161 (71.2%)  
2022-2023: Emergent Bilingual/English Learner – 159 (70.4%)  
2021-2022: Emergent Bilingual/English Learner – 153 (70.5%)

2023-2024: Gifted and Talented – NA  
2022-2023: Gifted and Talented – NA  
2021-2022: Gifted and Talented – NA

*Note: Identification for G/T begins in the Spring of the Kindergarten year*

2023-2024: Homeless – \*  
2022-2023: Homeless – 15 (6.6%)  
2021-2022: Homeless – 8 (3.4%)

2023-2024: Immigrant – 26 (11.5%)  
2022-2023: Immigrant – 27 (12.0%)  
2021-2022: Immigrant – \*

2023-2024: Migrant – 0 (0.0%)  
2022-2023: Migrant – 0 (0.0%)  
2021-2022: Migrant – 0 (0.0%)

2023-2024: Special Education – 19 (8.4%)

2022-2023: Special Education – 16 (7.1%)

2021-2022: Special Education – 10 (4.6%)

Source: *PEIMS OnDataSuite Fall Dashboard*

*\*Fewer than five students not shown*

### **Demographics Strengths**

- Student enrollment has steadily increased at the beginning of the last couple of years and is leveling off toward the end of September.
- Emergent bilingual/English learning percentages are stable.
- Opportunity to service a diverse group of students.
- Students from various cultures learn and work together successfully.
- Students are exposed to a developmentally appropriate play-based, hands-on learning environment.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Our families continue to experience hardships associated with campus demographics. **Root Cause:** Poverty

**Problem Statement 2:** Student attendance is frequently inconsistent. **Root Cause:** Poverty and lack of parent understanding of the importance of an early childhood education program.

# Student Achievement

## Student Achievement Summary

**The Lion Lane School** implements a rigorous curriculum that is aligned to state standards and continuously revised to produce and prepare all students towards T-2-4 district goals. Students will master rigorous academic standards to ensure college and career readiness. We believe campus administrators and teachers are members of the campus' Professional Learning Committees (PLC). PLC in SBISD is an ongoing collaborative team process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts.

A top priority in SBISD is literacy. Students receive the opportunity and skill set to experience meaningful literacy experiences that are rigorous and engaging. With their peers, students in SBISD listen, speak, read and write through the content areas with a commitment that they will become lifelong readers and writers. SBISD is driven by standards, focused on strategies, differentiated, and guided by student data. Numeracy is also a top priority in SBISD. Our goal is to provide academic experiences that build confident and creative mathematical thinkers. Students identified for special education (SPED) services or as Emergent Bilingual/English Learner (EB/EL) are also a district focus.

### Below is a summary of the End-of-Year (EOY) CIRCLE Progress Monitoring in English:

2023-24: 93% Rapid Letter Naming; 85% Rapid Vocabulary; 93% Early Writing; 92% Social and Emotional Development; 88% Math  
2022-23: 86% Rapid Letter Naming; 77% Rapid Vocabulary; 96% Early Writing; 96% Social and Emotional Development; 84% Math  
2021-22: 78% Rapid Letter Naming; 54% Rapid Vocabulary; 87% Early Writing; 82% Social and Emotional Development; 89% Math  
*Source: Children's Learning Institute (CLI), CIRCLE Progress Monitoring School Summary Report*

### Below is a summary of the End-of-Year (EOY) CIRCLE Progress Monitoring in Spanish:

2023-24: 90% Rapid Letter Naming; 87% Rapid Vocabulary; 95% Early Writing; 98% Social and Emotional Development  
2022-23: 94% Rapid Letter Naming; 83% Rapid Vocabulary; 98% Early Writing; 99% Social and Emotional Development  
2021-22: 94% Rapid Letter Naming; 89% Rapid Vocabulary; 90% Early Writing; 94% Social and Emotional Development  
*Source: Children's Learning Institute (CLI), CIRCLE Progress Monitoring School Summary Report*  
*Note: Math not administered in Spanish*

## Student Achievement Strengths

- Students taking the English version of the CIRCLE Assessment made the following gains:
  - an increase of 7% points in the area of Rapid Letter Naming
  - an increase of 12% points in the area of Rapid Vocabulary
  - an increase of 4% points in the area of Math (includes students in Mainstream/ESL and bilingual classes)
- Students taking the Spanish version of the CIRCLE Assessment made the following gains:
  - an increase of 4% points in the area of Rapid Vocabulary

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Student achievement in tasks that require automaticity, such as Rapid Letter Naming and Rapid Vocabulary on the CIRCLE Assessment are consistently

lower than expected. **Root Cause:** Poverty, lack of experiences, social/behavior deficits and parent involvement.

**Problem Statement 2:** Students language development is consistently below average. **Root Cause:** Poverty, lack of experiences and parent involvement.

# Staff Recruitment and Retention

## Staff Recruitment and Retention Summary

The Talent strategy is to recruit and retain the best employees at The Lion Lane School to support students. For employees and support personnel, this includes recruitment processes and hiring practices to develop and retain staff to meet the unique needs of each department and/or campus. Increased creativity and flexibility in our staffing, compensation, and benefit plans will help SBISD attract and retain qualified individuals. In order to meet our strategic goals, attract and retain the best talent, we focus our efforts on the following key areas:

- Recruitment and Retention of instructional, non-instructional, paraprofessional, and auxiliary staff
- Onboarding processes
- Staffing and Performance Management
- Competitive Compensation and Benefits
- Benefits Training opportunities

### Teacher by years of experience:

2022-2023: Beginning – 1.0 FTE (8.3%)

2021-2022: Beginning – 0.0 FTE (0.0%)

2020-2021: Beginning – 1.0 FTE (10.1%)

2022-2023: 1-5 Years – 2.0 FTE (16.7%)

2021-2022: 1-5 Years – 3.0 FTE (23.1%)

2020-2021: 1-5 Years – 2.0 FTE (20.2%)

2022-2023: 6-10 Years – 4.0 FTE (33.3%)

2021-2022: 6-10 Years – 2.0 FTE (15.4%)

2020-2021: 6-10 Years – 1.0 FTE (10.1%)

2022-2023: 11-20 Years – 2.0 FTE (16.7%)

2021-2022: 11-20 Years – 5.0 FTE (38.5%)

2020-2021: 11-20 Years – 3.2 FTE (32.6%)

2022-2023: 21-30 Years – 2.0 FTE (16.7%)

2021-2022: 21-30 Years – 2.0 FTE (15.4%)

2020-2021: 21-30 Years – 1.7 FTE (16.9%)

2022-2023: Over 30 Years – 1.0 FTE (8.3%)

2021-2022: Over 30 Years – 1.0 FTE (7.7%)

2020-2021: Over 30 Years – 1.0 FTE (10.1%)

2022-2023: Total – 12.0 FTE (100%)

2021-2022: Total – 13.0 FTE (100%)

2020-2021: Total – 9.9 FTE (100%)

*Source: 2022-2023, 2021-2022 and 2020-2021 Texas Academic Performance Reports (TAPR)*

## Staff Recruitment and Retention Strengths

- Weekly campus newsletter for staff highlights various classrooms and staff members who are going over and beyond.
- Faculty meetings offer times to recognize and celebrate great things that are happening, as well as exciting news about student progress.
- Teachers are supported and encouraged to grow their craft by seeking outside professional development and this is supported by campus administration.

## Problem Statements Identifying Staff Recruitment and Retention Needs

**Problem Statement 1:** Targeted professional development in the area of early childhood education is limited. **Root Cause:** Focus on early childhood education and the importance is misunderstood.

**Problem Statement 2:** Lack of teacher preparation for early childhood education in new and novice teachers. **Root Cause:** College preparation and alternative certification programs lack connection to public schools.

# Family and Community Engagement

## Family and Community Engagement Summary

### FAMILY ENGAGEMENT

**The Lion Lane School** provides a sustained and strategic focus on educating, engaging and empowering families that are aligned with the SBISD Family E3 framework, focusing on building the capacity of families and staff to work together for student academic success. The Share a Smile Customer Service commitments are embedded into the Family E3 expectations, emphasizing the importance of customer service at our campus. The campus Translation and Interpretation Procedure asserts our commitment to provide families with information they can understand. Families are invited to attend campus and district events. The Family E3 team conducts an annual needs assessment with our campus to determine family engagement strengths and areas of support.

### COMMUNITY ENGAGEMENT

**The Lion Lane School** works closely with the SBISD Community Engagement Division to support meaningful, strategic two-way engagement of families, community members, partners, and volunteers. The district traditionally has a large and very committed network of partners and 12,000+ volunteers. During the summer, the Community Engagement team conducts a needs assessment with our campus to determine community engagement strengths and areas of support. We welcome and value volunteers who serve on our campus as mentors and tutors to support student success.

### Family and Community Engagement Strengths

- Communities in Schools (CIS) provides specialized supports for our students and families.
- We have hosted family events such as: Open House, Family Picnic and various parent education opportunities.
- Continued the implementation of family engagement strategies including the use Remind as the consistent form of parent communication. Short and frequent messaging through Remind from the campus has made an impact on the home/school communication.
- Teachers make frequent parent phone calls with positive message.

### Problem Statements Identifying Family and Community Engagement Needs

**Problem Statement 1:** Insufficient parental awareness of the importance of the home/school connection. **Root Cause:** Poverty

**Problem Statement 2:** Personal school perceptions based on individual experiences adversely impact parent/school relationships. **Root Cause:** Poverty and lack of positive school experiences from family members.

# Goals

**Goal 1: STUDENT ACHIEVEMENT.** The Lion Lane School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 1: EARLY LITERACY:** By June 2025, The Lion Lane School will increase the percentage of students who meet benchmarks on the CIRCLE assessments by 2 percentage points or  $\geq 90\%$ .

2023-24: English: 93% Rapid Letter Naming; 85% Rapid Vocabulary; 93% Early Writing; 81% Phonological Awareness  
Spanish: 90% Rapid Letter Naming; 87% Rapid Vocabulary; 95% Early Writing; 89% Phonological Awareness

2022-23: English: 86% Rapid Letter Naming; 77% Rapid Vocabulary; 96% Early Writing; 76% Phonological Awareness  
Spanish: 94% Rapid Letter Naming; 83% Rapid Vocabulary; 98% Early Writing; 85% Phonological Awareness

**Evaluation Data Sources:** CIRCLE Progress Monitoring (EOY CIRCLE assessment data)

## Strategy 1 Details

**Strategy 1:** Seek out and/or provide staff development to all teachers to develop skills in the areas of early literacy, oral language, phonological awareness and small group instruction.

**Strategy's Expected Result/Impact:** Teacher growth in whole and small group instruction will positively impact the growth of students in the areas of early literacy, oral language and phonological awareness.

**Staff Responsible for Monitoring:** Director

**Title I:**

2.4, 2.6

**Funding Sources:** Employee - Travel - 211 - Title I, Part A - 13.6411 - \$1,000, Travel - Campus Leadership - 211 - Title I, Part A - 23.6411 - \$1,000, Misc. Contracted Services - 211 - Title I, Part A - 11.6299 - \$800, Region IV - Teacher - 211 - Title I, Part A - 13.6239 - \$500, Misc. Contracted Services - Teacher - 211 - Title I, Part A - 13.6299 - \$1,000, Region IV - Campus Leadership - 211 - Title I, Part A - 23.6239 - \$200, Misc. Contracted Services - 211 - Title I, Part A - 23.6299 - \$500, Misc. Contracted Services - 211 - Title I, Part A - 61.6299 - \$1, Substitutes - Professional Staff - 211 - Title I, Part A - 11.6112 - \$500, Supplies and Materials - 199 PIC 99 - Undistributed - 23.6399 - \$3,000

### Strategy 2 Details

**Strategy 2:** Purchase materials for classrooms to enhance teachers abilities to enrich instruction across the core content areas.

**Strategy's Expected Result/Impact:** Teachers and students will have increased opportunities to ready, problem solve and interact with a greater variety of hands on materials.

**Staff Responsible for Monitoring:** Director

**Title I:**

2.4, 2.6

**Funding Sources:** Supplies and Materials - 211 - Title I, Part A - 11.6399 - \$10,300, Technology Equipment - 211 - Title I, Part A - 11.6398 - \$500

**Goal 1: STUDENT ACHIEVEMENT.** The Lion Lane School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 2: EARLY NUMERACY:** By June 2025, The Lion Lane School will increase the percentage of students who meet benchmarks on the CIRCLE Math assessment by 2 percentage points or  $\geq$  to 90%.

2023-24: 88% Math

2022-23: 84% Math

**Evaluation Data Sources:** CIRCLE Progress Monitoring (EOY CIRCLE assessment data)

#### Strategy 1 Details

**Strategy 1:** Seek out and/or provide training on effective strategies for whole group numeracy instruction. Focus on training staff in small group instruction methods tailored to numeracy skills with an emphasis on the importance of differentiated instruction, formative assessments, and flexible grouping to meet the diverse needs of students.

**Strategy's Expected Result/Impact:** Teacher growth in whole group and small group instruction and student growth in the area of numeracy.

**Staff Responsible for Monitoring:** Director

**Title I:**

2.4, 2.6

**Funding Sources:** Professional Development - Campus Leadership - 199 PIC 99 - Undistributed - 23.6239 - \$200, Misc. Contract Services - 199 PIC 11 - Instructional Services - 11.6299 - \$1,000, Travel - Campus Leadership - 199 PIC 99 - Undistributed - 23.6411 - \$1,000, Misc. Operating Expenses - 199 PIC 99 - Undistributed - 23.6499 - \$500

#### Strategy 2 Details

**Strategy 2:** Increase student opportunities for authentic problem based learning so that 100% of students participate in four or more classroom projects. Two of these projects will be presented to parents; one in the fall and one in the spring.

**Strategy's Expected Result/Impact:** Authentic application of literacy and math skills in the area of science and social studies will result in learning becoming more purposeful for students and parents.

**Staff Responsible for Monitoring:** Teacher Intervention Specialist(s)

**Title I:**

2.4, 2.6

**Funding Sources:** Supplies and Materials - 199 PIC 11 - Instructional Services - 11.6399 - \$8,619

**Goal 1: STUDENT ACHIEVEMENT.** The Lion Lane School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 3: STUDENT GROWTH:** By June 2025, The Lion Lane School will increase the number of students who meet or exceed end of year benchmarks on formative assessments by 2 percentage points or  $\geq$  to 90%.

2023-24: 91% Letter ID (Upper Case); 88% Letter ID (Lower Case); 86% Letter Sound; 83% Concepts About Print

2022-23: 89% Letter ID (Upper Case); 84% Letter ID (Lower Case); 80% Letter Sound; 70% Concepts About Print

**Evaluation Data Sources:** EOY District Formative Assessment

| Strategy 1 Details   |
|--|
| <p><b>Strategy 1:</b> Seek out and/or provide professional development that focuses on developing strong early literacy skills in all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Refining teacher's learning and implementation of "best practices" in this area will increase student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Director<br/>Teacher<br/>Intervention Specialist(s)</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p><b>Funding Sources:</b> Other Reading Materials - Teacher - 211 - Title I, Part A - 13.6329 - \$250, Other Reading Materials - Leadership - 211 - Title I, Part A - 23.6329 - \$100</p> |

**Goal 2: STUDENT SUPPORT.** The Lion Lane School students will benefit from multi-tiered systems of support.

**Performance Objective 1: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE:** By June 2025, The Lion Lane School will implement at least three strategies that advance the focus on Core Characteristics for every child.

**Evaluation Data Sources:** Campus calendar and newsletters

| <b>Strategy 1 Details</b>  |
|--|
| <p><b>Strategy 1:</b> Work closely with the campus CIS to provide opportunities for all students to participate in community outreach projects at least twice during the school year. (Core Characteristic - Ethical and Service Minded)</p> <p><b>Strategy's Expected Result/Impact:</b> Develop student's understanding that they are part of a community and their participation in that community can impact it in a positive way.</p> <p><b>Staff Responsible for Monitoring:</b> CIS<br/>Director</p> <p><b>Title I:</b><br/>2.6</p>   |
| <b>Strategy 2 Details</b>  |
| <p><b>Strategy 2:</b> Provide students with time in the Action Based Learning Lab on campus at least once a week and daily recess time. (Core Characteristic - Empathetic and Self-Aware)</p> <p><b>Strategy's Expected Result/Impact:</b> Lay the foundation that supports the development of habits that support a healthy mind and body.</p> <p><b>Staff Responsible for Monitoring:</b> Director<br/>Behavior Intervention Specialist</p> <p><b>Title I:</b><br/>2.4, 2.6</p>  |
| <b>Strategy 3 Details</b>  |
| <p><b>Strategy 3:</b> Provide time during the instructional day to focus on developing appropriate skills to be a successful student in Pre-K and beyond through a schoolwide focus on developmentally appropriate social skills, classroom routines, and procedures. (Core Characteristic - Communicator and Collaborator)</p> <p><b>Strategy's Expected Result/Impact:</b> Lay the foundation that supports the development of appropriate communication skills and other basic classroom skills such as paying attention.</p> <p><b>Staff Responsible for Monitoring:</b> Director<br/>Behavior Intervention Specialist</p> <p><b>Title I:</b><br/>2.4, 2.6</p> |

**Goal 2: STUDENT SUPPORT.** The Lion Lane School students will benefit from multi-tiered systems of support.

**Performance Objective 2: INTERVENTIONS:** By June 2025, The Lion Lane School will implement interventions with students identified as needing academic or behavioral supports.

**Evaluation Data Sources:** Multiple measures

**Strategy 1 Details**

**Strategy 1:** Provide an intervention specialist to support students and their families by modeling, coaching and presenting professional development with a focus on behavior and academics.

**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.

**Staff Responsible for Monitoring:** Director  
Behavior Intervention Specialist

**Title I:**  
2.4, 2.6

**Funding Sources:** Behavior Intervention Specialist - 211 - Title I, Part A - 11.6100 - \$82,401, Other Reading Materials - - 211 - Title I, Part A - 11.6329 - \$300

**Strategy 2 Details**

**Strategy 2:** Provide Communities in Schools support personnel to support students and families experiencing crisis or trauma.

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** Director

**Funding Sources:** Misc. Contract Services - 211 - Title I, Part A - 31.6299 - \$29,338

### Strategy 3 Details

**Strategy 3:** Provide overtime to paraprofessionals to accommodate extended time for assisting parents with student registration, family events, and other times as necessary.

**Strategy's Expected Result/Impact:** Enhance relationships with families as they are better served during the registration process.

**Staff Responsible for Monitoring:** Director

**Title I:**

2.4, 2.6

**Funding Sources:** Overtime - Sped - 199 PIC 23 - Special Education - 11.6121 - \$650, Substitutes - Paraprofessionals - 199 PIC 30 - At Risk School Wide SCE - 11.6122 - \$2,100, Substitutes - Front Office - 199 PIC 99 - Undistributed - 23.6122 - \$600, Substitutes - Paraprofessionals Bilingual - 199 PIC 25 - ESL/Bilingual - 13.6112 - \$700, Overtime - Paraprofessional - 199 PIC 30 - At Risk School Wide SCE - 11.6121 - \$1,000

### Strategy 4 Details

**Strategy 4:** Provide students opportunities for real life, hands-on experiences through field experiences, study trips, and/or performances.

**Strategy's Expected Result/Impact:** Enhance student learning with hands-on experiences.

**Staff Responsible for Monitoring:** Director

Teacher

**Title I:**

2.4, 2.6

**Funding Sources:** Student Travel - 211 - Title I, Part A - 11.6412 - \$3,000, Transportation - 211 - Title I, Part A - 11.6494 - \$1,200, Student Transportation - 199 PIC 11 - Instructional Services - 11.6494 - \$600

### Strategy 5 Details

**Strategy 5:** Provide transition experiences for Prekindergarten students to experience life in an elementary school setting.

**Strategy's Expected Result/Impact:** Support a positive transition from a Pre-K campus to a feeder elementary campus.

**Staff Responsible for Monitoring:** Director

**Title I:**

2.4, 2.6

**Funding Sources:** Transportation - 211 - Title I, Part A - 11.6494 - \$800

**Goal 2: STUDENT SUPPORT.** The Lion Lane School students will benefit from multi-tiered systems of support.

**Performance Objective 3: STUDENT ATTENDANCE:** By June 2025, student attendance at The Lion Lane School will increase or will be  $\geq 98\%$ .

**Evaluation Data Sources:** Skyward data

| Strategy 1 Details   |
|--|
| <p><b>Strategy 1:</b> Monitor student attendance for excessive absences and communicate with parents by sending automated call outs on the day of the absence, personal phone calls, letters, and face to face conferencing with parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance is crucial for student's social and academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Campus ADA<br/>Teacher<br/>Director</p> <p><b>Title I:</b><br/>2.6</p> |

**Goal 3: SAFE SCHOOLS.** The Lion Lane School will ensure a safe and secure learning environment.

**Performance Objective 1: SAFE SCHOOL ENVIRONMENT:** Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.

**Evaluation Data Sources:** Discipline Data Dashboard, Behavior Intervention Plans

| <b>Strategy 1 Details</b>  |
|--|
| <p><b>Strategy 1:</b> Develop and implement a consistent Discipline Management Plan and Behavior Flow Chart to support a consistent system for managing student infractions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Director<br/>Behavior Intervention Specialist</p> <p><b>Title I:</b><br/>2.4, 2.6</p>   |
| <b>Strategy 2 Details</b>  |
| <p><b>Strategy 2:</b> Ensure that the campus clinic has appropriate materials to support students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Student safety increases academic performance and develops appropriate social skills.</p> <p><b>Staff Responsible for Monitoring:</b> School Nurse<br/>Director</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p><b>Funding Sources:</b> Supplies - Clinic - 199 PIC 30 - At Risk School Wide SCE - 33.6399 - \$1,200</p>  |
| <b>Strategy 3 Details</b>  |
| <p><b>Strategy 3:</b> Ensure that the campus has appropriate safety and security at all times, with a focus on activities outside the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent engagement increases academic success and attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Director</p> <p><b>Title I:</b><br/>2.6, 4.1, 4.2</p> <p><b>Funding Sources:</b> Misc. Operating Expenses - Family Engagement - 211 - Title I, Part A - 61.6499 - \$350, Supplies and Materials - Family Engagement - 211 - Title I, Part A - 61.6399 - \$1,000, Overtime - Police Dept. - 199 PIC 99 - Undistributed - 52.6121 - \$500, Overtime - Custodial - 199 PIC 99 - Undistributed - 51.6121 - \$300</p> |

**Goal 3: SAFE SCHOOLS.** The Lion Lane School will ensure a safe and secure learning environment.

**Performance Objective 2: SAFETY COMMITTEE:** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

**Evaluation Data Sources:** Campus Safety Committee roster

| Strategy 1 Details   |
|--|
| <p><b>Strategy 1:</b> Establish a Campus Safety Committee composed of a cross section of stakeholders to look at matters related to campus safety.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Director</p> <p><b>Title I:</b><br/>2.6</p> |

**Goal 3: SAFE SCHOOLS.** The Lion Lane School will ensure a safe and secure learning environment.

**Performance Objective 3: EMERGENCY OPERATIONS:** Maintain Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

**Evaluation Data Sources:** Campus emergency operation procedures documents

| Strategy 1 Details  |
|---|
| <p><b>Strategy 1:</b> Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus EOP is turned in and filed by a date named by the district.</p> <p><b>Staff Responsible for Monitoring:</b> Director</p> <p><b>Title I:</b><br/>2.5, 2.6</p>                           |
| Strategy 2 Details  |
| <p><b>Strategy 2:</b> Update campus EOP annually and train staff prior to the first day of school for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Student safety builds parent relationships, increases student engagement, and positively impacts student academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Director</p> <p><b>Title I:</b><br/>2.5</p> |

**Goal 4: FISCAL RESPONSIBILITY.** The Lion Lane School will ensure efficient and effective fiscal management of resources and operations.

**Performance Objective 1: FINANCIAL MANAGEMENT:** Maintain high quality financial management practices.

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

| Strategy 1 Details  |
|---|
| <p><b>Strategy 1:</b> Conduct frequent budget meetings with Administrative Assistant to review and manage all campus budgets appropriately.</p> <p><b>Strategy's Expected Result/Impact:</b> Error free records.<br/>Documentation of purchases and orders are accurate.</p> <p><b>Staff Responsible for Monitoring:</b> Director<br/>Administrative Assistant</p> <p><b>Title I:</b><br/>2.4</p> |

# Campus Funding Summary

| 199 PIC 11 - Instructional Services  |           |          |   |              |             |
|--------------------------------------|-----------|----------|---|--------------|-------------|
| Goal                                 | Objective | Strategy | Resources Needed                          | Account Code | Amount      |
| 1                                    | 2         | 1        | Misc. Contract Services                   | 11.6299      | \$1,000.00  |
| 1                                    | 2         | 2        | Supplies and Materials                    | 11.6399      | \$8,619.00  |
| 2                                    | 2         | 4        | Student Transportation                    | 11.6494      | \$600.00    |
| <b>Sub-Total</b>                     |           |          |   |              | \$10,219.00 |
| <b>Budgeted Fund Source Amount</b>   |           |          |   |              | \$10,219.00 |
| <b>+/- Difference</b>                |           |          |   |              | \$0.00      |
| 199 PIC 23 - Special Education       |           |          |   |              |             |
| Goal                                 | Objective | Strategy | Resources Needed                          | Account Code | Amount      |
| 2                                    | 2         | 3        | Overtime - Sped                           | 11.6121      | \$650.00    |
| <b>Sub-Total</b>                     |           |          |   |              | \$650.00    |
| <b>Budgeted Fund Source Amount</b>   |           |          |   |              | \$650.00    |
| <b>+/- Difference</b>                |           |          |   |              | \$0.00      |
| 199 PIC 25 - ESL/Bilingual           |           |          |   |              |             |
| Goal                                 | Objective | Strategy | Resources Needed                          | Account Code | Amount      |
| 2                                    | 2         | 3        | Substitutes - Paraprofessionals Bilingual | 13.6112      | \$700.00    |
| <b>Sub-Total</b>                     |           |          |   |              | \$700.00    |
| <b>Budgeted Fund Source Amount</b>   |           |          |   |              | \$700.00    |
| <b>+/- Difference</b>                |           |          |   |              | \$0.00      |
| 199 PIC 30 - At Risk School Wide SCE |           |          |   |              |             |
| Goal                                 | Objective | Strategy | Resources Needed                          | Account Code | Amount      |
| 2                                    | 2         | 3        | Overtime - Paraprofessional               | 11.6121      | \$1,000.00  |
| 2                                    | 2         | 3        | Substitutes - Paraprofessionals           | 11.6122      | \$2,100.00  |
| 3                                    | 1         | 2        | Supplies - Clinic                         | 33.6399      | \$1,200.00  |
| <b>Sub-Total</b>                     |           |          |   |              | \$4,300.00  |
| <b>Budgeted Fund Source Amount</b>   |           |          |   |              | \$4,300.00  |
| <b>+/- Difference</b>                |           |          |   |              | \$0.00      |

| 199 PIC 99 - Undistributed         |           |          |  |              |             |
|------------------------------------|-----------|----------|--|--------------|-------------|
| Goal                               | Objective | Strategy | Resources Needed                             | Account Code | Amount      |
| 1                                  | 1         | 1        | Supplies and Materials                       | 23.6399      | \$3,000.00  |
| 1                                  | 2         | 1        | Professional Development - Campus Leadership | 23.6239      | \$200.00    |
| 1                                  | 2         | 1        | Misc. Operating Expenses                     | 23.6499      | \$500.00    |
| 1                                  | 2         | 1        | Travel - Campus Leadership                   | 23.6411      | \$1,000.00  |
| 2                                  | 2         | 3        | Substitutes - Front Office                   | 23.6122      | \$600.00    |
| 3                                  | 1         | 3        | Overtime - Custodial                         | 51.6121      | \$300.00    |
| 3                                  | 1         | 3        | Overtime - Police Dept.                      | 52.6121      | \$500.00    |
| <b>Sub-Total</b>                   |           |          |  |              | \$6,100.00  |
| <b>Budgeted Fund Source Amount</b> |           |          |  |              | \$6,100.00  |
| <b>+/- Difference</b>              |           |          |  |              | \$0.00      |
| 211 - Title I, Part A              |           |          |  |              |             |
| Goal                               | Objective | Strategy | Resources Needed                             | Account Code | Amount      |
| 1                                  | 1         | 1        | Misc. Contracted Services                    | 23.6299      | \$500.00    |
| 1                                  | 1         | 1        | Region IV - Campus Leadership                | 23.6239      | \$200.00    |
| 1                                  | 1         | 1        | Substitutes - Professional Staff             | 11.6112      | \$500.00    |
| 1                                  | 1         | 1        | Employee - Travel                            | 13.6411      | \$1,000.00  |
| 1                                  | 1         | 1        | Misc. Contracted Services                    | 11.6299      | \$800.00    |
| 1                                  | 1         | 1        | Misc. Contracted Services - Teacher          | 13.6299      | \$1,000.00  |
| 1                                  | 1         | 1        | Misc. Contracted Services                    | 61.6299      | \$1.00      |
| 1                                  | 1         | 1        | Travel - Campus Leadership                   | 23.6411      | \$1,000.00  |
| 1                                  | 1         | 1        | Region IV - Teacher                          | 13.6239      | \$500.00    |
| 1                                  | 1         | 2        | Supplies and Materials                       | 11.6399      | \$10,300.00 |
| 1                                  | 1         | 2        | Technology Equipment                         | 11.6398      | \$500.00    |
| 1                                  | 3         | 1        | Other Reading Materials - Teacher            | 13.6329      | \$250.00    |
| 1                                  | 3         | 1        | Other Reading Materials - Leadership         | 23.6329      | \$100.00    |
| 2                                  | 2         | 1        | Other Reading Materials -                    | 11.6329      | \$300.00    |
| 2                                  | 2         | 1        | Behavior Intervention Specialist             | 11.6100      | \$82,401.00 |
| 2                                  | 2         | 2        | Misc. Contract Services                      | 31.6299      | \$29,338.00 |
| 2                                  | 2         | 4        | Transportation                               | 11.6494      | \$1,200.00  |
| 2                                  | 2         | 4        | Student Travel                               | 11.6412      | \$3,000.00  |

| 211 - Title I, Part A              |           |          |  |              |              |
|------------------------------------|-----------|----------|--|--------------|--------------|
| Goal                               | Objective | Strategy | Resources Needed                             | Account Code | Amount       |
| 2                                  | 2         | 5        | Transportation                               | 11.6494      | \$800.00     |
| 3                                  | 1         | 3        | Misc. Operating Expenses - Family Engagement | 61.6499      | \$350.00     |
| 3                                  | 1         | 3        | Supplies and Materials - Family Engagement   | 61.6399      | \$1,000.00   |
| <b>Sub-Total</b>                   |           |          |  |              | \$135,040.00 |
| <b>Budgeted Fund Source Amount</b> |           |          |  |              | \$135,040.00 |
| <b>+/- Difference</b>              |           |          |  |              | \$0.00       |
| <b>Grand Total Budgeted</b>        |           |          |  |              | \$157,009.00 |
| <b>Grand Total Spent</b>           |           |          |  |              | \$157,009.00 |
| <b>+/- Difference</b>              |           |          |  |              | \$0.00       |