

Spring Branch Independent School District

The Lion Lane School

2021-2022 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.

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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our enrollment profile has remained the same, as has most of our demographic data. We will have ten prekindergarten classrooms, six 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: 3.2% African American, .7% Asian; 91.8% Hispanic, 2.8% White, 91.8% Hispanic and 1.4% 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 94.3%. English is not the first language of 77.6% of our students. Most of our students (97.2%) 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 19 years ago. The last two years, 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 and the pandemic, 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. The EOY assessment was administered and yielded student growth. The percentage of students scoring at or above benchmark exceeded the district average in the area of Math and Social Emotional Behaviors. The scoring results when English and Spanish scores were combined were as follows: Rapid Letter Naming (75%), Rapid Vocabulary Naming (60%), Writing (88%), Social Emotional (88%), Math (86%) and 49% of our students were reading at a level A or above. Our lowest scoring area was Rapid Vocabulary naming at 60% of students scoring at or above the benchmark.

Generally our English classrooms continue to score lower than our Spanish ones, this appears to be in part to the amount of significant SEL challenges that our English classrooms faced over the last year. 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 and end of the year. Strengths on our campus are in our bilingual program as students in our this program, are out performing students in our Mainstream/ESL classroom. Students in these classes perform significantly higher than their peers in the areas of Rapid Letter Naming and Rapid Vocabulary. With EOY scores as follows: Rapid Letter Naming - Spanish at 88% and English at 63%; Rapid Vocabulary- Spanish at 80% and English at 39%.

For mid year assessments, we identified areas of focus for the remainder of the year. These included: Rapid Letter Naming (56%) and Rapid Vocabulary (44%). This focus yielded good results in our bilingual classes and growth in our English classes.

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, social emotional deficits and parent involvement

School Processes & Programs

School Processes & Programs Summary

As Lion Lane continues to develop our PLC process, 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. Exposing our Mainstream/ESL students to thoughtful planning of vocabulary development paired with hands on, interactive activities will be a focus for next school year.

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 and small group 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. We have established professional learning communities lead by experienced team leaders. The campus mission has been restructured our campus PLC Norms and Professional Responsibilities have been developed 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 one outdoor book fair this spring to encourage literacy at home. We also offered two literacy based parent trainings in both English and Spanish to encourage literacy and reading at home, as well as, prepare parents for what will be expected of their children in Kindergarten.

School Processes & Programs Strengths

Our literacy instruction remains a strength. We have a 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 was the second year of support from our Intervention Specialist who focused on behavior and academic interventions to support student achievement. She supported student growth through hands on interventions in classrooms, pull out support 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 2020-2021 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, all of which were held virtually. 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)
- 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

The last school year gave campus leadership the opportunity to refine the communication process and support more collaboration when planning across all team. We saw that despite the mitigation practices put in place teachers were able to use this as 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 welcome parents back to campus and encourage them to volunteer in classrooms, connect with their child's teacher and participate in parent workshops to support learning at home.

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

Student Data: Assessments

- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- TTESS data
- T-PSS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

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 2022, The Lion Lane School will 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 or $\geq 90\%$.



2020-21: Rapid Letter - 75%; Rapid Vocabulary Naming - 60%; Writing 88%; SEL 88%; Math 86%






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 Data

Strategy 1 Details	Formative Reviews		
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 and provide additional professional development and classroom support across the campus. Strategy's Expected Result/Impact: Teacher growth and development and opportunity to grow campus leadership that will result in greater student success. Staff Responsible for Monitoring: Director District MCL Lead Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
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 read, problem solve and interact with a greater variety of hands on materials. Staff Responsible for Monitoring: Director Teachers Intervention Specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Supplies and Materials - 211 - Title I, Part A - 11.6399 - \$11,648, Misc Contract Services - 199 PIC 32 - Pre-Kindergarten - 11.6299 - \$300, Supplies and Materials - 199 PIC 99 - Undistributed - 23.6399 - \$1,500, Supplies and Materials - 282 ARP21 (ESSER III Campus Allocations) - 11.6399 - \$7,000, Other Reading Material - 282 ARP21 (ESSER III Campus Allocations) - 11.6329 - \$2,000, Supplies and Materials - 199 PIC 32 - Pre-Kindergarten - 11.6399 - \$10,500	Formative		
	Oct	Jan	Apr
			






Strategy 3 Details	Formative Reviews		
Strategy 3: Increase student opportunities for authentic problem based learning so that 100% of students participate in 4 or more classroom projects. Two of these 4 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: Director Teacher Intervention Specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2	Formative		
	Oct	Jan	Apr
	 25%		
 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: EARLY LITERACY: By June 2022, The Lion Lane School will increase the % of students meeting CIRCLE Reading Assessment Rapid Letter Naming (RLN) Component End-of-Year Benchmark by 4 percentage points or $\geq 90\%$.

2020-21: PK4 75% Meeting CIRCLE RLN EOY Benchmark

Evaluation Data Sources: CIRCLE Progress Monitoring Tool



Strategy 1 Details	Formative Reviews		
Strategy 1: Provide staff development to all teachers to develop skills in balanced literacy/small group instruction in order to develop appropriate book handling skills (CAP skills) and/or promote reading at a Level A or above. Strategy's Expected Result/Impact: Teacher growth in small group instruction and student growth in the the areas of CAP, sight words and reading level. Staff Responsible for Monitoring: Director Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: Professional Development - Webinars - 211 - Title I, Part A - 13.6499 - \$200	Formative		
	Oct	Jan	Apr
	 30%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			









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

Performance Objective 3: GAP-CLOSING: By June 2022, The Lion Lane School will increase overall performance on pre-kindergarten assessment to narrow the gap by at least 4 percentage points between EL/non-EL students on CIRCLE while performance improves.

2020-21: EL 80%; non-EL 39 %
 2019-20: Not rated due to COVID
 2018-19: EL 85%; non-EL 83%
 2017-18: EL 67%; non-EL 68%

Evaluation Data Sources: EOY CIRCLE Assessment: Rapid Vocabulary

Strategy 1 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Refining teacher's learning and understanding of 'best practices' increases student performance in all areas. Staff Responsible for Monitoring: Director Intervention Specialist Lead Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Professional Books - 282 ARP21 (ESSER III Campus Allocations) - 13.6329 - \$1,000	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Refining teacher's learning and understanding of 'best practices' increases student performance in all areas. Staff Responsible for Monitoring: Director Intervention Specialist Lead Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Conference Registration/Fees/Materials - Teachers - 211 - Title I, Part A - 13.6411 - \$500, Conference Registration/Fees/Materials - Teachers - 282 ARP21 (ESSER III Campus Allocations) - 13.6299 - \$8,500, Conference Registration/Fees/Materials-Leadership - 282 ARP21 (ESSER III Campus Allocations) - 23.6299 - \$1,500, Reading Material - Leadership - 211 - Title I, Part A - 23.6329, Region IV - 211 - Title I, Part A - 13.6239 - \$1, Employee Travel - Teacher - 282 ARP21 (ESSER III Campus Allocations) - 13.6411 - \$1,500, Reading Material - Teachers - 211 - Title I, Part A - 13.6329 - \$1, Employee Travel - Leadership - 282 ARP21 (ESSER III Campus Allocations) - 23.6411 - \$1,000, Conference Registration/Fees/Materials-Leadership - 211 - Title I, Part A - 23.6411 - \$500, Professional Development - Region IV - 211 - Title I, Part A - 23.6499 - \$1, Region IV - Leadership - 211 - Title I, Part A - 23.6329 - \$1, Substitutes - 199 PIC 32 - Pre-Kindergarten - 11.6122 - \$2,920	Formative		
	Oct	Jan	Apr
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide access to content based performances and programs to enrich student's academic experiences. Strategy's Expected Result/Impact: Increase student's oral vocabulary through hands on and immersion experiences. Staff Responsible for Monitoring: Director Team Leaders Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Transportation - 199 PIC 11 - Instructional Services - 11.6494, Transportation - 211 - Title I, Part A - 11.6494 - \$1,200, Student Travel- Entrance Fees - 282 ARP21 (ESSER III Campus Allocations) - 11.6412 - \$2,000, Transportation - 282 ARP21 (ESSER III Campus Allocations) - 11.6494 - \$2,000, Student Travel - 211 - Title I, Part A - 11.6412 - \$500	Formative		
	Oct	Jan	Apr
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide access to software, technology and appropriate charging/storage for student devices to enable teachers to focus on literacy and numeracy development. Strategy's Expected Result/Impact: Increase student performance by offering rigorous technology tools that will increase student performance in literacy, numeracy and oral language. Staff Responsible for Monitoring: Director Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Technology - 211 - Title I, Part A - 11.6398 - \$2,000, Software - 211 - Title I, Part A - 11.6397 - \$1,300	Formative		
	Oct	Jan	Apr
			
 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 4: STUDENT GROWTH: By June 2022, 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 8 percentage points from MOY to EOY.

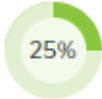




2020-21: Rapid Letter - 75%; Rapid Vocabulary - 60%; Writing 88%; SEL 88%; Math 86%

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide transition experiences for Prekindergarten students to experience life in an elementary school setting. Strategy's Expected Result/Impact: Enhance a positive transition from PK School to a traditional elementary campus. Staff Responsible for Monitoring: Director Instructional Leadership Team Title I Schoolwide Elements: 2.6	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Seek out professional development that focuses on language and vocabulary development in all students. Strategy's Expected Result/Impact: Refining teachers learning and implementation of 'best practices' in this area will increase student performance. Staff Responsible for Monitoring: Director Intervention Specialist Lead Teacher Title I Schoolwide Elements: 2.4, 2.6	Formative		
	Oct	Jan	Apr
	 25%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 2022, 90% of students at The Lion Lane School will meet expectations on the Social-Emotional Learning portion of the CIRCLE assessment.







2020-21: Social/Emotional - 88%







2019-20: Not Rated due to COVID

2018-19: Social/Emotional - 91%

2017-18: Social/Emotional - 100%

Evaluation Data Sources: Social-Emotional Learning CIRCLE EOY Checklist











Strategy 1 Details	Formative Reviews		
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. 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 Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 Funding Sources: Behavior Intervention Specialist - 211 - Title I, Part A - 11.6399 - \$78,583, Other Reading Materials - 211 - Title I, Part A - 11.6329 - \$1, Webinars - 199 PIC 99 - Undistributed - 13.6499 - \$60, Region IV - In Person Training - 199 PIC 99 - Undistributed - 13.6239 - \$200	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide overtime to paraprofessionals to accommodate extended time for parent registration, parent night, and other times as necessary. Strategy's Expected Result/Impact: Enhance relationships with families as they are better served during registration process. Staff Responsible for Monitoring: Director Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: Overtime - Paras - 199 PIC 34 - Pre-K At Risk/SCE - 11.6121 - \$600, Substitutes/Support Staff - 199 PIC 99 - Undistributed - 11.6122 - \$2,920	Formative		
	Oct	Jan	Apr
			

Strategy 3 Details	Formative Reviews		
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	Formative		
	Oct	Jan	Apr
			
Strategy 4 Details	Formative Reviews		
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 Schoolwide Elements: 2.4, 2.5 Funding Sources: 199 PIC 32 - Pre-Kindergarten - 199 PIC 32 - Pre-Kindergarten - 11.6494 - \$1,000	Formative		
	Oct	Jan	Apr
			
 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide a social worker aka CIS to work with families and students in crisis. Strategy's Expected Result/Impact: Provide support to parents so that they can appropriately support their child's success at school. Staff Responsible for Monitoring: Director CIS Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide a Parent Center and a variety of parenting programs for families. Strategy's Expected Result/Impact: Develop family understanding of school engagement which will impact student success as they move forward in their school career. Staff Responsible for Monitoring: Director CIS Title I Schoolwide Elements: 3.2 Funding Sources: Supplies and Materials -Parent Engagement - 211 - Title I, Part A - 61.6399 - \$974	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Strategy 1 Details	Formative Reviews		
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. 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. Staff Responsible for Monitoring: Director	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit. Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits. Staff Responsible for Monitoring: Director Campus Safety Committee	Formative		
	Oct	Jan	Apr
 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 2: EMERGENCY OPERATIONS: Develop Campus Emergency Operation Procedures (EOP) that comply with SB11, and include Standard Operating Procedures.

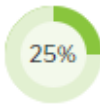




Evaluation Data Sources: Campus Emergency Operations Procedures Documents

Strategy 1 Details	Formative Reviews		
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	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
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	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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)

Strategy 1 Details	Formative Reviews		
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	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Transportation	11.6494	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
199 PIC 32 - Pre-Kindergarten					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Misc Contract Services	11.6299	\$300.00
1	1	2	Supplies and Materials	11.6399	\$10,500.00
1	3	2	Substitutes	11.6122	\$2,920.00
2	1	4	199 PIC 32 - Pre-Kindergarten	11.6494	\$1,000.00
Sub-Total					\$14,720.00
Budgeted Fund Source Amount					\$14,720.00
+/- Difference					\$0.00
199 PIC 34 - Pre-K At Risk/SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Overtime - Paras	11.6121	\$600.00
Sub-Total					\$600.00
Budgeted Fund Source Amount					\$600.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies and Materials	23.6399	\$1,500.00
2	1	1	Webinars	13.6499	\$60.00
2	1	1	Region IV - In Person Training	13.6239	\$200.00
2	1	2	Substitutes/Support Staff	11.6122	\$2,920.00
Sub-Total					\$4,680.00
Budgeted Fund Source Amount					\$4,680.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies and Materials	11.6399	\$11,648.00
1	2	1	Professional Development - Webinars	13.6499	\$200.00
1	3	2	Conference Registration/Fees/Materials - Teachers	13.6411	\$500.00
1	3	2	Reading Material - Leadership	23.6329	\$0.00
1	3	2	Region IV	13.6239	\$1.00
1	3	2	Reading Material - Teachers	13.6329	\$1.00
1	3	2	Conference Registration/Fees/Materials-Leadership	23.6411	\$500.00
1	3	2	Professional Development - Region IV	23.6499	\$1.00
1	3	2	Region IV - Leadership	23.6329	\$1.00
1	3	3	Transportation	11.6494	\$1,200.00
1	3	3	Student Travel	11.6412	\$500.00
1	3	4	Technology	11.6398	\$2,000.00
1	3	4	Software	11.6397	\$1,300.00
2	1	1	Behavior Intervention Specialist	11.6399	\$78,583.00
2	1	1	Other Reading Materials	11.6329	\$1.00
2	2	2	Supplies and Materials -Parent Engagement	61.6399	\$974.00
Sub-Total					\$97,410.00
Budgeted Fund Source Amount					\$97,410.00
+/- Difference					\$0.00
282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies and Materials	11.6399	\$7,000.00
1	1	2	Other Reading Material	11.6329	\$2,000.00
1	3	1	Professional Books	13.6329	\$1,000.00
1	3	2	Conference Registration/Fees/Materials - Teachers	13.6299	\$8,500.00
1	3	2	Conference Registration/Fees/Materials-Leadership	23.6299	\$1,500.00
1	3	2	Employee Travel - Teacher	13.6411	\$1,500.00

282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Employee Travel - Leadership	23.6411	\$1,000.00
1	3	3	Student Travel- Entrance Fees	11.6412	\$2,000.00
1	3	3	Transportation	11.6494	\$2,000.00
Sub-Total					\$26,500.00
Budgeted Fund Source Amount					\$26,500.00
+/- Difference					\$0.00
Grand Total					\$143,910.00

Addendums