Spring Branch Independent School District

The Lion Lane School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

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.

Every Child

Collective Greatness

Collaborative Spirit

Limitless Curiosity

Moral Compass

Comprehensive Needs Assessment

Demographics

Demographics Summary

Our enrollment profile has remained the same as has all of our demographic data. We will have twelve prekindergarten classrooms, seven Spanish bilingual and four mainstream English classes. We have one special education class for PPCD. This year we are starting a three year old program and will have two bilingual and one mainstream English half day classes. We continue to be in a high poverty community with most of our students qualifying for free/reduced lunch. The majority of our students will speak Spanish as their first language, however we are seeing a slight decrease in that percentage as the communities around our school are changing. Last spring, an apartment complex for students who were previously homeless was opened in our community. Most of our students qualify as "at risk" of not graduating from high school.

Demographics Strengths

Our enrollment is expected to remain about the same this school year. We are very fortunate to have a stable staff of teachers, assistants, office staff, counselor and others. Many have been here since the building opened 17 years ago. Our families experience crisises that would be expected of those living in high poverty, but we have family support in our social worker and family crisis counselor.

Student Achievement

Student Achievement Summary

Lion Lane administered the CIRCLE Progress Monitoring Tool for the first time this year. The percentage of students scoring at or above benchmark exceeded the district average in all areas. The highest scoring areas were Overall Social Emotional (100%), Writing (95%), Rapid Letter Naming (89%), Story Retell (89%), Book and Print Awareness (89%), and Phonemic Awareness (82%). While above the district average of 59%, our lowest scoring area was Rapid Vocabulary naming at 68% of students scoring at or above the benchmark. On all components of our literacy assessment, Lion Lane scored above the District average which is commendable since we serve a community with the highest at risk population, most economically disadvantaged and highest number of students whose first language is not English. Our main area for growth and the focus area for the 17-18 school year will be Rapid Vocabulary Naming.

Student Achievement Strengths

Lion Lane's assessment scores continue to be high with almost 90% of student of students showing expected or advanced progress in most component areas. On all components of our literacy assessment, Lion Lane scored above the District average which is a strength since we serve a community with the highest at risk population, most economically disadvantaged, and highest number of students whose first language is not English.

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 and similar to our students whose first language is English.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Our students in our Mainstream English classes scored 41 percentile points lower in Rapid Vocabulary Naming (41%) than our students in our Bilingual classes (82%). **Root Cause**: We had a significant number of English students register for school in March when a transition complex for homeless families opened in our community. Because we only have four English classes, this impacted our performance.

Problem Statement 2: As in years past, we continue to have between 10 and 12 percent of students that are not performing at benchmark level. **Root Cause**: We continue to look for ways to improve performance of students that arrive with us during the course of the year.

School Culture and Climate

School Culture and Climate Summary

In the past, Lion Lane's organizational health has been at the top and sometimes the highest in the district. We have a stable staff and strong support team.

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

We continue to support our families engagement in our school and will create a parent center on our campus as we begin participation in the district's E3 pilot this year.

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.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Our enrollment is much lower that in previous years. **Root Cause**: We need additional study to see if demographic changes in the community are reducing the number of young children available for our program.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Our teachers continue to be highly dedicated and hardworking. Most have been on our campus for many years. We have three returning staff members this year.   We will spend some extra time this year being sure everyone shares the same vision for our school. We have established professional learning communities lead by experienced team leaders. Our leadership is strong and committed to the same vision.

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.

Additionally, this year we will add the support of a multi classroom leader and a lead PK teacher to coach and mentor our staff.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: We need to continue to try to find ways to make our teachers feel appreciated. **Root Cause**: We do not have a PTA and it takes a while to get to know a new set of parents each year.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

This year we have introduced our new PK4 curriculum and it will be a learning year for teachers. Also, we are introducing the PK3 program with different curricular and instructional needs.

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 2016-2017 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.

As provided for in our HB4 High Quality PK Grant, last year we have revised our PK curriculum, provided modeled instruction, and added two new PK assessments. We believe this will greatly enhance our existing program.

Curriculum, Instruction, and Assessment Strengths

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

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

closely to student need.

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

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

Some of the strengths of our instructional program that our staff, parents and community shared are:

- We consistently differentiate instruction and all classrooms are using technology in meaningful ways
- Data is used to facilitate and guide instruction
- Teachers collaborate to best meet the needs of all students
- The full day program allows us to thoroughly implement all content areas
- Small Group instruction

Additionally, to enhance anytime, anywhere opportunities for our youngest learners we are providing Istation Home as adaptive software students can access from home and ReadyRosie access to parenting videos that help them engage students in learning at home.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Our assessment data showed a clear need for improvement in vocabulary development. **Root Cause**: Students were not familiar with the assessment protocol which involves rapid online responses.

Problem Statement 2: There is significant variance in the quality and quantity of projects from class to class. **Root Cause**: Teachers comfort with the project approach and commitment to the vision.

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. This year we will be adding a parent center for our volunteers and for parent classes.

Family and Community Involvement Strengths

Through CIT team participation, we had two parent representatives on our CIT team for the 2016-17 school year.These parents participated in our meetings and were active on our Campus Improvement Team. School and Classroom newsletters were sent to parents in English and Spanish. We had almost all of our students represented by parents/guardians at Orientation, Open House, Parent Conferences, and Parent Learning Days. Parent classes were held – proportionately more parents from bilingual classes attended than 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.

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 involved in reading to their children at home, and the children received a free book each time to start their own home libraries.

Some of the ways we currently support our community include:

- Toddler program
- Parent meetings (i.e. Muffins for Moms/Donuts for Dad)
- CIS worker on campus to support families
- Constant communication with parents (school and classroom newsletters, Remind, Homeroom, marquee reminders/announcements, phone calls, conferences)
- Volunteer celebration
- Evening parent events
- Prosperity Bank Volunteers
- Super Smiles Dental Program
- Triple P
- High School Volunteers
- ReadyRosie

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Our community is high poverty and families experience crisis needing help from social worker and family engagement counselor on a regular basis. Meeting these needs is often a prerequisite to student academic success. **Root Cause**: High poverty and other at risk factors

Problem Statement 2: Student regular attendance is challenge. **Root Cause**: High poverty and parents think of prekindergarten as not as important as elementary school attendance.

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. Students access information through a variety of sources as well. Adaptive software allows students anytime anywhere access to the curriculum and learning. We also provide parent engagement training through our ReadyRosie app.

Technology Strengths

We have reached our goal of having a smart board in every classroom.   Teacher and students are using active-boards in the classroom. Students and teachers use iPads, iPods, and net-books 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. We have added technology for more personalized instruction, broader assessment, and programs that drive instruction based on student need. We have also purchased an app for parent engagement.

Problem Statements Identifying Technology Needs

Problem Statement 1: We would like to see greater use of technology in our class projects. **Root Cause**: Teacher understanding of appropriate ways to engage young children in research and investigation using technology.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Student Data: Assessments

- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Student Growth

Performance Objective 1: Increase student opportunities for authentic problem based learning so that 100% of students participate in a minimum of six projects, one of which includes a presentation to parents by the end of the school year.

    Evaluation Data Source(s) 1: Teacher Lesson Plans
Parent Presentations

    Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide materials and supplies for project based learning	1, 2, 6, 9, 10	Assistant Director Director	Purchasing classroom supplies for students will allow them to have items they need for project based learning.			
Funding Sources: 211 - Title I, Part A - $5,019.00						
2) Establish a Lead PK Teacher position that will coach and mentor other teachers as well as meet the district Multi-Classroom PK Teacher to help standardize district expectations for PK instruction.	1, 2, 3, 4, 5, 8, 9	Lead PK Teacher Multi-Classroom Teacher	Teacher growth and development and opportunity to grow campus leadership that will result in greater student success.			
3) 3) Purchase laptop for active panel for students to use in project investigations	1, 2, 4	Director	Laptop to stay with Mobil Active Panel to enable students to move it from class to class. Project research and presentations for parents will be enhanced.			
Funding Sources: 199 PIC 32 - Pre-Kindergarten - $925.00						
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Goal 2: Student Connectedness

Performance Objective 1: Maintain student connectedness so that 100% of students score at or above benchmark on the CIRCLE Progress Monitoring Instrument Social Emotional Overall Component at the EOY administration.

Evaluation Data Source(s) 1: CIRCLE SEO Scores

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide Family Crisis Intervention Counselor and Social Worker to work with high at risk population providing parent training and student intervention.	1, 2, 5, 6, 8, 9	Assistant Director	Provide interventions for students whose lives are in crisis that will help them connect with school and be ready to learn.			
Funding Sources: 211 - Title I, Part A - $32,785.00						
2) Provide transition visits for our prekindergarten students to visit their elementary campuses	1, 7	Assistant Director Team Leaders	Prepare students for transition to elementary campus			
3) Provide parent center, parent training opportunities and access to technology for parents to increase parent engagement.	6	Counselor, MCL and Director	Increase parent engagement.			
Funding Sources: 211 - Title I, Part A - $4,352.00						
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Goal 2: Student Connectedness

Performance Objective 2: Increase average daily attendance from 93% to 94% for the 2017-18 school year.

    Evaluation Data Source(s) 2: PEIMS average daily attendance

    Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Establish a committee to acknowledge attendance	1, 2, 6, 9	CIS Worker Attendance Committee	Increase the percentage of average daily attendance to 94% allowing for additional instruction time.			
2) Increase social worker's contact with families having poor attendance	1, 6, 9	Assistant Director Counselor CIS	Decrease in student absences			
	100% = Accomplished		0% = No Progress	✗ = Discontinue		
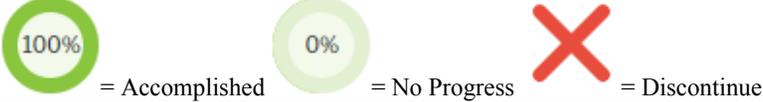
Goal 3: Post Secondary Readiness Achievement

Performance Objective 1: Increase student performance on CIRCLE Progress Monitoring Instrument so that 85% or more of students score at or above benchmark on all components during the EOY administration.

Evaluation Data Source(s) 1: CIRCLE Progress Monitoring Instrument

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide supplies and materials so that our students have same opportunities for learning as those not from poverty.	1, 2, 6, 9, 10	Director Assistant Director	Given school supplies and appropriate materials our students will be able to perform at the same level as those not from poverty.			
Funding Sources: 211 - Title I, Part A - $37,994.00, 199 PIC 32 - Pre-Kindergarten - $11,000.00						
2) Provide professional development opportunities for teachers and teachers assistants in early literacy, math, and project approach	1, 2, 3, 4, 8, 9	Director Assistant Director MCL	Teachers will have more effective strategies to increase student learning. Student scores will increase.			
Funding Sources: 211 - Title I, Part A - $1,875.00						
3) Work with PK Directors' Professional Learning Community to increase understanding of best practices in our new three year old program.	4, 6, 9	Director	Director will be able to identify high quality instruction and best practices for three year old students.			
100% = Accomplished 0% = No Progress ✗ = Discontinue						
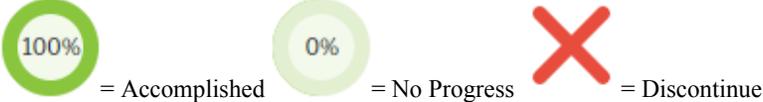
Goal 4: Post Secondary Readiness Equity

Performance Objective 1: Eliminate 41% point gap in CIRCLE Progress Monitoring Instrument between students in Mainstream English classes (41% at benchmark) and Spanish classes (82% at benchmark) in our PK4 program by the EOY administration.

Evaluation Data Source(s) 1: CIRCLE Progress Monitoring Instrument

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide PD for teachers and administrators on vocabulary development in young children.	1, 2, 3, 4, 7, 8, 9	Assistant Director Lead PK Teacher Multi-Classroom Leader	Increase in teachers' expertise in vocabulary development in young children			
	100% = Accomplished		0% = No Progress	✗ = Discontinue		

Goal 5: Lion Lane will remain in compliance with Federal and State law

Campus Funding Summary

199 PIC 11 - Instructional Services

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$14,400.00
				+/- Difference	$14,400.00

199 PIC 25 - ESL/Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$400.00
				+/- Difference	$400.00

199 PIC 32 - Pre-Kindergarten

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Laptop for mobil active panel for student research and presentations		$925.00
3	1	1	Supplies and Materials		$11,000.00
				Sub-Total	$11,925.00
				Budgeted Fund Source Amount	$9,212.00
				+/- Difference	$-2,713.00

199 PIC 34 - Pre-K At Risk/SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$200.00
				+/- Difference	$200.00

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,450.00
				+/- Difference	$2,450.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies and Materials		$5,019.00
2	1	1	Salary and Benefits		$32,785.00
2	1	3	Parent meeting snacks		$300.00
2	1	3	Technology accessories		$948.00
2	1	3	Tablets for registration/parent center		$3,104.00
3	1	1	Supplies Materials		$5,019.00
3	1	1	Classroom iPads, ActivePanel, and class set cart		$23,525.00
3	1	1	Reading materials		$9,450.00
3	1	2	Project Class Training		$1,875.00
				Sub-Total	$82,025.00
				Budgeted Fund Source Amount	$82,950.00
				+/- Difference	$925.00
				Grand Total	$93,950.00