

Allen Independent School District

Lois Lindsey Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Science
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Mission Statement

The mission of Lindsey Elementary is to inspire students to excel as life-long learners equipped with the skills, character, and values necessary to make a positive contribution to the world.

Vision

Everyone, Every Day...Leading and Learning the Lone Star Way!

Value Statement

- We believe all students are capable of learning at high levels and desire to be successful.
- We believe students deserve and learn best in a nurturing and safe environment that affords opportunities to be meaningfully involved in their learning.
- We believe parents have their children's best interests at heart. They are entrusting us with their greatest treasures and are valuable educational partners in creating successful learners.
- We believe professional communication among all members of the Lindsey community supports student success.
- We believe classroom instruction should be student-centered, innovative, rigorous, and provide the support necessary for students to excel.
- We believe highly effective educators are dedicated, positive, enthusiastic, collaborative, and highly-skilled.
- We believe in fostering a school culture of family - where staff members and students value diversity and exemplify compassion and trustworthiness.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Lindsey Elementary is a six-year old, Kindergarten-Sixth grade campus in Allen ISD. Beginning the 2018-19 school year, our August data shows an increase of 113 students enrolled to date in comparison to the end of the 2017-18 school year. We currently have 743 students enrolled at Lindsey Elementary. The chart below shows the distribution of current Lindsey students by grade level, ethnicity, and various student groups.

Student Profile Data 2018-19					
Total Population		Ethnic Breakdown		Student Group Distribution	
Grade Level	# of Students	Ethnicity	% of Students	Student Groups	% of Students
Kindergarten	118	African American	17%	Economically Disadvantaged (as of 9/6/2018-will review again once we have snapshot data)	24%
1 st Grade	111	Asian	31%	At-Risk	14%
2 nd Grade	107	Hispanic	11%	EL	7%
3 rd Grade	96	Native American	0.004%	Special Education	12%
4 th Grade	103	White	34%	Gifted/Talented	8%
5 th Grade	102	Two or More Races	7%		
6 th Grade	105				
Total	743				

Lindsey Elementary's student mobility rate was 12% for 2017-2018. The campus is in a developing neighborhood, and includes five apartment complexes and a sixth under construction all within the city of McKinney. Additionally, there is a housing development under construction. The five apartment complexes that lie within our attendance boundaries make up a total of 223 students living there make up 30% of our student body which continues to increase. Last year our overall campus attendance rate was 97%.

Demographics Strengths

The analysis of the demographics of Lindsey Elementary School indicates the following areas of strength:

1. Many families move into our area due to the reputation of the school district. Because our families value education we have many supportive parents and students who are committed to success.
2. The diversity of the community and the student population enriches the Lindsey learning environment.
3. Parent survey results confirm that families believe our school is providing a high-quality education to students.
4. Ninety-eight percent of families responding to our survey in the spring of 2018 rated their overall Lindsey Elementary experience as A or B.
5. Class sizes remain at or below the state expectation of 22:1 in Kinder-4th grades.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our enrollment has increased from the end of 2017-18 by 113 students to begin the 2018-19 school year, combined with high student mobility rate. In two years, the % of Economically Disadvantaged, has increased 124% from 10% to 24%.

Problem Statement 2: Mobility rate is high in comparison to district/other AISD schools. **Root Cause:** 30% of Lindsey's population resides in apartment complexes.

Student Achievement

Student Achievement Summary

Student learning is the heart of Lindsey Elementary's core business and improving student achievement continues to be a top priority. Our campus met all academic standards under the state's accountability system for the 2017-18 school year. Lindsey Elementary also earned STAAR Distinction Designations in the areas of Academic Achievement in ELA/Reading, Academic Achievement in Science, Postsecondary Readiness, and Comparative Closing the Gaps.

Grades K-2

All students in Kindergarten, 1st, and 2nd grades are formally assessed in the area of reading three times per year using iStation. **Campus and district end-of-year comparison data is provided below.** "Overall Reading" scores are an average of all ISIP sub-tests which include: Letter Knowledge, Phonemic Awareness, Alphabetic Decoding, Vocabulary, Comprehension, Spelling, and Text Fluency.

Grade Level	2017-18 ISIP Assessment Portion	% of Tier 1 Students at EOY - Campus	% of Tier 1 Students at EOY - District
Kindergarten	Overall Reading	86%	66%
1 st Grade	Overall Reading	88%	76%
2 nd Grade	Overall Reading	82%	80%

All students in Kindergarten and 1st grades are formally assessed in the area of math three times per year using an mClass math assessment. **Campus and district comparison data is provided below.** "Overall Math" scores are an average of all sub-tests which include: Number Identification, Quantity Discrimination, Counting, Missing Number, Number Facts, Next Number, Computation, and Concepts. Lindsey scores exceeded district averages in the area of "Overall Math" in grades Kindergarten and 2nd grade. Second grade is formally assessed in the area of math using a district-developed assessment measuring student understanding of all math TEKS for the grade level. The "Overall Math" score provides an average of students meeting district expectations for each of the assessed TEKS.

Grade Level	2017-18 Math Assessment Section	% of Students Meeting EOY Expectations - Campus	% of Students Meeting EOY Expectations - District
Kindergarten	Overall Math	92%	94%
1 st Grade	Overall Math	90%	94%
2 nd Grade	Overall Math	93%	81%

Grades 3-6

Student achievement in grades 3-6 is measured by STAAR. **Campus and district summary comparison data from 2018 is provided below.** The percentage of Lindsey students meeting passing standards (Approaches) and achieving Mastered Levels Performance equaled or exceeded the district averages in Reading and Math in almost all grade levels in 2018. The 5th grade Science assessment exceeded the district percentages at all levels.

2018 STAAR Reading Test Performance Summary						
Grade Level	Campus			District		
	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters
3 rd Grade	94%	65%	47%	91%	63%	41%
4 th Grade	87%	70%	46%	89%	71%	48%
5 th Grade	95%	73%	52%	93%	78%	50%
6 th Grade	89%	73%	47%	89%	68%	45%

2018 STAAR Math Test Performance Summary						
Grade Level	Campus			District		
	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters
3 rd Grade	93%	67%	37%	92%	70%	44%
4 th Grade	91%	79%	54%	92%	76%	56%
5 th Grade	95%	83%	58%	95%	79%	57%
6 th Grade	98%	84%	60%	95%	83%	58%

2018 STAAR Writing Test

Grade Level	Campus			District		
	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters
4 th Grade	87%	65%	25%	82%	65%	28%

2018 STAAR Science Test Performance Summary						
Grade Level	Campus			District		
	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters
5 th Grade	94%	79%	42%	90%	63%	33%

Campus 2018 STAAR performance data was compared to prior years performance as well and is provided below.

STAAR Reading Test						
Grade Level	2018		2017		2016	
	% Passing/Approaches	% Advanced/Masters	% Passing	% Advanced	% Passing	% Advanced
3 rd Grade	94%	47%	93%	61%	92%	66%
4 th Grade	87%	46%	91%	45%	95%	45%
5 th Grade	95%	52%	92%	64%	94%	46%
6 th Grade	89%	47%	95%	46%	91%	49%

STAAR Math Test

Grade Level	2018		2017		2016	
	% Passing/Approaches	% Advanced/Masters	% Passing	% Advanced	% Passing	% Advanced
3 rd Grade	93%	37%	93%	62%	94%	44%
4 th Grade	91%	54%	95%	59%	95%	66%
5 th Grade	95%	58%	96%	64%	95%	44%
6 th Grade	98%	60%	98%	60%	96%	65%

STAAR Writing						
Grade Level	2018		2017		2016	
	% Passing/Approaches	% Advanced/Masters	% Passing	% Advanced	% Passing	% Advanced
4 th Grade	87%	25%	86%	21%	91%	40%

STAAR Science Test						
Grade Level	2018		2017		2016	
	% Passing/Approaches	% Advanced/Masters	% Passing	% Advanced	% Passing	% Advanced
5 th Grade	94%	42%	90%	26%	85%	16%

Student group STAAR performance summary data from 2017 was analyzed and compared to campus data from 2015 and 2016 as well as to 2017 district averages.

Student Group Comparison Summary – STAAR Reading											
Student Group	2018			2017			2016		District 2018		
	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters	% Passing	% Advanced	% Approaches	% Met	% Masters
African American	75%	46%	24%	81%	46%	35%	86%	34%	80%	54%	29%

Asian	98%	89%	67%	99%	93%	70%	98%	63%	96%	85%	64%
Hispanic	97%	55%	34%	93%	71%	53%	81%	45%	83%	56%	32%
Economically Disadvantaged	79%	41%	24%	75%	49%	27%	80%	26%	76%	47%	24%
White	93%	74%	51%	93%	76%	53%	95%	44%	92%	71%	46%
SpEd	65%	27%	13%	70%	43%	21%	67%	14%	61%	29%	15%

Student Group Comparison Summary – STAAR Math

Student Group	2018			2017			2016		District 2018		
	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters	% Passing	% Advanced	% Approaches	% Meets	%Masters
African American	86%	49%	19%	81%	61%	35%	84%	42%	84%	57%	29%
Asian	100%	94%	74%	100%	97%	87%	100%	75%	98%	92%	77%
Hispanic	95%	82%	53%	95%	76%	66%	87%	39%	88%	66%	37%
Economically Disadvantaged	87%	50%	26%	76%	52%	39%	88%	39%	83%	55%	29%
White	97%	82%	50%	98%	84%	57%	95%	54%	95%	80%	53%
SpEd	68%	30%	14%	78%	40%	14%	69%	16%	71%	40%	24%

Student Group Comparison Summary – STAAR Writing

Student Group	2018			2017		2016		District 2018		
	% Approaches	% Met	% Masters	% Passing	% Advanced	% Passing	% Advanced	% Approaches	% Met	%Masters
African American	70%	40%	10%	68%	11%	82%	9%	63%	45%	12%
Asian	100%	97%	45%	100%	45%	97%	54%	95%	84%	50%
Hispanic	88%	50%	0%	64%	0%	71%	57%	72%	45%	16%
Economically Disadvantaged	79%	37%	0%	54%	13%	71%	29%	66%	42%	10%
White	84%	59%	23%	68%	19%	83%	37%	82%	62%	24%

SpEd	42%	8%	0%	40%	10%	33%	0%	40%	20%	5%
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Student Group Comparison Summary – STAAR Science											
Student Group	2018			2017			2016		District 2017		
	% Approaches	% Met	% Masters	% Approaches	% Met	%Masters	% Passing	% Advanced	% Approaches	% Met	% Masters
African American	86%	55%	23%	70%	40%	10%	68%	11%	76%	38%	14%
Asian	100%	90%	55%	100%	97%	45%	100%	45%	96%	82%	51%
Hispanic	79%	79%	29%	88%	50%	0%	85%	0%	79%	45%	16%
Economically Disadvantaged	77%	59%	0%	79%	37%	0%	50%	13%	75%	34%	13%
White	100%	77%	42%	84%	59%	23%	81%	419%	94%	65%	32%
SpEd	70%	40%	20%	42%	8%	0%	40%	10%	60%	27%	10%

Student Achievement Strengths

A thorough analysis of Lindsey's student achievement data indicated the following areas of strength:

Reading:

1. According to ISIP End of Year Reading composite scores, Kinder, 1st, and 2nd grade students scoring at the Tier 1 level was above the district %.

Math:

1. According to mClass composite scores, 98% of all K students and 93% of all 1st grade students met district end-of-year expectations. This mirrors the end-of-year district achievement percentages. 82% of Lindsey second graders met end-of-year math expectations which exceeded the district average.

On the 4th grade STAAR Writing test, our overall percentage of students at the Approaches (passing) increased.

On the 5th grade STAAR Science test, our overall percentage of students at the Approaches (passing) level, Meets, and Advanced level increased.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 2018 STAAR data reveals a decrease in overall scores in the area of Math and Lindsey did not receive a distinction.

Problem Statement 2: 2018 STAAR data reveals a decrease in overall scores of students at the Approaches/Meets/Masters performance level when removing the students that moved to the new elementary campus.

School Culture and Climate

School Culture and Climate Summary

At Lindsey Elementary, our focus is on teaching leadership and life skills to students in order to create a culture where students feel empowered and view themselves as leaders. In our first year as a Leader In Me campus, students were taught the 7 Habits of Highly Effective People and were presented with grade level leadership roles for them to participate in. With this, our campus has begun transforming the climate to one where all students are seen as capable, responsible, set and meet goals, and take initiative in resolving conflict. Students practice the 7 Habits and are recognized regularly for how they apply them in the classroom and in their behavior.

Teachers and staff receive training on how to implement the 7 Habits in their personal lives as well as how to teach the same principles to their students. It is important for teachers to create leadership roles for all students in their classrooms and integrate the leadership habits within their daily instruction as well. Top priority is given to quality instruction and therefore, the master schedule is designed to provide large blocks of time in all grade levels for core subject instruction. Teachers value collaboration and continually reflect on their practices and effectiveness of strategies in order to ensure academic success for all students.

Additionally, our school namesake, Ms. Lois Lindsey, is actively involved in supporting our staff and students by volunteering her time and talent to support individual students. She also supports our staff by providing meals, treats, and positive feedback.

School Culture and Climate Strengths

Lindsey Elementary has identified the following strengths:

- All students have an opportunity to be in a leadership role.
- A vast majority of students feel safe at school and are meeting behavior expectations

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Student mobility is expected to increase due to the additional apartment complex and housing development in Lindsey's zone.

Problem Statement 2: More opportunities to involve parents to be plugged into the campus and classroom environment.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At Lindsey Elementary, we've added an additional three classrooms to our campus this year (Kindergarten, 1st grade, and 5th grade). Five new teachers have joined the Lindsey Elementary family this year. Each will collaborate with a fellow staff member who will serve as their Bell Mentor for one to two school years. New teachers will also participate in a new teacher orientation at the beginning of the year, weekly meetings with their mentor, and new to Lindsey teacher meetings with administration throughout the year. All teachers will also collaborate with fellow colleagues each month through the continued use of our vertical action teams.

Lindsey staff participates in professional development on campus based upon the needs identified and will be provided by our own teacher leaders, district/campus instructional coaches, and campus administration.

Staff Quality, Recruitment, and Retention Strengths

Lindsey Elementary identified the following strengths:

- The campus has effective systems in place to support new teachers as evidenced by a high staff retention rate.
- The campus has effective processes in place to obtain data to determine professional development priorities as well as empower teachers to be involved in important school decisions.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Classroom instruction and assessment are the foundational components to student academic success. At Lindsey Elementary these are guided by the TEKS and our district-created curriculum and pacing calendars.

Planning for instruction occurs in a variety of forms at Lindsey Elementary:

- Grade Level Planning Meetings - These collaborative instructional planning meetings are held twice each week and involve grade level teachers, campus instructional coaches, and principals when available. Agendas for these meetings include lesson planning and student assessment review.
- Instructional Coaches- We are fortunate to have two Instructional Coaches this year as a result of a district initiative. These two coaches are shared between two campuses and support in a variety of ways to our classroom teachers. They support with unit/lesson planning, strategic instructional planning, modeling/co-teaching, data review, and lead professional learning.
- Best Practice/Vertical Team Planning Meetings - These meetings provide time for teachers to vertically align instructional practices between grade levels and also learn new strategies they can implement into their classrooms.

Classroom instruction is monitored and supported through both formal and informal means. Data collected through scheduled T-TESS formal observations as well as unscheduled classroom walkthroughs is used to determine the effectiveness of instructional practices and guide professional learning plans for teachers.

Assessment of student learning guides the instruction occurring in classrooms at Lindsey Elementary. Student progress is monitored using the following methods:

- District BOY, MOY, and EOY Assessments for K-2 Students - These include iStation in the areas of Reading and Math assessments.
- Developmental Reading Assessments and Spelling Inventories for K-6 Students.
- District 12-Week Benchmark Assessments for 3-6 Students - These include reading, math, and science assessments.
- District STAAR Simulation Assessments for 3-6 Students - These include released reading, writing, math, and science STAAR tests.
- Progress Monitoring Assessments for K-6 Students - These short assessments are given at two or three week intervals to students receiving Tier 2/3 intervention.
- Classroom Created Assessments for K-6 Students.

Curriculum, Instruction, and Assessment Strengths

Lindsey Elementary has identified the following strengths:

- A collaborative instructional planning process and effective lesson plans that develop through the use of the process.
- The use of current assessment data to drive instructional decisions for students.
- Academic goal-setting and empowering students to take responsibility for their own learning will be a focus during the 2018-19 school year.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: There is a need for more discussion centered on academic goals and student goal setting.

Problem Statement 2: Curriculum documents do not provide in depth ways to differentiate which makes it difficult to develop lesson plans that outline ways to differentiate learning.

Problem Statement 3: The time spent providing purposeful, small group instruction.

Parent and Community Engagement

Parent and Community Engagement Summary

Lindsey Elementary works very hard at creating a family-friendly environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. We begin in early August updating the website for the new school year, including as many dates as possible to help parents plan ahead. Our office, in partnership with the Lindsey PTA, sends out biweekly school newsletters which provide parents with information regarding school news and events. We also send home information with all students via a Tuesday Folder system each week. Graded assignments as well as paper copies of informational fliers are shared with parents this way. Classroom teachers provide information to parents regarding upcoming instructional units and ways to support student learning at home through weekly/biweekly classroom newsletters. Parents in grades 3-6 are also provided electronic access to their students' assignments and grades via the Family Access system. Formal parent/teacher/student conferences are held in the Fall. This year we will also provide daytime conference times to parents through the use of a district wide parent-teacher conference day in October. Our conferences will be scheduled throughout the day and into the evening to afford working parents an opportunity to meet with teachers.

One hundred thirty-three parents responded to our annual survey in the spring of 2018. An analysis of the survey data is included below. The majority of responders indicated positive feelings about the work of school staff.

Parent Survey Data – Spring 2018			
Survey Question	% Agree	% Disagree	% Unknown
As a parent, I feel welcome at Lindsey Elementary.	99%	1%	0%
The atmosphere of the school is positive and affirming for my child.	98%	2%	0%
The school provides a variety of opportunities for parents to become involved in their child's education.	94%	4%	2%
The school staff cares about my child and recognizes his/her accomplishments.	95%	3%	2%
I feel my child's safety is a priority for the Lindsey staff.	95%	1%	4%
The students are encouraged to show appreciation and acceptance for peers.	87%	2%	11%
The principal and staff effectively manage student behavior on campus and in the classroom.	82%	5%	13%
I receive information regarding school policies/procedures that directly affect my child or me.	96%	2%	2%
I receive information from the school regarding activities and events.	99%	1%	0%
The staff returns phone calls and/or emails in a timely manner.	94%	3%	3%
My child's teachers are available and willing to discuss any concerns I may have.	95%	4%	1%
I am regularly informed by the Lindsey staff about my child's school work and academic progress.	94%	5%	1%
Teachers provide me with suggestions concerning how I can help my child at home.	86%	9%	5%

Teachers and principals at Lindsey have high expectations regarding my child's academic achievement and learning is a top priority.	91%	4%	5%
I support the type and amount of homework my child is regularly assigned.	89%	7%	4%
Lindsey's intervention program which includes Round Up and before or after-school tutoring has benefited my child.	51%	5%	44%
Without going beyond grade-level curriculum, teachers provide academic enrichment during times when my child demonstrates mastery of skills being taught.	72%	8%	20%
The principal and assistant principal provide effective leadership for the school.	89%	1%	9%
The principal and assistant principal are available and willing to discuss any concerns I may have.	84%	1%	15%
The principal and assistant are often visible at the school and school events.	97%	1%	2%
If I could grade our experience at Lindsey Elementary this year, I would give the grade of:	A: 81%	B: 15%	C: 4%

Lindsey hosted multiple family events throughout the 2017-18 school year. The purpose of events ranged from parent education to family fun. All events were well-attended.

Parent and Community Engagement Strengths

Lindsey Elementary considers the following as strengths in the area of Family and Community Involvement:

- Parents feel welcome at our school and indicate that we provide a positive, nurturing environment for their children.
- Parents believe that communication is effective, timely, and helpful.
- Parents support school fundraising efforts to purchase additional items that enhance the overall educational experience for students.
- Lindsey encourages fathers to be involved at school through our Watch DOGS program.
- In collaboration with the Lindsey PTA, a process to involve parents in planning, implementing, and evaluating family involvement activities is in place.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is a need to provide more of a streamlined process for communication of school and PTA news.

Problem Statement 2: An increased focus on ways for parents to support students' academic, personal, and social growth at home.

Problem Statement 3: The majority of families do not have enough information to determine if the Roundup intervention/enrichment block and tutoring is beneficial to their child.

School Context and Organization

School Context and Organization Summary

Parents, teachers, and students at Lindsey Elementary take pride in our school and our reputation of a campus who is welcoming, supportive, and successful. The perception is that when you walk into the building you immediately notice the positive atmosphere and feel safe. There are high expectations for quality instruction and building leadership skills in all students. We strive to maintain a focus on student needs and base all decisions are what is best for children. Lindsey staff works hard to protect teacher's instructional time as well as their twice weekly collaborative planning meetings.

School Context and Organization Strengths

Lindsey Elementary has identified the following strengths:

- Ensuring structures are in place to support a focus on academic growth and support.
- Staff members are involved in the school planning and decision making process.
- Teachers are provided two days of protected planning time with their team members.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Increase methods used to measure student academic progress.

Technology

Technology Summary

Lindsey Elementary has a mission to provide a collaborative environment in which technology and instruction are integrated throughout the school and community. Our mission is based on the belief that students must be empowered with skills, knowledge and access to tools necessary to become life-long learners in an information-based, technology oriented society.

Lindsey Elementary ensures that students have access to 21st century technology. Lindsey has two computer labs with additional computers in the library. Each K-3rd classroom has five iPads and five laptops. Fourth grade classrooms have their own personal iPad cart and 5th/6th grades have two carts that are reserved through the campus calendar. Three laptop carts are available for all grade levels to check out. Every classroom at Lindsey is equipped with Smart Board technology.

Lindsey Elementary provides training to teachers and students so they are equipped to implement appropriate strategies for accessing, acquiring and organizing information, as well as, to create, publish and present information in various formats. Lindsey Elementary also provides their students with hands on experiences, such as, operating their own television studio. Lindsey also integrates technology into student learning through Tech Camp at the beginning of the school year. This camp focuses on digital citizenship, password usage, technology care and online resources.

Lindsey Elementary is at the forefront when it comes to empowering students with technology. However, with all of the technology that we do possess on campus, we do find that connectivity is slow. Aside from having this ongoing issue, our staff works together to make sure the students find ways around this weakness. If laptops are logging on slow, we make sure they are provided with a desktop in either of the computer labs.

Finally, the staff at Lindsey Elementary works diligently to make sure the students have the tools to succeed and are up to date with the current developments in technology.

Technology Strengths

Lindsey Elementary has identified the following strengths:

- With the # of student laptops not working in 2017-18, we received 4 new laptop carts to replace laptops. We received a total of 120 new Chromebooks to replace the old ones.
- Two full computer labs are available for students with additional computers in the library.
- Teachers have a good understanding of the benefits of integration and support classroom use.
- At the beginning of the year, 1st-6th grade students go through an extensive training known as Tech Day which focuses on Digital Citizenship, password usage, and how to take care of our technology.

Problem Statements Identifying Technology Needs

Problem Statement 1: We do not have good access to the network in order to use devices as a part of classroom instruction.

Problem Statement 2: Ipads are not readily available to utilize in the classroom.

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

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data

- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- 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
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- 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
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 1: Lindsey Elementary will maintain or increase the overall 3rd-6th grade STAAR percentage of students meeting and exceeding progress and achieving "Master Grade Level" performance during the 2018-19 school year.

Evaluation Data Source(s) 1: 2018-19 STAAR Results

Summative Evaluation 1:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Provide supplemental learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.	AIM teacher	Local Assessment Data STAAR Mastery %				
Funding Sources: Gifted/Talented - 68000.00						
2) Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement.	ELL Facilitator	Increase in language proficiency scores STAAR Progress Measure				
Funding Sources: ESL - 1500.00						
3) Provide supplemental learning experiences and services through before/after school tutoring for identified at-risk students promoting academic achievement progressing towards high school graduation.	Classroom Teachers, SSI Teachers, Sped Teacher, Dyslexia Therapy Teacher					
Funding Sources: School Excellence Initiative - 11900.00						
4) Provide supplemental learning experiences and services for special education students to support individual learning needs.	Special Ed. staff Administration	Progress on IEP goals STAAR Progress Measure				
Funding Sources: Special Education - 344000.00						
5) Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.						
Funding Sources: Comp Ed - 168000.00						
6) Provide targeted, small group instruction during the classroom instructional block and during Roundup.	Teachers I. Coaches Administrators	Increase in % of students showing progress				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 2: The student achievement gap on STAAR will be no larger than 10% between all student groups.

Evaluation Data Source(s) 2: 2018-19 STAAR Results of Performance by Student Group

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) During data meetings, specifically review student group trends and focus on research based, best practice instructional strategies to support specific groups.	Classroom teachers SSI staff CIS Administrators					
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 3: Lindsey Elementary will maintain or increase the percentage of Kindergarten, 1st, and 2nd grade students performing on grade level in the area of Reading and Math.

Evaluation Data Source(s) 3: 2018-19 EOY Developmental Reading Assessment Results, EOY Kindergarten and 1st grade mClass Scores, EOY 2nd grade District Math Assessment Scores

Summative Evaluation 3:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Provide effective, differentiated Reading and Math instruction daily to all K-2 students.	Classroom Teachers, Instructional Coaches, Administration	Weekly lesson plans # of students reading on grade level # of students meeting district expectation on MClass				
2) Collaboration between teachers and ELA/S. Studies and Math/Science Instructional Coaches.	I. Coaches Teachers	Increased percentage of students mastering expectation on GL TEKS.				
3) Provide targeted, small group instruction during the classroom instructional block and during Roundup.	Classroom Teachers SSI Staff CIS Administrators	Increase of % of K-2 students meeting EOY grade level expectations on district assessments				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 4: Lindsey Elementary will provide effective, targeted intervention and enrichment to ensure student learning is meaningful and meeting the needs of individual students.

Evaluation Data Source(s) 4: Student TIER movement throughout the year
 2018-19 EOY K-2 Assessment
 2018-19 STAAR Results

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Provide dedicated time for teachers to collaborate and plan for intervention and enrichment on district and campus staff development days.	Classroom Teachers, SSI Teacher, Instructional Coaches, ELL Facilitator, AIM Teacher, Sped Teachers, Administration	Well-designed Intervention and Enrichment lessons Assessment results (iStation, DRA, MClass, Unit Assessments, Benchmarks, STAAR)				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Promote and nurture collaborative relationships essential for successful students and school.

Performance Objective 1: Lindsey Elementary will focus on ways to communicate the benefit of having a built in Roundup block in the master schedule.

Evaluation Data Source(s) 1: Parent Survey
 Quarterly check in's with families

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Communicate through the use of District Parent Notification Letters and Progress Monitoring reports.	SSI Classroom Teachers CIS	Increased communication regarding student intervention progress.				
2) Include a "Did You Know" communication piece regarding Roundup in the campus newsletter that goes out to families.	Administration SSI CIS	Increase of parent understanding of Roundup through the End of Year Parent Survey.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						










Goal 2: Promote and nurture collaborative relationships essential for successful students and school.

Performance Objective 2: Lindsey Elementary will continue to implement The Leader in Me: Aligning Academics (Student Leadership notebooks) and Empowering Instruction process during the 2018-19 school year.

Evaluation Data Source(s) 2: Grade Level Goals displayed through the use of a visual scoreboard

Leadership Notebooks
Goal Setting conference notes

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Provide professional development in the implementation of Leader in Me: Aligning Academics and Empowering Instruction.	Lighthouse Team Administration	Grade-level Goals Student-led Goals Goal setting conferences				
	Funding Sources: Local Funds - 5500.00					
2) Organize and implement Sharpen the Saw Clubs during the school day 6 X's per year. Students will have the opportunity to select clubs of personal interest. All staff will participate in facilitating.	Counselor will lead Lighthouse Team All Staff	Student centered opportunities that provide creative outlets, problem solving, collaboration, etc.				
	Funding Sources: Local Funds - 1000.00					
3) Highlight students on morning announcements and Twitter to celebrate and showcase student- leadership notebooks.	Classroom Teachers Administrators Library Media Specialist	Celebrate and showcase successes in leadership				
	 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 3: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff.

Performance Objective 1: Lindsey Elementary will develop and utilize efficient, effective processes to support classroom instruction and overall school operations.

Evaluation Data Source(s) 1: EOY Staff Survey results
EOY Review of Student Achievement Data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Develop a master schedule that provides large blocks of uninterrupted instructional time, built in intervention/enrichment, and meets requirements regarding instructional and physical activity minutes.	Administration Instructional Leadership Team	Master Schedule Meet requirements				
2) Protect two conference periods per week for teachers to collaboratively plan for instruction.	Administration	Lindsey Calendar				
3) Administrators will provide job embedded staff development, instructional resources, and both informal/formal feedback that impacts classroom instruction.	Administration	Collaboration between Administration and Grade Level Teams				
4) Provide training on the Standard Response Protocol to staff and implement the District Go Bags across campus.	Administration	Awareness of Safety and Emergency Procedures				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Campus Funding Summary

School Excellence Initiative					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$11,900.00
Sub-Total					\$11,900.00
Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Supplemental Staff and Resources		\$168,000.00
Sub-Total					\$168,000.00
Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$5,500.00
2	2	2			\$1,000.00
Sub-Total					\$6,500.00
Gifted/Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental Resources and Support Staff		\$68,000.00
Sub-Total					\$68,000.00
ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplemental Resources		\$1,500.00
Sub-Total					\$1,500.00
Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$344,000.00
Sub-Total					\$344,000.00
Grand Total					\$599,900.00

Addendums

FND	T	FC	OBJ	SO	ORG	F	PI	FC	OBJ	2016-17		2016-17	Encumbered	Unencumbered	2016-17	
										Original Budge	Revised Budget					FYTD Activity
199	E	11	6112	00	118	0	24	000	INST							
												405.00		-405.00		
199	E	11	6117	00	118	0	24	SEI	INST			7,920.00		7,920.00		
199	E	11	6119	00	118	0	24	000	INST	PROFESSIONAL PERSONNEL	171,493.00	171,493.00	95,274.92	76,218.08	55.56	
199	E	11	6141	00	118	0	24	000	INST	SOCIAL SECURITY/MEDICARE	2,488.00	2,488.00	1,352.00	1,136.00	54.34	
199	E	11	6142	00	118	0	24	000	INST	GROUP HEALTH & LIFE INSURANCE	18.00	18.00	1,821.48	-1,803.48	10,119.33	
199	E	11	6143	00	118	0	24	000	INST	WORKER'S COMPENSATION	514.00	514.00	370.14	143.86	72.01	
199	E	11	6144	00	118	0	24	000	INST	TRS ON-BEHALF	11,310.00	11,310.00	6,901.97	4,408.03	61.03	
199	E	11	6146	00	118	0	24	000	INST	TEACHER RETIREMENT/TRS CARE	5,127.00	5,127.00	3,166.52	1,960.48	61.76	
			11	61--				118	INST		190,950.00	198,870.00	109,292.03	89,577.97	54.96	
199	E	11	6399	00	118	0	24	000	INST	GENERAL SUPPLIES	400.00	400.00	190.23	209.77	47.56	
			11	63--				118	INST		400.00	400.00	190.23	209.77	47.56	
			11	----				118	INST		191,350.00	199,270.00	109,482.26	89,787.74	54.94	
			--	----				118	*LINDSEY ELEM.		191,350.00	199,270.00	109,482.26	89,787.74	54.94	

FND	T	FC	OBJ	SO	ORG	F	PI	FC	OBJ	2016-17		2016-17	Encumbered	Unencumbered	2016-17	
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199	E	11	6142	00	118	0	24	000	INST	GROUP HEALTH & LIFE INSURANCE	18.00	18.00	1,821.48	-1,803.48	10,119.33	
199	E	11	6143	00	118	0	24	000	INST	WORKER'S COMPENSATION	514.00	514.00	370.14	143.86	72.01	
199	E	11	6144	00	118	0	24	000	INST	TRS ON-BEHALF	11,310.00	11,310.00	6,901.97	4,408.03	61.03	
199	E	11	6146	00	118	0	24	000	INST	TEACHER RETIREMENT/TRS CARE	5,127.00	5,127.00	3,166.52	1,960.48	61.76	
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			11	63--				118	INST		400.00	400.00	190.23	209.77	47.56	
			11	----				118	INST		191,350.00	199,270.00	109,482.26	89,787.74	54.94	
			--	----				118	*LINDSEY ELEM.		191,350.00	199,270.00	109,482.26	89,787.74	54.94	