Spring Branch Independent School District

The Lion Lane School

2015-2016 Campus Improvement Plan

Mission Statement

Lion Lane is a learning community comprised of students, parents, neighbors, and staff members. As a collaborative learning community, we work towards our maximum potential by implementing effective, innovative practices, We motivate our students to become lifelong learners and complete higher education by providing a safe, nurturing environment and personalized instruction.

Vision

THE STRONGER THE START...THE BETTER THE FINISH!

Value Statement

Our goal is to ensure every student leaves us with the belief that learning is fun and school is a good place to be.

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Comprehensive Needs Assessment

Needs Assessment Overview

Lion Lane is located in a community where most students are economically disadvantaged and speak English as their second language. The academic achievement of our prekindergarten students continues to be above the District average. We will continue to work on the success of all students but particularly on the achievement of students falling in the bottom ten percent of our classes. To do this, we will need to provide professional development for teachers on balanced literacy, matching instruction to assessment data, and the project approach. We hope to improve out student attendance and to have increased parent participation in parenting class and our campus improvement team. We continue to need support of a counselor and social worker to help our families is crisis. This year we have met our technology goal of having a smart board in every classroom. Our teachers have embraced our new technology, but will still need additional professional development in this area. Additionally, we will be incorporating new tablets in our classrooms next year.

Demographics

Demographics Summary

Our enrollment profile has remained the same as has all of our demographic data. We will have fourteen prekindergarten classrooms, 10 Spanish bilingual and four mainstream English classes. We continue to be in a high poverty community with most of our students qualifying for free/reduced lunch.

Demographics Strengths

Our enrollment is expected to remain the same with projections of 86 MSE students and 230 Bilingual students for a total enrollment of 316.

Demographics Needs

We will continue to need supports in place for a high poverty campus whose families experience crisis related to living in poverty.

Student Achievement

Student Achievement Summary
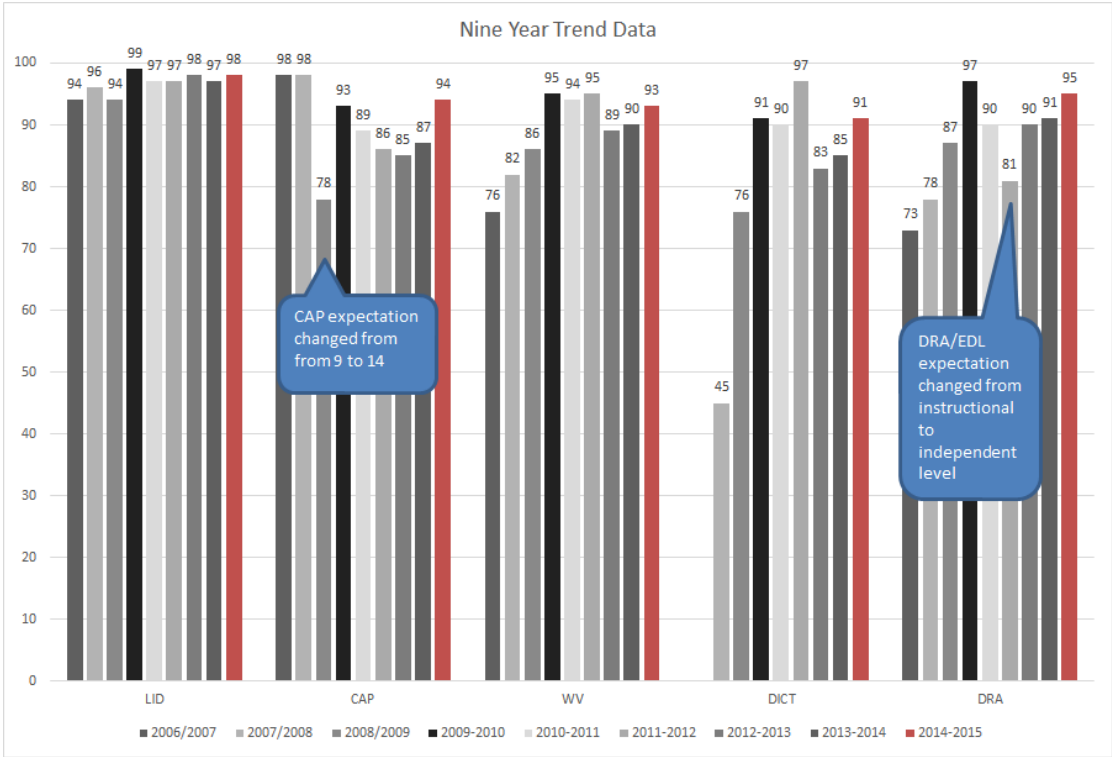
Lion Lane's assessment scores continue to be high with over 91% of students showing expected or advanced progress in all areas of our literacy assessment. This is an increase of 6 percentile points overall last years scores. On all components of our literacy assessment, Lion Lane scored above the District level. Our end of the year literacy assessments indicate that 98 % (+1)of our students could identify 20 or more letters, 94%(+7) scored 14 or more points on print awareness skills, 93% (+3)could write six or more words, 91% (+6)could write 10 or more sounds during a dictation task, and 95% (+4)were reading well enough to establish a DRA level. Additionally, 63% (+13)of our students were reading 6 months or more above grade level expectations. As indicated in parenthesis all scores are increasing. We will continue next year to work with students falling in the bottom 10%.

As indicated in the chart above, our nine year trend data suggests that we are trending back to the level of student achievement we experienced when we had a teacher assistant in every classroom. When viewed by individual teacher, we were able to identify opportunities for growth particularly with new staff and

with the students falling in the bottom 10% of the class.

Student Achievement Strengths

As indicated by our student's assessment scores, we seem to be adjusting to the increased class size and decreased teacher assistant support. Staff has better adjusted to these new demands and opportunities for students to participate in differentiated small group instruction has increased somewhat. This year, staff seemed to have modified the program to better accommodate students in this new reality. As teacher assistants return to one per class for the 2015-2016 school year we anticipate even greater amounts of time to be spend in individualized small group literacy instruction.

Another strength is the lack of a gap that might be anticipated between our English Language Learners and our students for which English is their first language. Our Spanish speaking children performed consistently above the district average.

Student Achievement Needs

We still need to focus on accelerating the students in the bottom ten percent of the class. We began working on this with a consultant last year and will continue this professional development with our staff. Consistently, these are students with special needs who are slow to receive the services needed. We will continue to work to improve the timeline for early intervention.

In order to provide best practices in our small group literacy instruction, our teacher expressed a need to have more leveled books in Spanish.

Additionally, we see the need to incorporate what we have learned during the math Kathy Richardson trainings. We will become more proficient with our new assessment this year, and use it to drive our math instruction. We have also created a new math checklist for prekindergarten that we will implement to better align our prekindergarten and kindergarten instructional practices.

We also have concerns about our student attendance rate. We need to work with our parents to encourage regular school attendance. Our enrollment numbers have also decreased and we will need to work on recruiting efforts next year.

We continue to have issues associated with our families living in poverty. Our families often live in crisis that effects the ability of our students to learn and concentrate. We continue to need assistance from our social worker and family intervention specialist. When students have basic needs met, they come to school better prepared to learn. We also continue to need opportunities for our parents to participate in parent training.

School Culture and Climate

School Culture and Climate Summary

Lion Lane did very well on our Organizational Health Inventory. We scored in the "very high" range at 713 which is 132 points above the district average for elementary schools. Lion Lane had 22 respondents.

Our community and student engagement rating for 2013-2014 was "Recognized".

School Culture and Climate Strengths

We will continue to participate in the "Share a Smile" and "No Place for Hate" programs with our staff this year as we feel this is a strength in creating our positive climate results.

We have many parent volunteers that work daily in our classrooms. We also participate as a lab school for Spring Forest High School students who volunteer in all of our classrooms three days per week.

School Culture and Climate Needs

Lion Lane's enrollment has decreased over the past several years, and additional study is needed to see if there are four year olds in our community who are not participating in our program.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All of our teaching staff will be returning next year.   Our teachers continue to be highly dedicated and hardworking. We are adding a number of teacher assistants as we go back to having an assistant in every classroom. We will spend some extra time this year being sure everyone shares the same vision for our school.

Staff Quality, Recruitment, and Retention Strengths

Our afternoon professional development time continues to be instrumental in allowing us to grow together as a staff. Our teachers are highly dedicated and hardworking. Our organizational health index may be an indicator of why we have very low staff turnover.

Staff Quality, Recruitment, and Retention Needs

We will continue to focus on growing leadership among our staff members. We will work on creating leadership competencies in our team leaders. We will also look for opportunities for all staff members to lead.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Each day students participate in three learning workshops focused on higher level thinking skills and problem solving: literacy, math, and projects.

1. We maintained a balanced approach to literacy learning by taking each child where they are at the beginning of the year (Beginning of Year Assessment data) and building on their strengths (formative assessment throughout the school year) to help them reach their full potential in early reading and writing (End of Year Assessment data).
2. Our Kathy Richardson Math Program concentrated on growing understanding of math concepts by laying a concrete foundation for later abstract thinking.
3. Students participated in class projects that allowed them to apply their recently acquired literacy, math, science, and social studies skills in authentic situations.

In addition, students participate in daily gross motor instruction and recess.

Teaching young children appropriate social skills is critical in early childhood. There were no office referrals for the 2014-2015 school year. We believe it is not developmentally appropriate to send 4-year-olds to the office when behavioral challenges arise; but rather it provides us with a learning opportunity to guide the student toward better behavioral choices within the context of the classroom. When needed, teachers called for additional assistance to come to the classroom to help teach through a behavior. This additional assistance was provided in a consultative nature to the teacher by the Counselor, CIS, Speech Therapist, and/or Director. Professional development sessions were held before and throughout the school year focusing on teaching routines and procedures and positive behavioral supports.

Curriculum, Instruction, and Assessment Strengths

Our literacy instruction remains our biggest strength. We have chosen to focus an sending children to kindergarten with strong literacy skills because research suggests that this is the most significant predictor of future success in school. There is a strong commitment by our staff to providing a balanced

literacy program.

Our teachers differentiate instruction teaching most of the day in smaller focused groups. Instruction is based on assessment data to ensure it is matched closely to student need.

The gradual release model is ingrained in our program with teachers having a clear understanding of each students zone of proximal development.

Staff also indicated that the collaboration in creating roadmaps and checklists was an instructional strength.

Curriculum, Instruction, and Assessment Needs

Staff indicated in our needs assessment that we should continue to focus on staff development based on data analysis. Data should also be used to guide our instruction. Our literacy data shows a steady trend upwards since a significant dip occurred when we lost our full time teacher assistants.

There was also a need expressed for more Spanish leveled readers.

Our assessment data shows that while some teachers have many students reading above grade level this still is not a consistent occurrence through all rooms. During the 2015-2016 school year we will have focused training and conversations about working with our higher achievers. Our assessments also show a need to look at our bottom ten percent of our classes and to investigate ways to help these students meet with success.

Finally, students cannot learn if they are not present. Attendance continues to be an area needing additional focus.

Family and Community Involvement

Family and Community Involvement Summary

Lion Lane values and actively engages parent participation and community involvement in a variety of ways throughout the school year.

Family and Community Involvement Strengths

Through CIT team participation, we had two parent representatives on our CIT team for the 2014-2015 school year.These parents participated in all our meetings and were very active on our Campus Improvement Team. School and Classroom newsletters were sent to parents in English and Spanish. We had almost all of our students represented by parents/guardians at Orientation, Open House, Parent Conferences, and Parent Learning Days.Parent classes were held – proportionately more parents from bilingual classes attended then from mainstream/ESL classes.Parents responded to attendance courtesy calls and absence note reminders to reduce tardiness and increase student attendance.

Parent Trainings were conducted both in the fall and in the spring semesters. Parents were also invited to participate in our Triple P parenting program.Parents responded well, provided input, and carried over strategies at home.

For the first year, we also held a Toddler Reading Program that encouraged younger members of our community to come to Lion Lane on Tuesday mornings. Parent at these meetings learned skills in reading to their children at home and the children received a free book each time to start their own home libraries.

Family and Community Involvement Needs

Our community is high poverty and families experiences crisis needing help from social worker and counselor on a regular basis. Meeting these needs is often a prerequisite to student academic success.   Additionally, we want to...

- Increase in student attendance.
- Increase parent participation in Triple P.
- Maintain CIT parent involvement throughout the year.

- Continue our Toddler Reading Program

Technology

Technology Summary

At Lion Lane, technology is used by students and staff to provide on demand access to information, to increase student engagement, to provide opportunities for students to create products, and to practice skills and apply knowledge.

Technology Strengths

We have reached our goal of having a smart board in every classroom. Teacher and students are using activeboards in the classroom. Students and teachers use iPads, iPods, and netbooks in the classroom. We have purchased more apps for the iPods and iPads this year. This year we will implement online registration for our parents.

Technology Needs

The process for purchasing apps remains complicated. This year we hope to add the ability to purchase additional professional ebooks for our staff members. We continue to need collaboration among teachers on appropriate use of activeboards in the PK classroom.

Additionally, we will be participating as "early adopters" in our classroom technology refresh process. Each classroom will receive an additional 8 iPad minis and we will need to work to incorporate them

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

Accountability Data

- Community and student engagement rating data

Student Data: Assessments

- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Homeless data
- 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

Employee Data

- Professional Learning Communities (PLC) data
- Highly qualified 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
- Teacher STaR Chart Technology Data
- Texas STaR Chart longitudinal data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

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

Goals

Goal 1:
Spring Branch ISD believes that a great school system builds on the strengths and gifts of every child.

Performance Objective 1: 100% of students will meet literacy end of year expectations of DRA Level A or higher, Letter Identification Score of 20 or higher, and Concepts of Print Score of 14 or higher.

Summative Evaluation: Literacy assessment data will indicate that all students met end of the year expectations.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) 1) Provide opportunities to meet with staff about a shared vision of success for all students particularly those falling in the bottom ten percent on our assessment data.	1, 2, 3, 4, 7, 8	Assistant Director Team Leaders	Percentage of students meeting expectations on EOY literacy assessment	Considerable	Considerable	Accomplished
2) Focus weekly staff development on early literacy skills, assessment based instruction and balanced literacy.	1, 2, 3, 4, 7, 8, 9	Assistant Director Team Leaders	Sign in sheets	Considerable	Considerable	Accomplished
3) Provided additional leveled books for individualized and scaffolded instruction	1, 2, 8, 9	Assistant Director	Budget Purchase Orders	Considerable	Considerable	Accomplished
	Funding Sources: 211 - Title I, Part A - $5000.00					
✔ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue						

Goal 2: Spring Branch ISD believes that a great school system provides students from poverty the same opportunities for success after high school as students from non-poverty homes.

Performance Objective 1: 1) Provided social worker and counselor to help families in crisis, offer parent trainings, and provide student interventions.

Summative Evaluation: Number of students served

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provided social worker and counselor to help families in crisis, offer parent trainings, and provide student interventions.	1, 2, 5, 8, 9	Counselor CIS Worker	Number of students served	✅	✅	✅
Funding Sources: 211 - Title I, Part A - $67807.00, 211 - Title I, Part A - $613.00						
2) Provide educational performances to allow high poverty students to have similar experiences to those from non poverty homes	1, 2, 9, 10	Assistant Director	Budget purchase orders	🟠	🟠	✅
Funding Sources: 865 - Student Activity Fund - $600.00						
3) Purchase supplies, books, take home books software to ensure students have access to instructional opportunities found in non poverty homes	1, 2, 6, 9, 10	Assistant Director Team Leaders	Budget purchase orders	🟠	🟠	🟠
Funding Sources: 865 - Student Activity Fund - $750.00, 211 - Title I, Part A - $5000.00						
4) Purchase tablets for classroom use	1, 2, 5, 9, 10	Assistant Director	Purchas order	✅	✅	✅
Funding Sources: 211 - Title I, Part A - $7050.00						
5) Provide transition visits for our prekindergarten students to visit their elementary campuses	1, 6	Assistant Director Team Leaders	Student participation in trips	⚪	⚪	⚪
✅ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ❌ = Discontinue						

Goal 3: Spring Branch ISD believes that a great school system instills in every student the belief that they can achieve more than they think possible.

Performance Objective 1: Increase enrollment by 10% (thirty students) and the number of students attending 93% of the days in the school year by 20%, so that all eligible students in our community participate in prekindergarten with regular attendance.

Summative Evaluation: Enrollment and attendance records

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Establish a committee to acknowledge attendance	1, 2, 6, 9	Counselor	Students receiving perfect attendance awards	◕	◕	✔
Funding Sources: 865 - Student Activity Fund - $300.00						
2) Increase contacts social worker has with families having poor attendance	1, 6	Social Worker Assistant Director	Number of home visits and parent contacts	◕	◕	✔
3) Increase number of recruiting activities including placing brochures and posters in community, spring open house, and media recognition shared with community.	1, 6, 7, 9	Assistant Director Director	Number of activities	◕	◕	✔
✔ = Accomplished　◕ = Considerable　◕ = Some Progress　◯ = No Progress　✗ = Discontinue						

Goal 4: Spring Branch ISD believes that a great school system assures that every adult in the system is committed to the successful completion of some form of higher education for every child.

Performance Objective 1: Work to develop administrative talent in our building by increasing the leadership opportunities for our teachers. Increase the number of teacher taking on leadership rolls to four.

Summative Evaluation: Number of leadership opportunities and teachers taking on new leadership roles

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) To develop leaders in our building, we will have master teachers lead committees, professional development, and school projects.	1, 2, 3, 4, 8	Assistant Director	Number of teachers participating	◑	◑	✔
✔ = Accomplished ◖ = Considerable ◔ = Some Progress ⬤ = No Progress ✗ = Discontinue						

Goal 5: To remain in compliance with Federal and State law.

Title I Personnel

Name	Position	Program	FTE
Wendy Stackel	Family Intervention Specialist	Prekindergarten	

Campus Funding Summary

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Book purchases	6329	$5,000.00
2	1	1	Salary for counselor	6119,6141,6142,6143,6146	$67,807.00
2	1	1	Parent training refreshments		$613.00
2	1	3	Supplies for students	6399	$5,000.00
2	1	4	Tablets	6398	$7,050.00
				Sub-Total	$85,470.00

865 - Student Activity Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Performance Fees		$600.00
2	1	3	Reading A-Z take home books; Supplies		$750.00
3	1	1	Funds for awards		$300.00
				Sub-Total	$1,650.00
				Grand Total	$87,120.00