

**McKinney Independent School District**  
**Lawson Early Childhood School**  
**2016-2017 Campus Improvement Plan**



# Mission Statement

We will provide engaging learning experiences so students can become effective communicators, quality contributors, and socially responsible citizens.

## Vision

We are a cohesive, diverse community providing engaging learning experiences for all.

## Core Beliefs

Partnerships between students, parents, community members, and staff are foundational to educational success.

Positive school culture and a safe environment foster growth.

Everyone has inherent value and deserves to be treated with dignity and respect.

Learning is an active process requiring engaging tasks and engaging minds.

Relevant and authentic experiences ignite continuous, deeper learning.

Meaningful relationships enrich learning.

Confidence fuels risk taking and higher achievement.

Financial stewardship ensures a tomorrow for education.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The students at Lawson Early Childhood School are very diverse. Our wonderful population is made up of 59.9% Hispanic, 29.20% White, 19.5% African American, and 5.6% Asian. Seventy-nine percent of our Lawson students are on free or reduced lunch. Average Class sizes range from 5-10 in Special Education to 20-22 in General Education. The student body at Lawson comes from all areas of the McKinney Independent School District.

### Demographics Strengths

Because we are so diverse, we reflect the entire McKinney ISD community of learners. Our students attend all campuses when they leave us after Pre-K. 100% of Lawson teachers and instructional assistants are highly qualified.

### Demographics Needs

We continue to find ways to identify eligible students for our Pre-K class, particularly in our Monolingual and ESL classrooms.

## **Student Achievement**

### **Student Achievement Summary**

The students at Lawson are all Pre-K aged and teachers monitor their progress in learning as it relates to the Texas Pre-K guidelines. Students are monitored using Teaching Strategies Gold, Children's Progress on Academic Achievement (CPAA), Scatter Plots, Learning Checklist, and IPT.

We are entering year five of our implementation of Teaching Strategies Gold, an on-line assessment and monitoring tool which tracks student progress. This year our school is targeting ELL learners, vocabulary development, and problem solving. This is our third year of implementation of CPAA Assessment.

The CPAA's adaptive assessment format and built-in scaffolding were developed based on decades of research at Columbia University and patented in collaboration with MIT. The research has received support from the Institute of Education Sciences at the United States Department of Education, the National Science Foundation (NSF) and the National Institutes of Health (NIH). We will monitor student growth in all areas of the pre-kindergarten guidelines throughout the year.

We plan to track student progress as they travel through the school district.

### **Student Achievement Strengths**

In most every area of the pre-kindergarten guidelines, students mastered the end of year criteria.

### **Student Achievement Needs**

Using the end of year data from our assessment tool (Teaching Strategies Gold) and CPAA, we have identified the following areas of concern:

#### **Literacy**

Students will make gains in phonological awareness.

#### **Math**

Students will learn words to rote count from 1-30. Students will recognize one-digit numerals, 0-9. Students will create shapes. Students will learn to collect and organize data.

## **School Culture and Climate**

### **School Culture and Climate Summary**

The school culture and climate in Lawson is focused on providing a loving and supportive learning environment for all of our students. Students report that they love school and coming every day to see their teachers and friends. This was evident during our after school IMPACT Nights. We had over 300 students for each event. Parents report the same feelings about sending their child to Lawson. One parent stated it is more than awesome it is "Lawsome!"

Prior to the beginning of the school year, our staff visit all students in their homes to begin to establish a positive relationship and cultivate a climate of mutual respect between home and school. It is the most powerful tool we have to jumpstart our school year and help parents and students trust the school staff.

### **School Culture and Climate Strengths**

Our staff continue to work to provide a safe and secure learning environment for all students at Lawson. Our staff is committed to a strong foundation of excellence for all students. During academy we focused on a culture of universal achievement and a safe and collaborative culture. The staff also participated in a team building events. A mentor program will continue for the year. Student celebrations will be weekly and monthly.

### **School Culture and Climate Needs**

Our staff turnover remained in an average rate, teachers leaving because of district moves and change of grade levels.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Our staff has become a Professional Learning Community, learning and growing together to be the best teachers they can be for our students. There is traditionally very little turnover and all teachers are Highly Qualified. Attendance rates are good overall. Our Team Leader group is used to facilitate our programs within the school, with this group functioning as a school wide leadership team. Ongoing professional development is embedded into our meeting structures and PLCs are held at least twice per month to address ongoing instructional needs. This year our teachers have studied the work of Dr. Schlechty and have implemented the design qualities. Teachers are evaluated using the PDAS system and teachers in need of assistance are addressed in a supportive and timely manner. A systematic approach to walk-throughs will be implemented this year.

### **Staff Quality, Recruitment, and Retention Strengths**

We have grown together as a staff since we opened five years ago and continue to work to implement the best research based instructional strategies in every classroom. We have developed instructional leaders in content areas and best practices for early learners to help provide a critical mass toward instructional improvement. Our mentor program allows experienced teachers to work with new teachers. New teachers are able to observe exemplary teachers. Teachers are used for staff development.

### **Staff Quality, Recruitment, and Retention Needs**

Our staff has committed to focusing on carefully studying our practices for their effectiveness, so that all students at Lawson have access to the best instructional practices. We are continuously focusing on increasing the quality of instruction for the students at Lawson.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Curriculum writing, updating, and evaluation occurs each summer in-depth at Lawson, and is updated on an on-going basis throughout the school year as needed. This year a Google Doc will be created to provide on-going feedback with the curriculum. It is tightly aligned to the Texas pre-k guidelines.

Teachers meet weekly to plan lessons addressing the all areas of the curriculum. This school year, Lawson will focus on balanced literacy and student engagement in learning activities. During data checkpoints, teachers and administrators will review student progress to determine where instructional adjustments need to be made. Design planning times will be used to look at the data to plan for up to the minute changes in instruction that are needed to address areas of challenge in the data. Special education teachers will use the goals and objectives from the students' IEP, as well as the pre-k guidelines to design instructional activities and measure progress. All programs and activities will be measured against the needs of students in their learning and students in need of deeper intervention and possible identification in special education will be closely monitored for changes in their learning when specific goals are in place in the classroom.

### **Curriculum, Instruction, and Assessment Strengths**

This year our curriculum is accessed in Eduphoria. This tight alignment to our the Texas PreKindergarten Guidelines allow for tremendous collaboration to ensure the success of all students. Our teachers utilize multiple measures such as CPAA, Teaching Strategies Gold, PreK screener, and IEPs to assess our students' achievement over time.

During the 2015-2016 school year, Lawson teachers will continue to master balanced literacy and align with K-5. Teachers have been trained on how to use ELPS to boost learning and success of our ELL student population.

### **Curriculum, Instruction, and Assessment Needs**

This is our third year of implementing CPAA. We will continue to have ongoing monitoring of this program and use the data to direct instruction. Teachers are providing on-going feedback about the Lawson curriculum to curriculum writer's to help facilitate revisions in the future. This will be the first year we implement a violence intervention program called Second Steps to address the social emotional needs of our at-risk population. We will measure the effectiveness of the Second Steps program by monitoring our campus discipline data.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Getting our families involved in the school life of our students is one of our primary areas of focus at Lawson. For many of our parents, this is their first experience in public school and we take the responsibility of teaching them about their role and responsibility very seriously. We utilize the Parent Link call outs to inform and remind parents of school events and their involvement. We have planned many activities designed to bring parents to school; during the day, in the evening, and on the weekends. These activities are designed to teach parents how to support students and their learning at home, as well as to give tools to parents as they move throughout the public school experience. We are lucky to be an adopted school by St. Gabriel's Catholic Church, providing us with an abundance of resources and volunteers to help our families. Our Lawson PTA is growing and full of energy and commitment to supporting all students in the school, and the activities and events they plan are age appropriate and fun for the whole family. We utilize home visits for all of our students prior to the start of the school year and parents are often in the building volunteering and meeting to discuss students and their progress. We are also entering the fourth year of our parent involvement events held monthly - IMPACT. These are designed to engage the family in learning with our students, as well as provide community outreach opportunities for our families in need.

### **Family and Community Involvement Strengths**

We have very supportive parents, many of whom make every effort to support their children's learning at school. We are excited to start the third year of IMPACT, our outreach programs held monthly throughout the year to engage parents and families in extended learning opportunities.

### **Family and Community Involvement Needs**

We need to continue to reach out to our ELL parents, to help them feel engaged and involved in the life of the school. Our Lawson staff and PTA is committed to reaching out to those parents to engage them as well. Our PTA POPS (Parents of Preschool Students) involves parents in book studies, learning sessions, and sharing times.

## **School Context and Organization**

### **School Context and Organization Summary**

Design Teams are an integral part of the school and our organization to maximize student learning. Although our data points are based on learning at a local level, we analyze student data to monitor and adjust instruction as needed. Our primary job is to get our earliest learners ready to be successful in kindergarten, whether that is a general education setting or a self-contained special education setting, or anything in between. Our learning goals are all pre-academic in nature, but they directly support the work of the K-12 settings. We fully understand that closing the learning gaps for students at this age is the way to set all of our students up for a future of learning success. We have no excuses and expect all of our students to be ready to attend college if they so choose!

### **School Context and Organization Strengths**

Design Teams are in place and structured to support an increase in teacher effectiveness and student learning.

### **School Context and Organization Needs**

With 5 arrival and dismissal times during a school day, it is important that we continue to pay attention to all the processes to protect the integrity of the instructional day at Lawson.

# **Technology**

## **Technology Summary**

Lawson Early Childhood School is fortunate to have a wealth of technology. All classrooms are equipped with Smart Boards for instructional and student use and 4 desktop computers. Staff members use MacBook laptops and ipads to use with their students. Mac Training will be provided during the year. Staff members are excited and enthusiastic about using technology, including integrating new ways of communicating using these tools.

As we move through this school year technology training will be provided by building "experts" as well as outside experts. Lawson staff have many web-based learning programs available such as Encyclopedia Britannica, Brainpop, Reading/Science A-Z, Tumblebooks, and Discovery Education. We also have Letters Alive Technology and Smart Tables available for our early learners.

Our MRS and Instructional Specialists are spending time in classrooms to assist teachers with new ideas and give them a greater comfort level of technology integration in the classroom.

## **Technology Strengths**

We have an abundance of technology resources for our earliest learners! We have become proficient with our Macbooks and iPads and will use those strengths to continue to push the learning opportunities to be integrated with this amazing technology.

## **Technology Needs**

We need to continue to find ways to enhance student learning with our technology tools, rather than just replace the old way with a tool way!

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Student Data: Student Groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Homeless data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

## Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

## Parent/Community Data

- Parent surveys and/or other feedback

## Support Systems and Other Data

- Study of best practices
- Other additional data



# Goals

**Goal 1: School staff will increase family partnerships in the areas of communication, participation, and education for Lawson families.**

**Performance Objective 1:** School will increase parental involvement by giving parents opportunities to engage, learn, and support their child's education and development.

**Summative Evaluation:** Parents attend and sign-in at the planned activities. Parents will also complete periodic surveys in addition to an EOY survey.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) IMPACT (Importance of Parents and Children Together) learning program for students and their families will continue, integrating curriculum learning with families.	1, 6	Administration, Staff	Sign in sheets, parent feedback, teacher feedback				
	Funding Sources: Title IA Funds - \$1500.00						
2) Use parent link system, social media, digital communication applications, and paper based newsletters to communicate with parents.	1, 6	Administrators, Counselor, and Staff	Parent attendance. HRS survey.				
	Funding Sources: Title IA Funds						
3) Education programs will be provided to empower parents.	1, 2, 3, 4, 6, 7	Administration, counselor, and staff	Parent attendance. Increase data scores and mastery of IEP goals.				
	Funding Sources: Title IA Funds						
							

**Goal 2: All students will show measurable growth toward kindergarten readiness.**

**Performance Objective 1:** Teachers and SpEd staff will use multiple assessment tools to measure student learning and guide instruction.

**Summative Evaluation:** 100% effective implementation of all monitoring tools, RtI data, and student assessment data.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) SpEd staff will gather anecdotal observation notes and other evidence that measure student performance on the IEP mastery.	1, 8, 9	Teachers and Instructional Coaches	SpEd staff will be able to discuss student progress and make instructional adjustments based on the data.				
2) Head Start and Pre-K teachers will administer and use the Pre-K Inventory and Circle or Gold assessment and monitor data a minimum of 2 times a year.	1, 8, 9	Lawson Administration and Staff	HS and Pre-K teachers will be able to administer, monitor, and provide appropriate interventions using Pre-K Inventory and Circle or GOLD.				
3) Teachers collaborate during PLCs, using data from Inventory and Circle or Gold to design small group instruction and individual interventions to ensure mastery of Pre-K guidelines.	1, 7, 8, 9	Lawson Administration and Staff	Student mastery of Pre-K Guidelines as measured by Pre-K Inventory and Gold or Circle.				
4) Teachers and special education staff will use the Pre-K guidelines and design qualities to create engaging lessons for all students.	1, 3, 7	Administration and staff	Daily lesson plans will be in Eduphoria and evident through classroom walk-throughs and observations.				
5) Teachers will post the learning objective in the form of student friendly "I can..." statements and use them to reference learning with the students throughout the day.	1, 2, 7	Lawson teacher and administration	Walk throughs, observations, and interactions with students.				
6) Bilingual and ESL teachers will continue to be educated and use best practices (Sheltered Instruction techniques, High Yield Instructional Strategies) for developing listening and speaking skills.	1, 2, 7	Bilingual, ESL teachers, and administration	IPT testing and walk-throughs.				
7) All staff will set professional goals that will be supported through staff development, coaching, and data monitoring to aid in student achievement.	1, 7	Administration, instructional coaches, teachers	Walk through data and assessment data.				
8) All staff will increase their proficiency with current technologies to improve teacher efficiency, technology integration, and student productivity.	1, 3, 4, 5, 7	Administration, teachers, instructional coaches, and instructional assistants	Earned technology badges awarded by MRS, tech challenges, applied integration, walk throughs, student production, and meeting new Pre-K guidelines.				
9) Students will be provided an opportunity to visit a kindergarten environment and interact with kindergarten students (field trip, face time, Mystery Skype).	7	All staff, counselor, and K-5 campus	Student visits and evidence in lesson plans.				
							

**Goal 3: Our students, staff, parents, and community will create an emotionally and physically safe environment that is focused on a culture of universal achievement.**

**Performance Objective 1:** Lawson staff will use multiple strategies and assessments measures to cultivate an emotionally and physically safe environment focused on a culture of universal achievement.

**Summative Evaluation:** 100% effective implementation of social emotional instructional strategies.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Lawson teachers and SpEd staff will plan and teach social emotional lessons daily (Second Steps, ABA, social skills lessons, etc.).	1, 2, 7, 10	Administration, counselor, all teachers, and SpEd staff.	Lesson plans, IEPs, Walk Throughs, referral data.				
2) Lawson staff will continue work on committees to meet the diverse needs of our school and our culture of universal achievement.	1, 4	Administration and HRS Team leaders.	Sign in sheets and agendas from committees. Progress toward campus goals as a result of committee work.				
3) Lawson counselor will provide monthly social emotional lessons, needs-based small group interventions, and individual guidance when needed.	1, 2, 6, 7, 9	Counselor	Counselor lesson plans, data sheets, and calendar.				
							

# Title I

## Schoolwide Program Plan

Lawson Early Childhood School is continually striving to increase student achievement, we provide the necessary foundation for learning for all our Lawson students. Our school is dedicated to giving every student the best possible education through an intensive curriculum. Our curriculum stems from scientifically based research. Our curriculum is revised each year to ensure deep understanding of the pre-k guidelines. Lawson Early Childhood School will continue to strengthen the academic program, increase the quality and quantity of learning time, and address the learning needs of all students in our school through specialized and challenging instruction. We are working hard, constantly improving, and refining instruction and management to make our school as effective, productive, and economical as possible.

We will continue our efforts to utilize best practices with the implementation of new resources, as well, to provide ample learning and growth opportunities for the students of Lawson Early Childhood School.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

Multiple measures are considered to determine Lawson Early Childhood School's needs. The needs identified by all these measures guides our campus improvement plan.

### 2: Schoolwide Reform Strategies

Lawson Early Childhood School will focus on the following areas:

- Provide opportunities for all children to meet the Texas PreK Guidelines
- Use effective methods and instructional strategies that are based on scientifically based research that:
  - strengthen the core academic program in the school;
  - increase the amount and quality of learning time, such as providing an extended school year for eligible students, such as: summer school for bilingual and ESL students
  - include strategies for meeting the educational needs of historically underserved populations.
  - include strategies to address the needs of all children in the school, but particularly the needs of children of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include;
    - counseling and mentoring services;
    - college and career awareness and preparation, via No Excuses University

- innovative teaching methods, which may include problem based learning and team-teaching strategies
- Attendance and Tardy Procedures to monitor truancy and excessive tardies

### **3: Instruction by highly qualified professional teachers**

Lawson Early Childhood School strives to maintain all certified teachers of core academic subjects and instructional paraprofessionals (employees who provide instructional support) required by section 1119. All Lawson teachers are certified and highly qualified in the area in which they teach.

### **4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

Lawson staff is provided with on-going professional development differentiated to meet the needs of each program. All instructional aides are provided with relevant and timely professional learning based on their job assignments. Lawson Early Childhood School in partnership with Region 10 Educational Service Center will continue to provide the best possible opportunities for growth and learning opportunities for our staff.

For example:

- ELPS
- 5E Model
- High Yield Strategies
- Design Qualities

### **5: Strategies to attract highly qualified teachers**

All teachers new to Lawson receive a mentor and participate in our mentor/mentee program. Highly qualified teachers are attracted by the district's and school's strong reputation. Through the study of the Six Exceptional Systems in No Excuses University, Lawson will create a culture of universal achievement.

### **6: Strategies to increase parental involvement**

Lawson is committed to increase parent involvement with monthly IMPACT Nights (Importance of Parents and Children Together). These educational nights provide materials, lessons, and activities to parents and students to enhance the pre-k guidelines. Bi-monthly POPs meetings (Parents of Preschool Students) are professional learning community for parents. Collaborative Head Start parent training meets are conducted monthly.

To promote a healthy school, Lawson will host at least one family fitness event, Special Olympics and field day.

Parent communication will be increased by using Parent Link to communicate the importance of attendance, upcoming events and relay important reminders.

## **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

Lawson Early Childhood School takes all kindergarten eligible students on a field trip to an elementary campus. Parent trainings are provided to assist parents in the transition. Transition meetings are scheduled with PPCD/STC elementary schools. Lawson also provides parents with summer enrichment materials to bridge the gap between preschool and kindergarten.

## **8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

As described in Section 1111 (b)(3) in order to provide information on, and to improve upon, the performance of individual students and the overall instructional program.

Two years ago we began using CPAA to assess students' progress. Teachers provided input during data meetings and RtI meetings. During an end of year review of the general curriculum, teachers provided input on the strengths and weaknesses in our general education curriculum. PPCD/STC special education teachers shared data and made recommendations for kindergarten placement to receiving campuses.

## **9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

Lawson Early Childhood School identifies and monitors students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. Students having academic difficulty are supported through our campus RtI process and phases for our special education students in need of greater support. Tier 1 instruction is provided to all students and instruction is differentiated and provided in small intervention groups. All Head Start students are screened for speech problems at the beginning of the year.

## **10: Coordination and integration of federal, state and local services and programs**

Lawson Early Childhood School coordinates and integrates federal, state, local services, and program mandates. Teachers and administration regularly monitor the Head Start program to ensure all federal Head Start Standards are followed. In addition, Lawson adheres to laws that govern special education programs and Bilingual Education.

For example:

- Violence Prevention (Second Steps)
- Health and Nutrition (Catch Program)
- Communities in Schools (family resource support)
- PTA

## Campus Funding Summary

<b>Title IA Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1			\$1,500.00
1	1	2			\$0.00
1	1	3			\$0.00
<b>Sub-Total</b>					\$1,500.00
<b>Grand Total</b>					\$1,500.00