

**McKinney Independent School District**  
**Lawson Early Childhood School**  
**2018-2019 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 56.1% Hispanic, 22% White, 16.2% African American, and 3.4% 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.

# 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 Circle, Scatter Plots, Pre-Kindergarten Screener and IPT.

This year our school is targeting ELL learners, vocabulary development, and problem solving. This will be our third year to implement Circle for our pre-k students and our first year using Circle with Head Start. This assessment has 10 Domains as it is approved by TEA. 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.

# 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.

# **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. This year we only lost a teacher due to decrease in numbers. 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 we will work to become a Reliable Level 2 school. Teachers are evaluated using the TTESS 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 ten 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 goal this year is to create a digital library of best practices.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Curriculum writing, updating, and evaluation is updated on an on-going basis throughout the school year as needed. Teachers meet weekly to plan lessons addressing all areas of the curriculum. This school year, Lawson will focus on balanced literacy, social/emotional, 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 Circle, Teaching Strategies Gold, PreK screener, and IEPs to assess our students' achievement over time.

During the 2018-19 school year, Lawson teachers will continue to master balanced literacy and alignment with K-5. Leaders have been trained on how to use GLAD strategies to boost learning and success of our ELL student population.

# Parent and Community Engagement

## Parent and Community Engagement 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 are also piloting Seesaw. We have planned many activities designed to bring parents to school; during the day and in the evening. 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. We have plans to grow our volunteer group growing to support all students in the school. 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 sixth 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. Monthly Parents of Preschool Student (POPS) meetings were scheduled to meet the needs of our parents. A survey was done to assess needs.

## Parent and Community Engagement 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 sixth year of IMPACT, our outreach programs held monthly throughout the year to engage parents and families in extended learning opportunities. We will continue to survey our parents and provide monthly meetings to address needs. Parents also access Ready Rosie daily. This is an excellent program that allows parents to access videos to learn and grow with their child.



# **School Context and Organization**

## **School Context and Organization Summary**

PLCs 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. 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**

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

# Technology

## Technology Summary

Lawson Early Childhood School is fortunate to have a wealth of technology. We have at least 4 iPads for each classroom and 3 SMART Tables. 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. We are a Google district and we will continue to provide trainings throughout 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. Teachers are able to earn technology badges that are proudly displayed outside classroom doors. 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. Teachers use technology to create. OUR STEAM lab allows teachers and students to work together on coding activities and problem solving.

## 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.

# 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

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

## 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
- 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 empowerment 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.

**Evaluation Data Source(s) 1:** Parents attend and sign-in at the planned activities. Parents will also complete periodic surveys in addition to an EOY survey.

### Summative Evaluation 1:














Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Use Seesaw and paper based newsletters to inform and communicate with parents.	Administrators, Counselor, and Staff	Parent attendance. HRS survey.				
Funding Sources: Title IA Funds - 0.00						
2) Educational programs and volunteer opportunities will be provided to educate and empower parents.	Administration, counselor, and staff	Parent attendance. Increase data scores and mastery of IEP goals.				
Funding Sources: Title IA Funds - 0.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

## 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.

**Evaluation Data Source(s) 1:** 100% effective implementation of all monitoring tools, RTI data, and student assessment data.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) SpEd staff will gather anecdotal observation notes and other evidence that measure student performance on the IEP mastery.	Administrators and SpEd. teachers	SpEd staff will be able to use assessment data to monitor student progress and make instructional adjustments.				
2) Teachers collaborate during PLCs, using data protocols from Inventory and Circle to design small group instruction and individual interventions to ensure mastery of Pre-K guidelines.	Lawson Administration and Staff	Student mastery of Pre-K Guidelines as measured by Pre-K Inventory and Gold or Circle.				
3) Teachers and special education staff will use the Pre-K guidelines and design qualities to create engaging lessons for all students.	Administration, coaches, and staff	Engaging instruction based on best practices will be evident in walk-throughs and observations.				
4) Bilingual and ESL teachers will learn and implement GLAD strategies for developing listening, speaking, reading and writing skills.	Bilingual, ESL teachers, and administration	Language rich environment and class-made anchor charts, visuals, living word walls will be evident in the classroom.				
5) All teachers will set professional goals that will be supported through staff development, coaching, and data monitoring to aid in student achievement.	Administration, instructional coaches, teachers	T-TESS walk-throughs and formal evaluations and assessment data.				
6) All staff will increase their proficiency with current technologies to improve teacher efficiency, technology integration, and student productivity.	Administration, teachers, instructional coaches, and instructional assistants	Earned technology badges awarded by MRS, tech challenges, applied integration, walk-throughs, student production, and meeting Pre-K guidelines.				
7) Classroom teachers and teachers assistants will be trained in proper protocols and standardization for administering assessments.	Administration, coaches, classroom teachers and assistants.	Walkthroughs and observations will provide evidence of normed administration of assessments, and students will consistently demonstrate mastery.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

# 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.

**Evaluation Data Source(s) 1:** 100% effective implementation of social emotional instructional strategies.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Lawson teachers and SpEd staff will plan and teach social emotional lessons daily (Second Steps, ABA, social skills lessons, and Conscious Discipline).	Administration, counselor, all teachers, and SpEd staff.	Lesson plans, IEPs, Walk-throughs, and kid chats.				
2) Lawson staff will serve on committees to meet the diverse needs of our school and enhance our culture .	Administration and HRS Team leaders.	Sign in sheets and agendas from committees. Progress toward campus goals as a result of committee work.				
3) Staff will receive additional training in Conscious Discipline.	Counselor, Instructional Coaches and administrators	Evidence from walk-throughs will reveal a healthy social-emotional culture.				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**



# District 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			\$0.00
1	1	2			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00