

Fort Bend Independent School District
Lantern Lane Elementary
2024-2026 Campus Improvement Plan



Mission Statement

Fort Bend's Mission

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Lantern Lane Elementary will operate with integrity and commit to life-long learning by developing each student into the profile of a graduate.

Lantern Lane's Campus Mission

Lantern Lane strives to encourage confident and self-motivated thinkers through unique learning opportunities.

Vision

FBISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

At Lantern Lane Elementary, we will inspire students to reach their full potential.

Lantern Lane

Lantern Lane Elementary is committed to building a culture of excellence by providing a nurturing environment that inspires life-long learners to grow.

Core Beliefs

1. Core Belief: All students can reach their full potential.

Commitment: FBISD will provide an educational system that will enable all students to reach their full potential.

2. Core Belief: We believe student success is best achieved...

A...through effective teachers that inspire learning.

Commitment: FBISD will recruit, develop and retain effective teachers.

B...in a supportive climate and safe environment.

Commitment: FBISD will provide a supportive climate and a safe learning/ working environment.

C...by empowered and effective leaders throughout the system.

Commitment: FBISD will provide and promote leadership development at all levels.

D...in a well-functioning, high-performing community of learners.

Commitment: FBISD will be a collaborative, efficient and effective learning community.

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Comprehensive Needs Assessment

Demographics

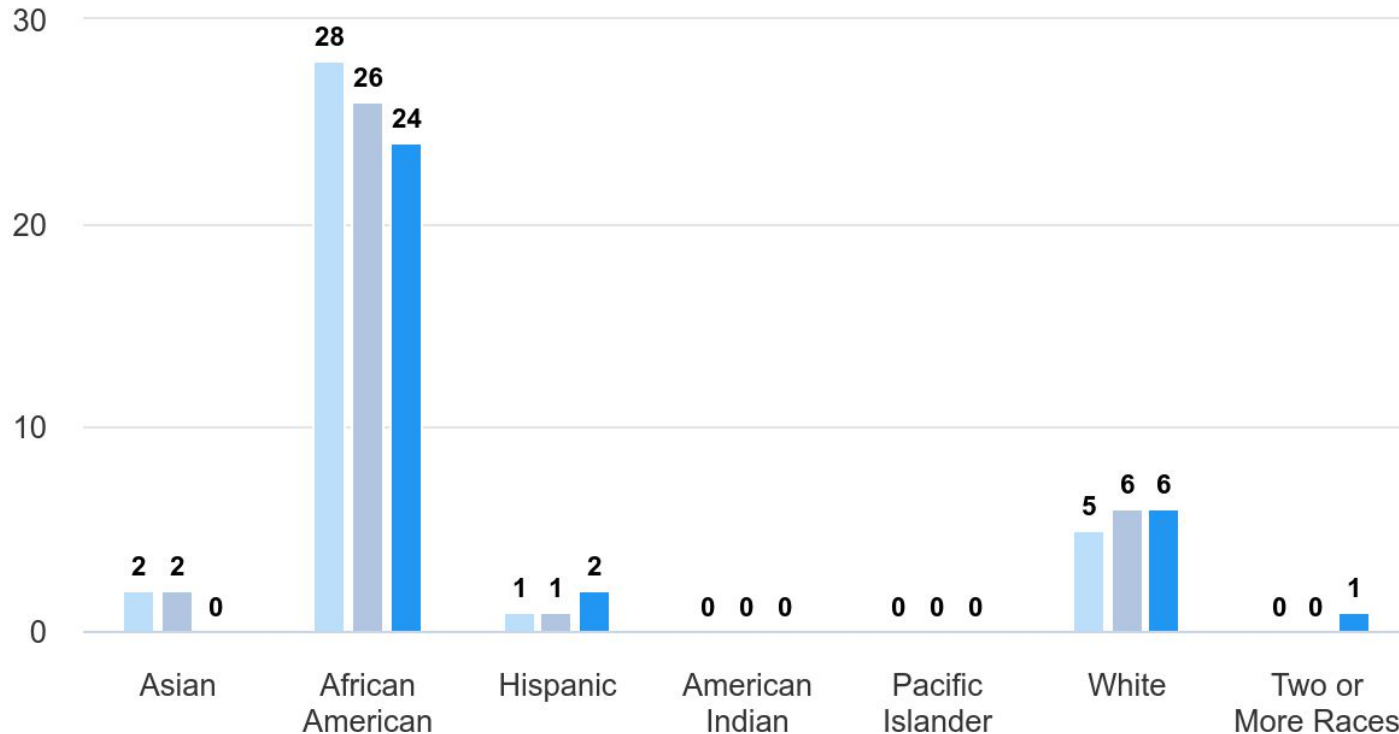
Demographics Summary

Lantern Lane Elementary is one of 53 elementary campuses in Fort Bend Independent School District. Lantern Lane Elementary opened in 1978 and serves predominantly African American and low-income families. Lantern Lane Elementary serves 472 students in grades Pre-K to 5. Eight years ago, 591 students were served by the campus, which is a decrease of 23.01% in the student enrollment. However up until the 2012-13 school year, Lantern Lane housed 6th grade which accounts for approximately 100 students. Lantern Lane has morning and afternoon Pre-K, self-contained classes in K-1 and blocked scheduled classes in grades 2-5. We have the Early Childhood Special Education for 3 year old half day and 4 year old full day and Succeeding in Academic and Independent Living Skills (SAILS) for students in kindergarten through 5th grade.

The student population consists of 52.13% African American, 6.69% White, 4.37% Asian, 31.44% Hispanic/Latino and 4.46% Two or More Races. The student body consists of 52.94% male and 47.06% female, with a low socio-economic status of 80.02%.

The teaching staff is made up of the following:

Teachers Ethnicity



● 2021 ● 2022 ● 2023

The average daily attendance rate for students is the following:

18-19	19-20	20-21	21-22	22-23	23-24	24-25 Goal
95.69%	95.6%	91.81%	92.56%	92.85%	93.73%	95%

Lantern Lane Elementary serves 11.36% English Language Learner students, 11.56% Emergent Bilingual students and 28.40% (increase of 11%) Special Education students.

Demographics Strengths

There has been an increase in enrollment over the past 3 years. The Hispanic/Latino population has increased from 24% to 33% over a 4 year period. The campus enrollment for English Language Learners and Emergent Bilingual students has increased from 2% in 2018, when we added the program to the campus, to 11% this past school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The student achievement and percentage of on-level learners is below the district's average. **Root Cause:** Student attendance has been below the district's attendance average amongst elementary campuses.

Student Learning

Student Learning Summary

STAAR Data

There was an increase of students that achieved Approaches or Above, Meets or Above and Masters for both Math STAAR and Reading STAAR in 3rd grade compared from 2022-23 to 2023-24 school year.

3rd Grade: Performance Level Percentages							
Math Assessments	Approaches or Above	Meets or Above	Masters	Reading Assessments	Approaches or Above	Meets or Above	Masters
STAAR 2023	49	17	3	STAAR Rdg 2023	60	35	8
Ren: Math BOY	47	23	11	Ren: Reading BOY	52	36	20
Ren: Math MOY	44	14	8	Ren: Reading MOY	57	34	21
Ren: Math EOY	39	14	5	Ren: Reading EOY	56	24	11
STAAR Interim	36	25	5	STAAR Interim	70	47	22
STAAR/Spring 24	50	20	3	STAAR/Spring 24	62	36	9

There was an decrease of students that achieved Approaches or Above, Meets or Above and Masters for both Math STAAR and Reading STAAR in 4th grade compared from 2022-23 to 2023-24 school year.

4th Grade: Performance Level Percentages							
Math Assessments	Approaches or Above	Meets or Above	Masters	Reading Assessments	Approaches or Above	Meets or Above	Masters
STAAR 2023	57	35	8	STAAR Rdg 2023	63	37	12
Ren: Math BOY	41	24	16	Ren: Reading BOY	51	31	18
Ren: Math MOY	35	19	10	Ren: Reading MOY	55	30	15
Ren: Math EOY	32	14	7	Ren: Reading EOY	54	21	13
STAAR Interim	36	18	12	STAAR Interim	50	42	27
STAAR/Spring 24	41	22	9	STAAR/Spring 24	41	22	9

There was an decrease of students that achieved Approaches or Above, Meets or Above and Masters for Math STAAR in 5th grade compared from 2022-23 to 2023-24 school year.
There was an increase of students that achieved Meets or Above and Masters for Reading STAAR in 5th grade compared from 2022-23 to 2023-24 school year.

5th Grade: Performance Level Percentages							
Math Assessments	Approaches or Above	Meets or Above	Masters	Reading Assessments	Approaches or Above	Meets or Above	Masters
STAAR 2023	64	37	11	STAAR Rdg 2023	73	33	12
Ren: Math BOY	65	38	27	Ren: Reading BOY	61	32	13
Ren: Math MOY	66	36	24	Ren: Reading MOY	71	36	18
Ren: Math EOY	63	33	21	Ren: Reading EOY	57	14	8
STAAR Interim	67	56	28	STAAR Interim	72	60	31
STAAR/Spring 24	62	36	3	STAAR/Spring 24	73	37	13

REN Data

There was an increase of the percentage of students that made Typical Growth and High Growth from the previous school year.



There was a decrease of 4.5% of students that were in need of urgent intervention from BOY to EOY.

Star Reading Proficiency Rate (District Benchmark)
Percent of students at or above the district benchmark on the Star Reading assessment. Uses the most recent score in the given district screening window

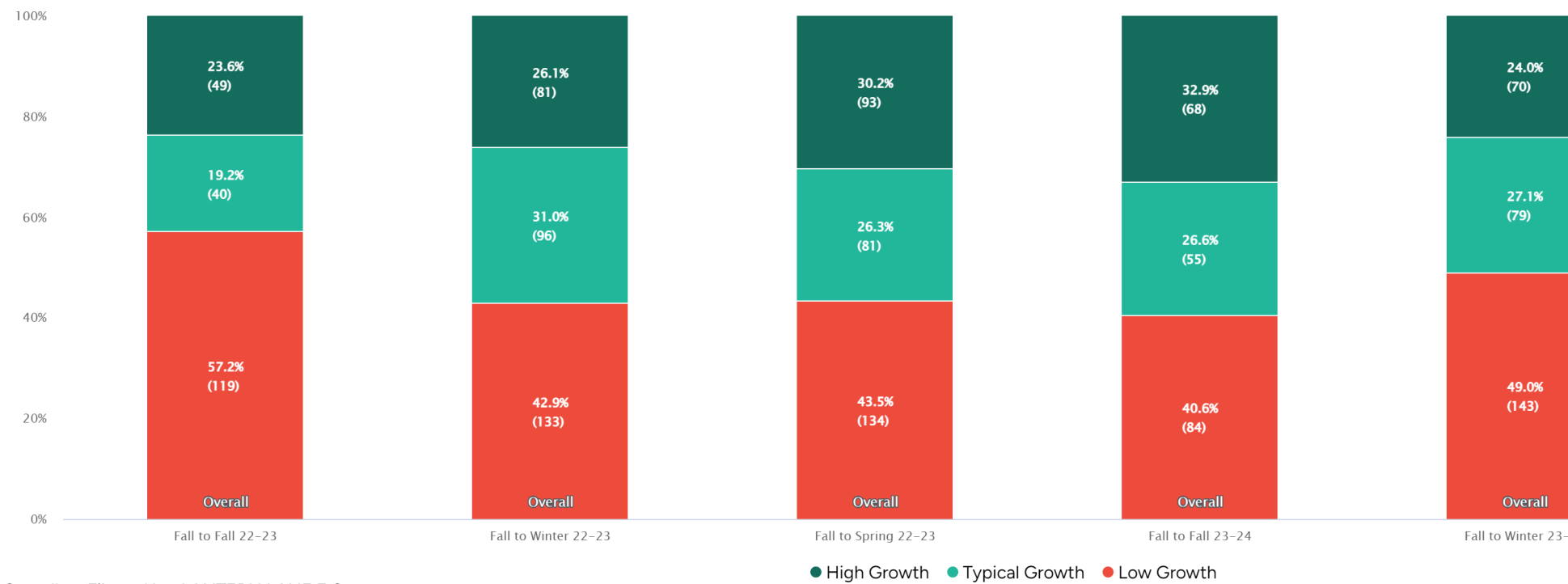
	Fall BOY 2021-22 21-22 ↓↑	MOY 2021-22 21-22 ↓↑	Spring EOY 2021-22 21-22 ↓↑	BOY 22-23 ↓↑	MOY 22-23 ↓↑	EOY 22-23 ↓↑	BOY 23-24 ↓↑	MOY 23-24 ↓↑	EOY 23-24 ↓↑
At/Above Benchmark	39%	43.2%	38.1%	38.9%	37.1%	36.6%	38.8%	43.9%	43%
Intervention	15.9%	21.1%	20.4%	13.9%	17.9%	19.9%	15%	18%	18.3%
On Watch	16.2%	10.4%	11.9%	14.9%	12.3%	10.2%	16.4%	15.1%	13.6%
Urgent Intervention	29%	25.2%	29.6%	32.3%	32.7%	33.2%	29.7%	23%	25.1%

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Overall — Filtered by: LANTERN LANE E S

There was a decrease of the percentage of students that showed High Growth on Math REN from previous school year by 11%.

Star Math Current Student Growth Percentile (SGP)
Percent of students at or above the 35th student growth percentile, which shows growth relative to others in the same grade with a similar Star Math score history. Uses a student's earliest score in Fall to their latest score in



There was an overall decrease in the percentage of students in each category.

Star Math Proficiency Rate (State Benchmark)

Percent of students estimated to score at or above the state benchmark on the Star Math assessment. Uses the most recent score in the given district screening window

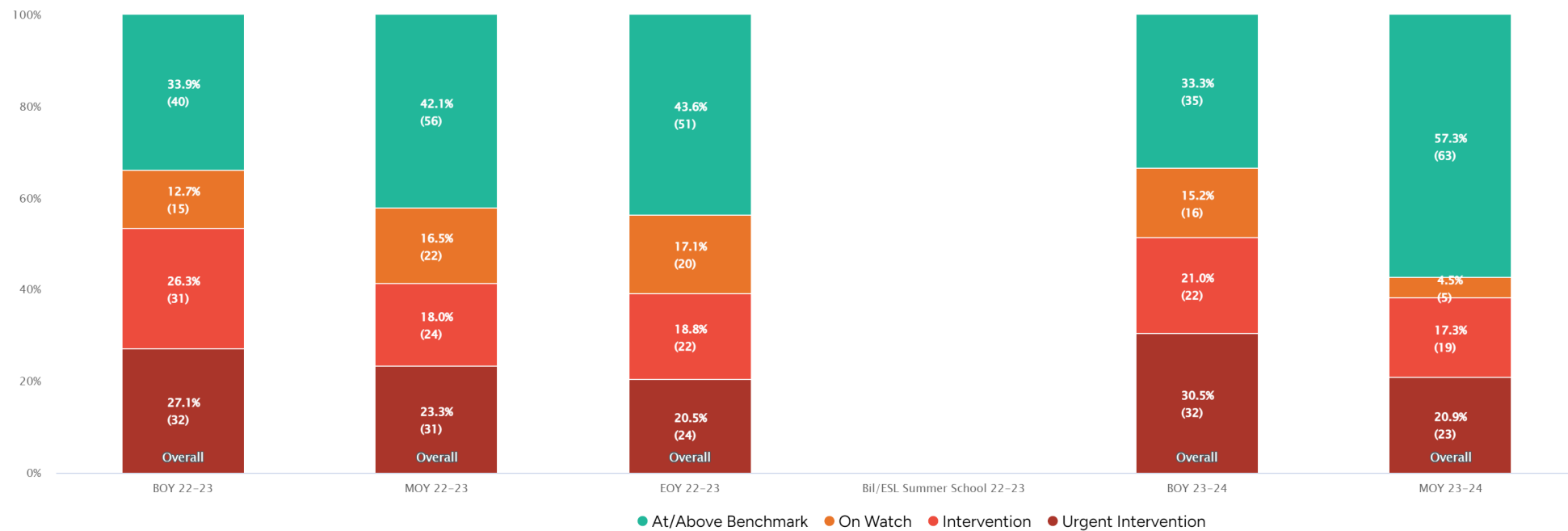
	BOY 22-23 ↓↑	MOY 22-23 ↓↑	EOY 22-23 ↓↑	Bil/ESL Summer School 22-23 ↓↑	BOY 23-24 ↓↑
Approaches Grade Level	23.5%	28.9%	24.7%		27.8%
Did Not Meet Grade Level	50.2%	47.8%	49.4%		47.8%
Masters Grade Level	14.9%	10.9%	10.8%		13.9%
Meets Grade Level	11.5%	12.4%	15.1%		10.5%

Overall — Filtered by: LANTERN LANE E S

Overall the percentage of students that are At/Above Benchmark increased from 43.6% at the beginning of the year to 53.3%.

Star Early Literacy Proficiency Rate (District Benchmark)

Percent of students at or above the district benchmark on the Star Early Literacy assessment. Uses the most recent score in the given district screening window



Star Reading SGP

American Indian or Alaska Native sub-population increased their growth percentage by 5.9%.

Asian sub-population decreased their growth percentage by 38.6%.

African American sub-population increased their growth percentage by 9.4%.

Multiple Sub-population decreased their growth percentage by 19.7%.

White sub-population increased their growth percentage by 22.1%.

Star Reading Current Student Growth Percentile (SGP)

Percent of students at or above the 35th student growth percentile, which shows growth relative to others in the same grade with a similar Star Reading score history. Uses a student's earliest score

	Fall to Fall 22-23 ↓↑	Fall to Winter 22-23 ↓↑	Fall to Spring 22-23 ↓↑	Fall to Fall 23-24
Overall - American Indian or Alaska Native	25%	42.9%	38.5%	46.2%
Overall - Asian	50%	80%	75%	88.9%
Overall - Black	38.2%	43.4%	37.7%	54.4%
Overall - Multiple	57.1%	68.4%	63.2%	64.7%
Overall - Other				
Overall - White	33.7%	46.1%	41.8%	56.2%

Overall — Compared by: Primary Ethnicity — Filtered by: LANTERN LANE E S

Star Math SGP

- American Indian or Alaska Native sub-population increased their growth percentage by 3.8%.
- Asian sub-population decreased their growth percentage by 3.1%.
- African American sub-population decreased their growth percentage by 8.6%.
- Multiple sub-population increased their growth percentage by 5%.
- White sub-population decreased their growth percentage by 14.7%.

Star Math Current Student Growth Percentile (SGP)

Percent of students at or above the 35th student growth percentile, which shows growth relative to others in the same grade with a similar Star Math score history. Uses a student’s earliest score.

	Fall to Fall 22-23 ↓↑	Fall to Winter 22-23 ↓↑	Fall to Spring 22-23 ↓↑	Fall to Fall 23-24 ↓↑
Overall - American Indian or Alaska Native	27.3%	57.1%	46.2%	54.5%
Overall - Asian	80%	40%	66.7%	75%
Overall - Black	45.2%	54.5%	53.7%	55.4%
Overall - Multiple	50%	50%	40%	69.2%
Overall - Other				
Overall - White	39.2%	65.6%	65.9%	65.1%

Overall — Compared by: Primary Ethnicity — Filtered by: LANTERN LANE E S

Student Learning Strengths

The number of students on At/Above Benchmark for the District Benchmark on REN360 increased 7% from the end of the 2022-2023 to 2023-2024 school year.

The percentage of students that are identified as needing intervention for Early Literacy has decreased 10% from the end of the 2022-2023 to 2023-2024 school year.

The percentage of students that are identified as needing urgent intervention for Reading has decreased 8% from the end of the 2022-2023 to 2023-2024 school year.

3rd-5th Grade Reading STAAR increased 2% for students that achieved Meets or Masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on student performance, there has been a trend of inconsistency when implementing resources and curriculum for their specific grade level and content areas. **Root Cause:** Lack clarity of concept planning and breaking down the standards Feedback on implementation of curriculum and rigor of instruction was not defined through intentional protocols

Problem Statement 2 (Prioritized): The expectation for the use of instructional model for Tier 1 and planned enrichment, interventions for Tier2 and Tier 3 instruction showed limited growth in all content areas. **Root Cause:** Mini lessons were not always short robust and explicit within the instructional model. Tier instructional practices for small groups and interventions lacked intentionality for closing student learning gaps. Concept planning and practicing instructional delivery of mini lessons, small groups, and interventions were not consistently aligned with the student needs and setting high expectations

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction

Curriculum, Instruction and Assessment at Lantern Lane is a collaborative process. We look at all of these areas in PLC meetings following the district's PLC protocol for grade levels to allow for additional planning (70 minutes) and collaboration built into our master schedule. We follow the FBISD curriculum that is available through Schoology. Teachers follow the district pacing guides for their grade and subjects. Instructional coaches meet with grade levels weekly to lesson plan. Lesson plans are turned in weekly to Schoology that reflect the implementation of this curriculum.

Student needs are met through differentiated instruction. Students in need of additional assistance receive tiered instruction during Yellow Jacket time to address closing gaps in their learning and to address students in 4th-5th grade who did not pass the STAAR for House Bill 4545.

Student data meetings will be held to discuss the Responsive Instruction (RI) data, low-performing students and the intervention process. The use of Renaissance 360 (Kindergarten-5th grade), BAS (Kindergarten-2nd grade), TxKEA (Kindergarten only), Circle Testing (Pre-K only) will provide reading and math data three times a year (beginning, middle and end) and be utilized to plan for small group instruction. We additionally utilize campus learning checks through each unit of content (math, reading and science) for 2nd-5th grade and analyze student data to identify misconceptions and opportunities to reteach skills.

Professional Development

Professional development is ongoing throughout the school year and job role specific to support teachers in their instructional strategies and best practices. We utilize campus Title I Funds to send teachers to Region IV PD that is content specific and aligned with their professional goal(s) or identified areas of needs. Instructional Leadership Team and Teacher Leaders provide learning opportunities throughout the school year as well as scheduled PD. Administration Team have embedded district learning throughout the school year and bring back their learning to share with teachers.

Leadership and decision-making processes

Consistency of meeting with CPAC members with sharing information and seeking feedback from stakeholders involved. Collaboration with stakeholders on ways to increase parent engagement and school events that students would be able to participate in.

Extracurricular opportunities

Students are provided opportunities to join clubs and be involved throughout the campus and community.

- Choir and Drama Club
- Robotics and Coding Club
- Art Club
- Girls on the Run
- Boys on the Right Track
- Phonics Club
- Student Council
- National Elementary Honors Society
- Safety Patrol

- Dance Team
- Cheerleaders
- Broadcast
- Student Council

House System

The purpose of the house system at Lantern Lane Elementary is to develop a school climate where students are excited to learn the necessary skills to become life-long learners, leaders, and productive citizens. Collaboration among all stakeholders, including the students which we serve, is a primary indicator of a positive school climate. By working with others, we feel that students learn the value of Kindness, Friendship, Courage, and Unity. Throughout the year, we will hold house meetings to build community and provide a space to empower our students with character development.

School Processes & Programs Strengths

At Lantern Lane Elementary the goal is to grow the equivalency of at least one grade level for the school year. strengths include:

- Collaborative planning aligning student need, TEKS, and pacing guides
- Informative Professional Learning Communities to discuss best practices
- Reflective Practice through Micro-teaching Tool Protocol to increase teacher capacity
- Effective analysis of data as it impacts instruction - Formative Assessments, Ren 360, TX-KEA, CIRCLE, BAS, Learning Assessments, TELPAS, and STAAR

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a campus trend that not all classrooms follow campus expectations for student behavior and how staff need to continue utilizing PBIS strategies for providing a positive environment for students to build a foundation of student ownership. **Root Cause:** Respect Agreements were created, but not always referred to when opportunities arose. The why of student behavior was not a focus and the behavior itself was focused on. Building detailed plans of action through classroom through PBIS and CHAMPS were very limited and not monitored with fidelity.

Perceptions

Perceptions Summary

Lantern Lane Elementary is strives to encourage confident and self-motivated thinkers through unique learning opportunities. The campus is committed to building a culture of excellence by providing a nurturing environment that inspires life-long learners to grow. Our campus mission and vision statements were revised involving all staff members and feedback from our CPAC members. The focus on building positive peer relationships for our students, setting high expectations for social success, and providing students opportunities to engagement in morning circles utilizing Caring School Communities while creating a nurturing environment. Our campus has developed procedures and routines that facilitate a proactive and positive approach to building relationships for all stakeholders. We provide multiple communication opportunities to our families with an array of communication measures, including weekly campus newsletter, grade level newsletters, emails through Blackboard Messenger, Remind, flyers in students' Wednesday folders, campus marquee, and phone calls to ensure our families are informed of campus news, upcoming events, and reminders of holidays or early release days. We host multiple events throughout the school year to increase community and family engagement through literacy, math, science, and health and wellness.

Our campus culture focus on all stakeholders following our campus wide guidelines for success aligned the Fort Bend ISD's Profile of a Graduate to support the whole child. Our campus counselor focuses on the social and emotional needs of all students through her Character Education lessons and lunch bunch groups with 3rd-5th grade students. This school year we are implementing our campus house systems that was inspired from the Ron Clark Academy in Atlanta, Georgia. The purpose of the house system at Lantern Lane Elementary is to develop a school climate where students are excited to learn the necessary skills to become life-long learners, leaders, and productive citizens. Collaboration among all stakeholders, including the students which we serve, is a primary indicator of a positive school climate. By working with others, we feel that students learn the value of Kindness, Friendship, Courage, and Unity. Throughout the year, we will hold house meetings to build community and provide a space to empower our students with character development. Students will have opportunities to earn points for their house every school day through our PBIS Rewards App. Points can be earned by demonstrating the core values aligned with FBISD's Profile of a Graduate, perfect attendance, and scholarly achievements. Each morning, house points will be reviewed on morning announcements. There will also be challenges throughout the school year where students and staff will compete in team building activities to earn points for their house. House Meetings, House Competitions, and Celebrations will be scheduled throughout the school year to give students an opportunity to meet with their houses and participate in a variety of community service projects and team building activities. The house with the most accumulated points each nine weeks will be celebrated during our house celebration.

The purpose is to the the RCA and experience a professional development that will allow the campus leaders involved to come back and provide best practices to staff with regards to Tier I instruction, climate, discipline and building meaningful relationships. In addition, it will help the campus leaders involved learn new ways to engage students, promote academic rigor, and create a positive climate and culture that promotes success all students, staff and our Lantern Lane community.

This year we have an active PTO and are encouraging more families to be involved in any capacity that they are able to. Our Parent Educator will work with our PTO on events and ways to families can support the campus along with hearing the needs of our families. This will help in the increase in participation in our campus surveys as we had limited parents complete the survey last school year with 33 parents responding.

Perceptions Strengths

- Families are kept informed by the school about school/district sponsored activities, such as tutoring, after-school programs, parent workshops, and student performances. 96% of Parents/Guardians Strongly Agree or Agree.
- Families are encouraged to volunteer, serve committees, and attend school/district-sponsored activities, such as back-to-school night, parent conferences, etc. 97% of Parents/Guardians Strongly Agree or Agree.
- Staff members and families treat each other with respect. 97% of Parents/Guardians Strongly Agree or Agree.
- Statements about school leadership had 90% or higher of Parents/Guardians Strongly Agree or Agree.

- School's learning standards and expectations are clearly explained to all students. 91% of Parents/Guardians Strongly Agree or Agree.
- There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem. 91% of Parents/Guardians Strongly Agree or Agree.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to find meaningful ways to increase parental support and engagement. **Root Cause:** The minimized involvement of parental participation has had an impact on student behavior, achievement, attendance and support.

Priority Problem Statements

Problem Statement 1: The expectation for the use of instructional model for Tier 1 and planned enrichment, interventions for Tier2 and Tier 3 instruction showed limited growth in all content areas.

Root Cause 1: Mini lessons were not always short robust and explicit within the instructional model. Tier instructional practices for small groups and interventions lacked intentionality for closing student learning gaps. Concept planning and practicing instructional delivery of mini lessons, small groups, and interventions were not consistently aligned with the student needs and setting high expectations

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Based on student performance, there has been a trend of inconsistency when implementing resources and curriculum for their specific grade level and content areas.

Root Cause 2: Lack clarity of concept planning and breaking down the standards Feedback on implementation of curriculum and rigor of instruction was not defined through intentional protocols

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a campus trend that not all classrooms follow campus expectations for student behavior and how staff need to continue utilizing PBIS strategies for providing a positive environment for students to build a foundation of student ownership.

Root Cause 3: Respect Agreements were created, but not always referred to when opportunities arose. The why of student behavior was not a focus and the behavior itself was focused on. Building detailed plans of action through classroom through PBIS and CHAMPS were very limited and not monitored with fidelity.

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 1: By June 2025, Lantern Lane Elementary will improve the effectiveness of instruction through the implementation of aligned curriculum and rigor as evidence through the indicators of success.

HB3 Goal

Indicators of Success: Formative Indicators of Success:



- * Increase student growth on MAP from BOY to MOY at/above benchmark in literacy performance by 5%.
- * Increase student growth on MAP from BOY to MOY at/above benchmark in math performance by 10%

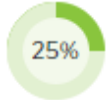

Summative Indicators of Success:


- * Increase student growth on MAP from MOY to EOY at/above benchmark in literacy performance by 10%.
- * Increase student growth on MAP from MOY to EOY at/above benchmark in math performance by 15%.
- * Increase the number of all students performing at Reading Meets or Above by 10%-20% in the area of Reading STAAR.
- * Increase the number of all students performing at Math Meets or Above by 15%-20% in the area of Math STAAR .
- * Increase the number of all students performing at Science Meets or Above by 10%-15% in the area of Science STAAR .





Data Sources to Include:

Campus/District Formative Assessments, Observation Walks, Campus/District Learning Walks, Universal Screener Data, TX KEA and BAS data, PLC cycle of work, DDI protocols, Targeted Intervention Lessons, Observation/Feedback of Interventions, and Student Support Team Meeting Agendas and data spreadsheets.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and campus leaders will effectively implement the Instructional Model framework that contains high leverage practices for all content areas.</p> <p>Strategy's Expected Result/Impact: Effective Tier 1 instruction through the instructional model across contents. Teachers engaging in reflective process on their instructional practices and providing peer feedback.</p> <p>Staff Responsible for Monitoring: Instructional leadership Team and grade level teachers.</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Learning A to Z - 211 Title I-A - \$3,968, Sibme - 211 Title I-A - \$4,500, FBISD Warehouse-Teacher Resources - 211 Title I-A - \$1,193.35, Teacher Resources- Office Depot - 211 Title I-A - \$2,008.80</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional Leadership team will develop a campus calendar that indicates dedicated time for ongoing job-embedded professional learning focusing on instructional Tier 1 and Tier 2 practices.</p> <p>Strategy's Expected Result/Impact: Effective implementation of instructional models. Increasing teacher capacity in Tier 1 and Tier 2 instruction.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Leadership Team and grade level PLC Facilitators.</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Region IV Science Conference - 211 Title I-A - \$450, Region IV Developing Critical Reading to Support STAAR Success Professional Development - 211 Title I-A - \$110</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details		Reviews			
Strategy 3: Teachers will analyze data, plan and implement targeted interventions using MAP data, reading records, phonics/phonological awareness inventory, and Learning Check data to plan for Tier 2 and Tier 3 interventions to close student academic gaps. Strategy's Expected Result/Impact: Teacher improvement in data analysis and planning through Professional Learning Communities and Student Support Team meeting agendas will provide planning of small groups for guided instruction and interventions based on student performance. Increase student growth in academic performance for students receiving special education services. Staff Responsible for Monitoring: Administration, Instructional Leadership Team, special education case managers, and classroom teachers. Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Student Learning 2		Formative			Summative
		Oct	Dec	Feb	June
					
Strategy 4 Details		Reviews			
Strategy 4: The campus will increase the number of enrichment opportunities for identified Gift and Talented and VISTAS students. Strategy's Expected Result/Impact: The campus will ensure that all GT students will be involved in at least two enrichment opportunities. Continued implementation of district's Power Hour for identified GT students. Staff Responsible for Monitoring: Administration, GT sponsor, GT teachers, and club sponsors. Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1		Formative			Summative
		Oct	Dec	Feb	June
					

Strategy 5 Details		Reviews			
Strategy 5: Special Education teachers will meet for PLC at least two times per month to analyze student data and performance aligned with IEPs, progress monitoring, and internalization opportunities for best instructional practices. Strategy's Expected Result/Impact: PLC agendas- Consistent meetings with targeted agenda items Improvement in instructional delivery- Measured Campus Walkthrough Tool Student show growth on STAAR and NWEA MAP Growth Staff Responsible for Monitoring: Administration Special Education Teachers Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Student Learning 1, 2		Formative			Summative
		Oct	Dec	Feb	June
					

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Based on student performance, there has been a trend of inconsistency when implementing resources and curriculum for their specific grade level and content areas. Root Cause: Lack clarity of concept planning and breaking down the standards Feedback on implementation of curriculum and rigor of instruction was not defined through intentional protocols</p> <p>Problem Statement 2: The expectation for the use of instructional model for Tier 1 and planned enrichment, interventions for Tier2 and Tier 3 instruction showed limited growth in all content areas. Root Cause: Mini lessons were not always short robust and explicit within the instructional model. Tier instructional practices for small groups and interventions lacked intentionality for closing student learning gaps. Concept planning and practicing instructional delivery of mini lessons, small groups, and interventions were not consistently aligned with the student needs and setting high expectations</p>

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 1: By June 2025, Lantern Lane Elementary will improve culture and climate through effective implementation of PBIS and student ownership behavior framework as evidence through the indicators of success.

Indicators of Success: Formative Indicators of Success

Increase Teacher-Student Relationships through the student engagement from BOY to MOY using campus surveys

-Increase, "Adults at my school listen to the students." from 77% to 80%

-Increase, "Other students here like me the way I am." from 78% to 81%

-Increase, "Students here respect what I have to say." from 66% to 69%

Summative Indicators of Success

Increase Teacher-Student Relationships through the student engagement from MOY to EOY using campus surveys


- Increase, "Adults at my school listen to the students." from 80% to 83%






- Increase, "Other students here like me the way I am." from 81% to 84%

- Increase, "Students here respect what I have to say." from 69% to 72%

By May 2025, 95% of teachers will effectively implement classroom expectations through PBIS strategies to improve student engagement and provide a positive classroom culture.

By May 2025, 95% of teachers will effectively implement Learner Dispositions provide a safe environment to use for supporting positive and respectful peer and teacher interactions.

Strategy 1 Details	Reviews			
Strategy 1: Professional Development on implementing PBIS, RCA House Systems, and the Student Ownership of Behavior Framework to build systems and structures that support positive behavior practices affecting students and staff daily. Strategy's Expected Result/Impact: Professional Learning Communities and Student Support Team Meeting agendas will provide planning of small groups for guided instruction and intervention based on student data Staff Responsible for Monitoring: Instructional Leadership Team, PBIS Committee, and District PBIS support Title I: 2.6, 4.1 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
Strategy 2: Campus implementation of PBIS Rewards Program for students and staff to recognize campus expectations aligned to the Profile of a Graduate. Strategy's Expected Result/Impact: Students will be recognized for meeting campus expectations and earn Yellow Jacket Bucks that they can use to purchase items from the school store. This will decrease the number of discipline referrals and increase positive interactions with all students and staff throughout the campus. Staff Responsible for Monitoring: All Staff Members Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Dec	Feb	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

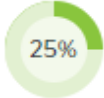
School Processes & Programs
Problem Statement 1: There is a campus trend that not all classrooms follow campus expectations for student behavior and how staff need to continue utilizing PBIS strategies for providing a positive environment for students to build a foundation of student ownership. Root Cause: Respect Agreements were created, but not always referred to when opportunities arose. The why of student behavior was not a focus and the behavior itself was focused on. Building detailed plans of action through classroom through PBIS and CHAMPS were very limited and not monitored with fidelity.







Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 2: By June 2025, LLE will improve student engagement and participation within the campus community and culture through effective communication and recruitment of all stakeholders as demonstrated by multiple sources of evidence through the indicators of success.

- Indicators of Success:** Formative Evidence
- Campus implementation for all teachers utilizing SchoolStatus Communication platform.
 - Counselor supporting students and teachers throughout the campus for Social and Emotional Learning.
 - Increase the number of student participation on campus academic clubs and extracurricular activities by a minimum of 15%.
 - Student sign in sheets for clubs and extracurricular activities.
 - Parent/guardian sign in sheets from campus events.
 - Student academic and behavior progress with their connection to their participation in academic or extracurricular activities.

- Summative Evidence
- Parent and student survey to monitor student engagement and provide feedback on how to increase student participation each semester.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
<p>Strategy 1: Provide parents with opportunities for their child to participate in activities during instructional time and extracurricular activities.</p> <p>Strategy's Expected Result/Impact: Student ownership of their learning and developing self-confidence through social and emotional learning.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Leadership Team and Club Sponsors.</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>				

Strategy 2 Details	Reviews			
Strategy 2: The campus will increase the number of academic fields for students engage in throughout the school year to a minimum of two field trips per grade level to improve students' learning experiences and exposure to resources and activities aligned to the curriculum. Strategy's Expected Result/Impact: Students will have various learner experiences aligned with academic opportunities that they may not have been exposed to with campus support. Staff Responsible for Monitoring: Administration, grade level team leaders, and club sponsors. Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: 5th Grade Field Trip to BizTown - 211 Title I-A - \$1,500	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 3 Details	Reviews			
Strategy 3: Increase campus communication of health and wellness tips for parents, students and staff within the community. Strategy's Expected Result/Impact: Awareness of healthy choices Staff Responsible for Monitoring: All stakeholders Title I: 2.6, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 2 - School Processes & Programs 1	Formative			Summative
	Oct	Dec	Feb	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Based on student performance, there has been a trend of inconsistency when implementing resources and curriculum for their specific grade level and content areas. Root Cause: Lack clarity of concept planning and breaking down the standards Feedback on implementation of curriculum and rigor of instruction was not defined through intentional protocols

Student Learning

Problem Statement 2: The expectation for the use of instructional model for Tier 1 and planned enrichment, interventions for Tier2 and Tier 3 instruction showed limited growth in all content areas. **Root Cause:** Mini lessons were not always short robust and explicit within the instructional model. Tier instructional practices for small groups and interventions lacked intentionality for closing student learning gaps. Concept planning and practicing instructional delivery of mini lessons, small groups, and interventions were not consistently aligned with the student needs and setting high expectations

School Processes & Programs

Problem Statement 1: There is a campus trend that not all classrooms follow campus expectations for student behavior and how staff need to continue utilizing PBIS strategies for providing a positive environment for students to build a foundation of student ownership. **Root Cause:** Respect Agreements were created, but not always referred to when opportunities arose. The why of student behavior was not a focus and the behavior itself was focused on. Building detailed plans of action through classroom through PBIS and CHAMPS were very limited and not monitored with fidelity.

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

Additional Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	3	Teachers will analyze data, plan and implement targeted interventions using MAP data, reading records, phonics/phonological awareness inventory, and Learning Check data to plan for Tier 2 and Tier 3 interventions to close student academic gaps.
1	1	5	Special Education teachers will meet for PLC at least two times per month to analyze student data and performance aligned with IEPs, progress monitoring, and internalization opportunities for best instructional practices.

State Compensatory

Budget for Lantern Lane Elementary

Total SCE Funds: \$5,332.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Our campus State Compensatory Education (SCE) funds supplement the regular education program for students that meet one or more of the state eligibility criteria for being At-Risk and our educationally disadvantaged students. We offer intensive accelerated instruction and intervention in math and/or literacy to identified students with additional staffing units designed to intervene directly with identified students (Literacy Intervention Teacher and Math Interventionist). We also fund tutorial supplemental pay for student tutorials in grades K-5, and transportation as part of our accelerated instruction to support students most at-risk. The budget amount listed within this CIP does not include the staffing costs associated with this campus; however, those fund amounts are included in the District Improvement Plan SCE Funds section.

Campus Funding Summary

211 Title I-A					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher Resources- Office Depot		\$2,008.80
1	1	1	Learning A to Z		\$3,968.00
1	1	1	Sibme		\$4,500.00
1	1	1	FBISD Warehouse- Teacher Resources		\$1,193.35
1	1	2	Region IV Science Conference		\$450.00
1	1	2	Region IV Developing Critical Reading to Support STAAR Success Professional Development		\$110.00
2	2	2	5th Grade Field Trip to BizTown		\$1,500.00
Sub-Total					\$13,730.15

Addendums

**Lantern Lane Elementary
Campus Improvement Plan**



**3323 Mission Valley Drive
Missouri City, Texas 77459**

Date Approved: _____

CNA/CIP Team Members

<u>NAME</u>	<u>ROLE</u>
Justin Kowrach	Principal
Tonisha Johnson	Assistant Principal
Sparkle Jones	Dean
Kalethea Ratcliff	Campus Support Specialist
Latricia Hatton-Hunter	Dyslexia Teacher
Steven Buckley	Teacher
Karina Anderson	Teacher
Robin Lewis	Teacher
Sharon Sterling	Teacher
Courtney Campbell	Teacher
Jasmine Rogers	Teacher
Raquel Britton	Parent
Evelyn DeJesus	Community Partner
Alex Soler	Business Partner
Marsha Wong	Community Partner

Parent and Family Engagement Committee

<u>Name</u>	<u>Role</u>
Justin Kowrach	Principal
Tonisha Johnson	Assistant Principal
Andrea Sanders	Counselor
Jessica Leal	Parent Educator
Angelica Del Toro	Executive Assistant
Maria Garcia	Front Office Staff
Trenette Williams	Front Office Staff
Ashley Cooper	Teacher
Jasmine Rogers	Teacher
Shawna Weston	Teacher
Jewell Stubbins	Teacher

Mission

To build an inspiring culture of learners through self-reflection, collaboration, and innovation that will foster student and staff growth.

Vision

We exist to nurture innovative, confident, and self-motivated thinkers by providing extraordinary learning opportunities every day.

Strategic Priorities

Goal 1

Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

Goal 2

Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

Goal 3

Fort Bend ISD will provide an inclusive, collaborative, and uid learning environment with opportunities for both risk-taking and success.

Goal 4

Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

Goal 5

Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

Lantern Lane Elementary
Comprehensive Needs Assessment
School Profile

Summarize School here

(Comprehensive Needs Assessment Process

_____needs assessment process is described below. The school support team evaluated the 2021-22 data. We reviewed the following data:

STAAR
Attendance
Discipline
Failure Lists
Staff Quality
Homeless Students
Economically Disadvantaged
ELs
Parent Participation
Report Cards
Special Student Populations – 504, Special Education, GT
Staff Development
Standardized Tests
Surveys and Interviews of Students/Staff/Parents

Teacher Turnover Rates

RTI

Testing/Bell Schedule & Master Schedule

AVID

Fundamental Five

Technology Inventory

Documentation of the process includes meeting minutes, agenda, and sign in sheets.

At the meeting on May 25th, the school support team reviewed the purpose of a CNA and agreed upon the data to review. At the second meeting on June 8th, the school support team reviewed the listed data and prioritized the information into strengths and problems. The team came to a consensus on three main priorities. A Root Cause Analysis was completed on the top three priorities.

The School Support Team reviewed the data listed above to identify areas of strengths and problems.

Summarize Strengths and Areas of Focus

Safety and Well-Being	<ul style="list-style-type: none">* Implementation of Caring School Communities* Safe space for students to open up and build relationships with staff* Kids with Cops in 5th grade* Staff Self-Care Calendar* Handle with Care for students and staff
	<ul style="list-style-type: none">*Treatment of Students- Adults at my school listen to the students- 73%*Peer Treatment- Other students here like me the way I am- 74%*Disaffection- I don't understand why I get the grades I do.* Communicate- Talked to your teachers about what you are learning- 51%*Collaboration- Worked together towards a common goal- 59%
Demographics	<ul style="list-style-type: none">*Increased in enrollment over the past 3 years.*Hispanic-Latino population has increase from 24%-32% over the past 3 years*ESL student population has grown from 6% to 10%
	<ul style="list-style-type: none">*Student attendance- Increase of absences during the beginning of the school year and 3rd-4th six weeks.

	<ul style="list-style-type: none"> *Process for reaching out to students/families with excessive absences and tardies with parent educator and team.
Student Learning and Progress	<ul style="list-style-type: none"> *Students 3rd-5th grade achieved targeted goal in reading STAAR. (60% to 76% for approaches, 37% to 46% for meets and 19% to 27% for masters) * Students in 3rd-5th grade showed growth in targeted goal in math STAAR. (43% to 57% for approaches, 19% to 29% for meets, and 6% to 14% for masters) * Opportunities for students to build literacy foundation through phonics with tutorials *Instructional model being followed on all grade levels. * Rigor of instructional resources for math to ensure alignment. * CRM
Student Readiness	<ul style="list-style-type: none"> *Student are identified for interventions through monthly SST meetings. *Student Interventions through HB4545 showed growth from previous year on STAAR. Math- 48 accelerated, 15 expected, and 8 limited. Reading- 40 accelerated, 38 expected and 19 limited. *Identifying specific resources for teachers in primary grades to use for interventions consistently. *Continue to build literacy foundation in Pre-K and Kinder students.
Engaged and Well-Rounded Students	<ul style="list-style-type: none"> *Opportunities for students to participate in a variety of extra-curricular clubs after school that build confidence in our students and had a high participation rate (Girls on Run, Fitness Club, Robotics & Coding, Destination Imagination, Cheer, Step Team, UIL and Art Club) * Increased the number of students in GT/Vistas (16 GT students and 38 Vistas in 1st-5th grade) *Student engagement data for building teacher-student relationships *Opportunities for students that are unable to stay after school to participate still. *Growing Drama and Choir Club
Community Engagement	<ul style="list-style-type: none"> *First Winter Festival was a success for families attending *Partnership with church to provide items for students, teachers and created a food pantry for LLE. *When visitors could return to campus, we have volunteers, mentors and parents visiting for lunch through the week. *Support for families in need with social worker, counselor and campus. *Parent volunteers and Parent Educator involvement to build the partnership between school and home.

	*Providing families with opportunities to collaborate with the campus
Professional Learning & Quality Staff	*LLE has continue to grow their own leaders with para professionals becoming teachers on campus. (3) *TAPP Mentor Program is effective for support for 1 st year teachers. * Student results academically, their social emotional needs, and classroom management are all considered in assigning teachers. Doing what is best for students is always first.
	*Cognitive lift for instructional practices to move teachers out of their comfort level to grow. * Special Education Teacher vacancies and long term subs. * Diving deeper into content planning and planning ahead.
Culture	*Staff transitioned well with all adjustments during pandemic * Staff welcomed ways to improve campus morale * Increased number of results for Title I Parent Survey
	* Limited student celebrations throughout the entire school year *Inconsistency of staff submitting Yellow Jacket Awards for students every other week *Student voice and feedback was in veteran teachers classrooms only

Identified Problem Statements/Root Causes

Problem Statement 1

Based on STAAR results, there has been a trend of inconsistency when implementing resources and curriculum for their specific grade level and content areas.

Root Causes

- Lack clarity of concept planning and breaking down the standards

- Expectations for preparedness for weekly planning was not consistently being met by all grade levels.
- Feedback on implementation of curriculum and rigor of instruction was not defined through intentional protocols

Problem Statement 2

The expectation for the use of instructional model for Tier 1 and planned interventions for Tier2 and Tier 3 instruction showed limited growth in all content areas.

Root Causes

- Mini lessons were not always short robust and explicit within the instructional model.
- Tier instructional practices for small groups and interventions lacked intentionality for closing student learning gaps.
- Concept planning and practicing instructional delivery of mini lessons, small groups, and interventions were not consistently aligned with the student needs and setting high expectations.

Problem statement 3

There is a campus trend that not all classrooms follow campus expectations for student behavior and how staff need to continue utilizing PBIS strategies for providing a positive environment for students to build a foundation of student ownership.

- Respect Agreements were created, but not always referred to when opportunities arose.
- The why of student behavior was not a focus and the behavior itself was focused on.
- Building detailed plans of action through classroom through PBIS and CHAMPS were very limited and not monitored with fidelity.

Summary of Identified Problems and Related Strategies (Top 3 priorities)

There is an inconsistency of the implementation of the instructional models for core content areas that provide a short and robust mini through explicit instruction and learning experiences for students. Teachers will be provided on-going professional development throughout the school year to gain clarity on the instructional model. Teachers will utilize a rubric to rank their level of experience through their instructional practices and receive feedback on the same rubric through classroom observations by leadership and their peers in campus walks.

There is an expectation for the use of materials and lessons within FBISD curriculum for Tier 2 and Tier 3 instruction that is not being met by staff members on the campus. Over the next year teachers will track their intervention by intentionally planning and implementing interventions using reading records, performing learning checks by analyzing student data and discussing student progress during student support teams.

The campus expectations for behavior through PBIS has been general with guidelines for success and giving teachers more autonomy with their classroom expectations. Teachers will utilize their planning guide for creating classroom expectations and grade level expectations that are aligned with the campus. This will provide teachers with a detailed plan of action and be provided feedback throughout the school year based upon students ownership of behavior. Plans can be adjusted to the needs of the classroom. Campus expectations will be modeled more frequently and set up opportunities to provide positive praise to teachers, students, classes or grade levels following the campus guidelines for success. This aligns with the implementation of learner dispositions that the campus will focus on and highlight during daily morning announcements as well.

CIP and PFE Information

The campus improvement plan was initially created on June 7, 2022.

It will be reviewed during the 22-23 school year on the following dates:

October 19, 2022

November 16, 2022

December 7, 2022

February 22, 2023

March 29, 2023

April 19, 2023

May 17, 2023

The campus improvement plan will be available at the following locations:

Campus and District Front Office, Campus Website, Open House, and included in weekly Parent Newsletter. We notified all parents of our CIP through our automated phone system. It was also part of our registration process that is required for all students.

The CIP is available in in English and Spanish per our translation policy.

The Parent and Family Engagement (PFE) Policy will be provided to parents at the following events:

Annual Title I Meeting, Open House, and provided in the registration packet.

Parents can find a copy of the PFE Policy at the following locations:

District and Campus Website, the Campus Front Office, and the weekly Parent Newsletter. The PFE will be available in the English and Spanish per our translation policy.

Parents are encouraged to participate in the Parent and Family Engagement Committee. They are invited to join the committee every April. Invitations are sent home to all parents in March. The committee meets quarterly throughout the school year. The purpose of the September meeting is to discuss the new plan. The February meeting is to review the plan.

The Annual Title I Meeting will be held during our Open House Night on September 9, 2022.

Parent Trainings: Parent Trainings will be scheduled out for each month with an electronic sign up for parents to use in the campus weekly newsletter.

The District Goals of 2022-23

Goal 1

Fort Bend ISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.

Campus Performance Objective: By June 2023, Lantern Lane Elementary will improve the effectiveness of instruction through the implementation of aligned curriculum and targeted intervention as evidence through the indicators of success.

Formative Indicators of Success

- Increase student growth on REN360 from BOY to MOY at/above benchmark in literacy performance from 40% to 45 % for all students.
- Increase student growth on REN360 from BOY to MOY at/above benchmark in mathematics performance from 50% to 55% for all students.
- Increase student growth on BAS from BOY to MOY at/above level from _% to _%
- Increase the number of classrooms aligned to the curriculum by implementing the instructional models from BOY to MOY from 50% to 60%
- Increase the number of students achieving approaches or higher in 4th grade on Interim STAAR Assessment from 48% to 60%.

Summative Indicators of Success

- By May 2023, increase percentages of students at/above grade on BAS from _% to _%
- By May 2023, increase the number of classrooms aligned to the curriculum by implementing the instructional models from MOY to EOY from 60% to 75%
- Increase student growth on REN360 from MOY to EOY at/above benchmark in literacy performance from 45% to 50 % for all students.
- Increase student growth on REN360 from MOY to EOY at/above benchmark in mathematics performance from 55% to 60% for all students.
- By May 2023, increasing percentages of students achieving approaches/or higher on math STAAR from 57% to 70%.
- By May 2023, increasing percentages of students achieving approaches/or higher for reading STAAR from 76% to 80%.
- By May 2023, increasing percentages of students achieving approaches/or higher for science STAAR from 36% to 50%.
- By May 2023, increasing the percentage of student performance on Kinder Readiness assessments.

Strategies:

- Teachers and campus leaders use the Instructional Model framework that contains high leverage practices for all content areas.
- Campus calendar indicates dedicated time for ongoing job-embedded professional development focused on instructional Tier 1 and Tier 2 practices.
- Teachers will plan and implement targeted interventions using reading records, Learning Checks data and student support team meetings to plan for Tier 2 and Tier 3 interventions to close gaps.

Strategy Evidence:

- Campus Support Team Walks
- Observations of implementation of instructional model
- Teacher reflection and rating of instructional model rubric
- Science learning experiences will be planned and implemented campus wide
- Professional Learning Communities and Student Support Team Meeting agendas will provide planning of small groups for guided instruction and intervention based on student data

Goal 2

Fort Bend ISD will provide a safe and supportive environment for learning and working.

Campus Performance Objective: By June 2023, Lantern Lane Elementary will improve culture and climate through effective implementation of PBIS and student ownership behavior framework as evidence through the indicators of success.

Formative Indicators of Success

- Increase Teacher-Student Relationships through the student engagement from BOY to MOY using campus surveys
 - Increase, “Adults at my school listen to the students.” from 73% to 78%
 - Increase, “Other students here like me the way I am.” from 74% to 79%
 - Decrease, “I don’t understand why I get the grades I do.” from 67% to 60%
- By October 2022, 50% of teachers will engage in professional development on PBIS strategies and teachers will develop classroom expectations that are aligned with campus success criteria to support student engagement.
- By October 2022, 50% of teachers will engage in professional development on the implementation of Learner Dispositions to increase positive teacher/student relationships and how to provide students with strategies with peer support.

Summative Indicators of Success

- Increase Teacher-Student Relationships through the student engagement from MOY to EOY using campus surveys
 - Increase, “Adults at my school listen to the students.” from 78% to 83%
 - Increase, “Other students here like me the way I am.” from 79% to 84%

- Increase, “I don’t understand why I get the grades I do from 60% to 52%
- By May 2023, 90% of teachers will effectively implement classroom expectations through PBIS strategies to improve student engagement and provide a positive classroom culture.
- By May 2023, 90% of teachers will effectively implement Learner Dispositions provide a safe environment to use for supporting positive and respectful peer and teacher interactions.

Strategies:

- Professional Development on implementing PBIS and the Student Ownership of Behavior Framework to build systems and structures that support positive behavior practices affecting students and staff daily.
- Teachers and students engage in morning circles utilizing Caring School Communities to foster and build positive relationships.
- Creation and refinement of mission, vision and values include the authentic and collaborative involvement and investment of administrators, teachers, parents and students.

Strategy Evidence:

- Teachers and campus leaders use PBIS framework for classroom management that contains high leverage practices.
- Teachers build strong relationships with students through a variety of means, including establishing high expectations for all students, using encouraging and affirming tone and language, and implementing restorative practices.
- Science learning experiences will be planned and implemented campus wide
- Professional Learning Communities and Student Support Team Meeting agendas will provide planning of small groups for guided instruction and intervention based on student data

Goal 3

Fort Bend ISD will recruit, develop, and retain high quality teachers and staff.

Campus Performance Objective:

Goal 4

Fort Bend ISD will engage students, parents, staff, and the community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community.

Campus Performance Objective:

Goal 5

Fort Bend ISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement.

Campus Performance Objective:

Details of Improvement Plan

Goal 1

Campus Performance Objective: By June 2023, LLE will improve the effective of literacy and math instruction through the implementation of aligned curriculum, student ownership of learning practices and targeted intervention as evidence through the indicators of success.

Formative Indicators of Success

- Increase student growth on REN360 from BOY to MOY at/above benchmark in literacy performance from 40% to 45 % for all students.
- Increase student growth on REN360 from BOY to MOY at/above benchmark in mathematics performance from 50% to 55% for all students.
- Increase student growth on BAS from BOY to MOY at/above level from _% to _%
- Increase the number of classrooms aligned to the curriculum by implementing the instructional models from BOY to MOY from 50% to 60%
- Increase the number of students achieving approaches or higher in 4th grade on Interim STAAR Assessment from 48% to 60%.

Summative Indicators of Success

- By May 2023, increase percentages of students at/above grade on BAS from _% to _%
- By May 2023, increase the number of classrooms aligned to the curriculum by implementing the instructional models from MOY to EOY from 60% to 75%
- Increase student growth on REN360 from MOY to EOY at/above benchmark in literacy performance from 45% to 50 % for all students.
- Increase student growth on REN360 from MOY to EOY at/above benchmark in mathematics performance from 55% to 60% for all students.

- By May 2023, increasing percentages of students achieving approaches/or higher on math STAAR from 57% to 70%.
- By May 2023, increasing percentages of students achieving approaches/or higher for reading STAAR from 76% to 80%.
- By May 2023, increasing percentages of students achieving approaches/or higher for science STAAR from 36% to 50%.
- By May 2023, increasing the percentage of student performance on Kinder Readiness assessments.

Strategies:

- Teachers and campus leaders use the Instructional Model framework that contains high leverage practices for all content areas.
- Campus calendar indicates dedicated time for ongoing job-embedded professional development focused on instructional Tier 1 and Tier 2 practices.
- Teachers will plan and implement targeted interventions using reading records, Learning Checks data and student support team meetings to plan for Tier 2 and Tier 2 interventions to close gaps.

Strategy Evidence:

- Campus Support Team Walks
- Observations of implementation of instructional model
- Teacher reflection and rating of instructional model rubric
- Science learning experiences will be planned and implemented campus wide
- Professional Learning Communities and Student Support Team Meeting agendas will provide planning of small groups for guided instruction and intervention based on student data

Strategy	Personal Responsible	Timeline	Resources	Evaluation
Teachers and campus leaders use the Instructional Model framework that contains high leverage practices for all content areas.	Administration ILT CST Members Teachers	Ongoing	*Instructional Resources (Title 1)	*CST Feed *T-TESS Formal *T-TESS Informal *Campus Walks *Agendas/Planning for Science *Guided Binders checks and feedback *SST Meeting Agenda *Student Progress Measures

Campus calendar indicates dedicated time for ongoing job-embedded professional development focused on instructional Tier 1 and Tier 2 practices.	Administration ILT	Ongoing	*Instruction Tier 1 Resources for math (Title 1) *Instruction Tier 2 Resources for reading (Title 1) * Instruction Tier 2 Resources for science (Title 1)	*Calendar *Teacher feedback *Rated rubrics with campus trends from self reflection and peer feedback *CST walks
Teachers will plan and implement targeted interventions using reading records, Learning Checks data and student support team meetings to plan for Tier 2 and Tier 3 interventions to close gaps.	Administration ILT Teachers	Ongoing	*Instructional Intervention resources for math (Title I) *Instruction Intervention resources for literacy and reading (Title I)	*Campus Support Team Walks *Observations of implementation of instructional models (Tier 2 and 3) *PLC and SST meetings

Goal 2

Campus Performance Objective: By June 2023, Lantern Lane Elementary will improve culture and climate through effective implementation of PBIS and student ownership behavior framework as evidence through the indicators of success.

Formative Indicators of Success

- Increase Teacher-Student Relationships through the student engagement from BOY to MOY using campus surveys
 - Increase, “Adults at my school listen to the students.” from 73% to 78%
 - Increase, “Other students here like me the way I am.” from 74% to 79%
 - Increase, “I don’t understand why I get the grades I do from 67% to 72%
- By August 2022, 100% of teachers and staff will engage in professional development on PBIS strategies and teachers will develop classroom expectations that are aligned with campus success criteria.
- By October 2022, 100% of teachers will engage in professional development on the implementation of Learner Dispositions to increase positive teacher/student relationships and how to provide students with strategies with peer support.

Summative Indicators of Success

- Increase Teacher-Student Relationships through the student engagement from MOY to EOY using campus surveys
 - Increase, “Adults at my school listen to the students.” from 78% to 83%
 - Increase, “Other students here like me the way I am.” from 79% to 84%
 - Increase, “I don’t understand why I get the grades I do from 72% to 77%
- By May 2023, 90% of teachers will effectively implement classroom expectations through PBIS strategies to improve student engagement and provide a positive classroom culture.
- By May 2023, 90% of teachers will effectively implement Learner Dispositions provide a safe environment to use for supporting positive and respectful peer and teacher interactions.

Strategies:

- Professional Development on implementing PBIS and the Student Ownership of Behavior Framework to build systems and structures that support positive behavior practices affecting students and staff daily.
- Teachers and students engage in morning circles utilizing Caring School Communities foster and build positive relationships.
- Creation and refinement of mission, vision and values include the authentic and collaborative involvement and investment of administrators, teachers, parents and students.

Strategy Evidence:

- Teachers and campus leaders use PBIS framework for classroom management that contains high leverage practices.
- Teachers build strong relationships with students through a variety of means, including establishing high expectations for all students, using encouraging and affirming tone and language, and implementing restorative practices.
- Science learning experiences will be planned and implemented campus wide
- Professional Learning Communities and Student Support Team Meeting agendas will provide planning of small groups for guided instruction and intervention based on student data

Strategy	Personal Responsible	Timeline	Resources	Evaluation
Professional Development on implementing PBIS and the Student Ownership of Behavior Framework to	Administration Teachers	August 4, 2022 start of implementation. Ongoing	PBIS Framework CHAMPS SEL Resource(Title I)	*Professional Development agenda *Individual teacher plans

build systems and structures that support positive behavior practices affecting students and staff daily.				<ul style="list-style-type: none"> *Walkthroughs * Guidelines for Success posted *Respect Agreements posted and implemented consistently
Teachers and students engage in morning circles utilizing Caring School Communities foster and build positive relationships.	Administration Teachers	Ongoing	Caring School Communities SEL Resource(Title I)	<ul style="list-style-type: none"> *Lesson Plans *Highlights from morning circles *Student survey and feedback
Creation and refinement of mission, vision and values include the authentic and collaborative involvement and investment of administrators, teachers, parents and students.	Administration Teachers Parents	August 2022	Data from surveys Target Improvement Plan	<ul style="list-style-type: none"> *Agenda *Feedback from stakeholders *Teacher alignment to instructional practices to mission and vision.

Goal 3

ADD Performance Objective and IoS

Strategy	Personal Responsible	Timeline	Resources	Evaluation

Goal 4

ADD Performance Objective and IoS

Strategy	Personal Responsible	Timeline	Resources	Evaluation

Goal 5

ADD Performance Objective and IoS

Strategy	Personal Responsible	Timeline	Resources	Evaluation

LOC_DESCR	LOCATION_	POS #	POSN_DES	MAX HEADC	VACANT	LAST_NAME_SRCH	FIRST_NAME_SRCH	JOBCODE	FTE	BUDGET	MPL_STATU	STD_HOURS/	ACANCY_D	ANCY_NBR	
LANTERN LA 115	LANTER	00014470	INTERVENTI	1	0	ABBOTT	ALICE	095054	1	199.13.1000	A	37.5			
LANTERN LA 115	LANTER	00003968	INTERVENTI	0.5	0	BERGERON	KETRA	015312	1	199.11.1000	A	37.5			

	Strengths	Concerns
Student Engagement Survey	<p>Behavioral Engagement Dimension</p> <p>Investment of Time Outside of School</p> <ul style="list-style-type: none">Without what you need to do classwork or reading material; mean score is moderate to high. <p>Emotional Engagement <i>Dimension</i> campus mean score 3.03; this score is in the <i>moderate engagement</i> section of the score scale.</p> <p><i>Teacher-Student Relationships</i></p> <p><i>Support from teachers:</i></p> <ul style="list-style-type: none">My teachers are honest with me- 80% <p><i>Treatment of Students:</i></p> <ul style="list-style-type: none">My teachers are there for me when I need them- 86% <p><i>Peer Support of Learning</i></p> <p><i>Peer Treatment:</i></p> <ul style="list-style-type: none">Enjoy talking to the students- 84%I have friends at school- 88% <p>Family Support of Learning</p> <ul style="list-style-type: none">My family/guardian are there for me when I need them- 96%My family/guardian want to know when something good happens at school- 93% <p>Disaffection</p> <ul style="list-style-type: none">Pay attention during class- 77% <p>Cognitive Engagement <i>Dimension</i> campus mean score 3.484; this score is in the <i>high engagement</i> section of the score scale.</p> <p>Future Goals and Aspirations</p> <p><i>Post-High School Plans</i></p> <ul style="list-style-type: none">Continuing to learn after high school is important- 91%	<p>Behavioral Engagement Dimension</p> <p>Investment of Time Outside of School</p> <ul style="list-style-type: none">Without your homework done (down 8.5%) <p>Emotional Engagement <i>Dimension</i> campus mean score 3.03; this score is in the <i>moderate engagement</i> section of the score scale.</p> <p><i>Teacher-Student Relationships</i></p> <p><i>Perceptions of fairness and safety:</i></p> <ul style="list-style-type: none">The rules are fair- 58% (down 18%)I feel safe at school-59% (down 16%) <p><i>Peer Support of Learning</i></p> <p><i>Perceptions of Respect and Belonging:</i></p> <ul style="list-style-type: none">Students respect what I have to say- 45% (down 13%) <p>Family Support of Learning</p> <ul style="list-style-type: none">When I have problems at school, my family/guardian are ready to help me- 90% (down 6%) <p>Future Goals and Aspirations</p> <p><i>Post-High School Plans</i></p> <ul style="list-style-type: none">My education will create many chances for me to reach my future goals- 89% (down 9%)

Action Planning Tool



What did you find?	What needs to be done?	Who and By When?	Resources	Potential Barriers	Communication and Implementation
Teacher/Student Relationships has decreased in the emotional engagement dimension with scale score of 2.91.	Implementation of House System for all students and staff.	All staff by first day of school and on-going throughout the school year.	Celebrations for house meetings and nine weeks winners	None	Information will be shared in the staff newsletter and on school announcements.
Peer Support of Learning has decreased in the emotional engagement dimension with scale score of 2.91.	Classroom morning circles using Caring School Communities.	Counselor and grade level teachers. First 3 weeks of school year and then each Monday and Friday for remained of school year.	Caring School Communities	None	Information will be shared in the staff newsletter and on school announcements.
Students working on respecting what others have to say.	Facilitate respect agreements and respecting others' opinions.	Counselor will engage in lunch buddies. Members of ILT will also visit lunch times and recess to observe and make connections for students that are alone. Monthly.	Counselor resources	None	Counselor will engage in lunch buddies. Members of ILT will also visit lunch times and recess to observe and make connections for students that are alone. Monthly.

LOC_DESCR	Location	POS #	POSN_DESCR	MAX HEADC	VACANT	LAST_NAME_SRCH	FIRST_NAME_S	JOBCODE	FTE	Column1	PIC	STATUS	.IDAY_SCHED
LANTERN LAI 115	LANTERN LANE EI 00003968		INTERVENTIONIST MATH - ELEM T1	0.5	0	BERGERON	KETRA	015312	1	199.11.1000.00.115.2024.30	30	A	187SEP
LANTERN LAI 115	LANTERN LANE EI 00003968		INTERVENTIONIST MATH - ELEM T1	0.5	0	BERGERON	KETRA	015312	1	211.11.1000.SP.115.2023.30.	30	A	187SEP
LANTERN LAI 115	LANTERN LANE EI 00005026		PARENT EDUCATOR T1 (FT)	1	0	LEAL	JESSICA	0011FT	1	211.61.1000.PC.999.2023.24	24	A	187SEP
LANTERN LAI 115	LANTERN LANE EI 00010676		INSTRUCTIONAL COACH LIT T1 ES	1	0	BUSH	CANDICE	015332	1	211.13.1000.IC.115.2023.30.	30	A	210AUG
LANTERN LAI 115	LANTERN LANE EI 00017781		INSTRUCTIONAL COACH MATH T1 ES	1	0	YOUNGER	TAMIKA	015329	1	211.13.1000.IC.115.2023.30.	30	A	210AUG
LANTERN LAI 115	LANTERN LANE EI 00014470		INTERVENTIONIST PBS	1	0	ABBOTT	ALICE	095054	1	199.13.1000.00.999.2024.24	24	A	195SEP

_ADMIN_PLCY_NB	
P7	####
P7	####
505	####
P7	####
P7	####
101	####



September 27, 2023

Dear Parents and Guardians:

Fort Bend ISD has students and families that speak many different languages. In an effort to ensure that all of our families are able to be informed of the amazing things that are happening on our campus and throughout the district, we have multiple ways for you to be able to translate the information into your native language.

- Our Parent Newsletter is written in Smore which has a translation feature embedded in the newsletter
- The district web site can be translated into many languages
- All communication is available in English and Spanish
- Front office staff and bilingual teachers are available to help with translations and telephone calls.
- Translators are offered for ARD's if needed

If we have not met your need for translation, please reach out to the campus so that we can accommodate your needs.

Thank you,

Justin Kowrach
Principal, Lantern Lane Elementary