

Allen Independent School District

Lois Lindsey Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Postsecondary Readiness



Board Approval Date: September 23, 2019

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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lindsey Elementary is a seven-year old, Kindergarten-Sixth grade campus in Allen ISD that is located in McKinney, Texas. Beginning the 2019-20 school year, student enrollment data indicates we have 800 students enrolled at Lindsey Elementary. All Lindsey students are McKinney residents. The chart below shows the distribution of current Lindsey students by grade level, ethnicity, and various student groups.

Student Profile Data 2019-20					
Total Population		Ethnic Breakdown		Student Group Distribution	
Grade Level	# of Students	Ethnicity	% of Students	Student Groups	% of Students
Kindergarten	117	African American	17%	Economically Disadvantaged We will review again once we have snapshot data-10/31)	22%
1 st Grade	123	Asian	31%	At-Risk	20%
2 nd Grade	129	Hispanic	11%	EL	7%
3 rd Grade	119	American Indian	0.40%	Special Education	12%
4 th Grade	94	White	34%	Gifted/Talented	7%
5 th Grade	106	Two or More Races	7%		
6 th Grade	112				
Total	800				

Lindsey Elementary's student mobility rate was 11% for 2018-2019. The campus is in a developing neighborhood, and includes six apartment complexes and a seventh under construction all within the city of McKinney. Additionally, there is a housing development under construction. The six apartment complexes that lie within our attendance boundaries make up a total of 240 students which is approximately 30% of our student body. Last year our overall campus attendance rate was 97%.

This year we've added three additional classrooms to our campus (2nd grade, 3rd grade, and 6th grade). We've also added additional staffing to support in the areas of Dyslexia Therapy, ESL, and Speech. Our new teachers that have joined the Lindsey Elementary family this year will each collaborate with a fellow staff member who will serve as their Bell Mentor/Buddy. Our new teachers also participate in a new teacher orientation at the beginning of the year,

and weekly meetings with their mentor/buddy.

Demographics Strengths

- Lindsey has a very diverse population that is embraced by our staff, students, and community. We have over 27 different languages that are spoken by Lindsey students.
- With the increase in our student population, additional support staff in the area of Dyslexia Therapy, Speech, and English Language Learners was allotted to meet the needs of our growing special area populations.
- Student attendance is promoted campus wide through The Leader in Me program that emphasizes being proactive and putting first things first. This promotes student ownership of their attendance.
- All staff are highly qualified and certified for the area in which they are working.
- 36% of staff are experienced educators with 11-20 years of service.

Problem Statements Identifying Demographics Needs

Problem Statement 1: In three years, Lindsey has seen a significant change in our demographics, resulting in a need for teachers to be provided with additional training in both academic and social strategies.

Problem Statement 2: In 1st-6th grade, we have 115 new students to Lindsey that we must review previous data to have a good understanding of where they are coming in academically and behaviorally.

Student Academic Achievement

Student Academic Achievement Summary

Student learning is the heart of Lindsey Elementary's core business and improving student achievement continues to be a top priority. For the 2018-2019 school year, Lindsey Elementary received an overall A letter grade on the Texas Education Agency Accountability Rating. The scores for each area are outlined below:

- Overall: 91
- Student Achievement: 93
- School Progress: 84
- Closing the Gaps: 85

Lindsey Elementary also earned STAAR Distinction Designations in the areas of Academic Achievement in ELA/Reading, Academic Achievement in Science, and Postsecondary Readiness.

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	2018-19 ISIP Assessment Portion	% of Tier 1 Students at EOY - Campus	% of Tier 1 Students at EOY - District
Kindergarten	Overall Reading	62%	72%
1 st Grade	Overall Reading	67%	77%
2 nd Grade	Overall Reading	85%	81%

All students in Kindergarten are formally assessed in the area of math three times per year using iStation. All students in 1st grade are formally assessed twice a year using iStation and once at the end of the year using a district-developed assessment measuring student understanding of all math TEKS for the grade level. All students in 2nd grade are formally assessed three times per year using a district-developed assessment measuring student understanding of all math TEKS for the grade level. **Campus and district comparison data is provided below.** The "Overall Math" score provides an average of students

meeting district expectations for each of the assessed TEKS.

Grade Level	2018-19 Math Assessment Section	% of Students Meeting EOY Expectations - Campus	% of Students Meeting EOY Expectations - District
Kindergarten	Overall Math	94%	96%
1 st Grade	Overall Math	94%	95%
2 nd Grade	Overall Math	98%	95%

Grades 3-6

Student achievement in grades 3-6 is measured by STAAR. **Campus and district summary comparison data from 2019 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 2019. The 5th grade Science assessment exceeded the district percentages at all levels.

2019 STAAR Reading Test Performance Summary						
Grade Level	Campus			District		
	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters
3 rd Grade	96%	71%	54%	90%	67%	49%
4 th Grade	92%	60%	41%	89%	66%	43%
5 th Grade	93%	74%	51%	92%	78%	56%
6 th Grade	89%	66%	45%	89%	64%	41%

2019 STAAR Math Test Performance Summary						
Grade Level	Campus			District		
	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters
3 rd Grade	96%	67%	49%	92%	72%	46%
4 th Grade	90%	54%	44%	90%	70%	53%
5 th Grade	97%	83%	64%	95%	82%	67%
6 th Grade	93%	76%	50%	95%	83%	59%

2019 STAAR Writing Test						
Grade Level	Campus			District		
	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters
4 th Grade	87%	65%	25%	82%	65%	28%

2019 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 2019 STAAR performance data was compared to prior year's performance as well and is provided below.

STAAR Reading Test						
Grade Level	2019		2018		2017	
	% Passing/Approaches	% Advanced/Masters	% Passing	% Advanced	% Passing	% Advanced
3 rd Grade	96%	54%	94%	47%	93%	61%
4 th Grade	92%	41%	87%	46%	91%	45%
5 th Grade	93%	51%	95%	52%	92%	64%
6 th Grade	89%	45%	89%	47%	95%	46%

STAAR Math Test						
Grade Level	2019		2018		2017	
	% Passing/Approaches	% Advanced/Masters	% Passing	% Advanced	% Passing	% Advanced
3 rd Grade	96%	49%	93%	37%	93%	62%
4 th Grade	90%	44%	91%	54%	95%	59%
5 th Grade	97%	64%	95%	58%	96%	64%
6 th Grade	93%	45%	98%	60%	98%	60%

STAAR Writing						
Grade Level	2019		2018		2017	
	% Passing/Approaches	% Advanced/Masters	% Passing	% Advanced	% Passing	% Advanced
4 th Grade	85%	13%	87%	25%	86%	21%

STAAR Science Test						
Grade Level	2019		2018		2017	
	% Passing/Approaches	% Advanced/Masters	% Passing	% Advanced	% Passing	% Advanced

STAAR Science Test						
5 th Grade	91%	54%	94%	42%	90%	26%

Student group STAAR performance summary data from 2019 was analyzed and compared to campus data from 2017 and 2018 as well as to 2019 district averages.

Student Group Comparison Summary – STAAR Reading												
Student Group	2019			2018			2017			District 2019		
	% Approach	% Met	% Master	% Approach	% Met	% Master	% Approach	% Met	% Master	% Approach	% Met	% Master
African American	83%	50%	31%	75%	46%	24%	81%	46%	35%	80%	50%	28%
Asian	97%	85%	66%	98%	89%	67%	99%	93%	70%	96%	83%	66%
Hispanic	94%	48%	30%	97%	55%	34%	93%	71%	53%	82%	53%	31%
Economically Disadvantaged	67%	44%	5%	79%	41%	24%	75%	49%	27%	72%	41%	19%
White	92%	68%	48%	93%	74%	51%	93%	76%	53%	91%	69%	46%
SpEd	69%	31%	16%	65%	27%	13%	70%	43%	21%	60%	28%	16%

Student Group Comparison Summary – STAAR Math												
Student Group	2019			2018			2017			District 2019		
	% Approach	% Met	% Master	% Approach	% Met	% Master	% Approach	% Met	% Master	% Approach	% Met	% Master
African American	83%	48%	29%	86%	49%	19%	81%	61%	35%	83%	55%	31%
Asian	97%	91%	78%	100%	94%	74%	100%	97%	87%	98%	92%	80%
Hispanic	94%	54%	15%	95%	82%	53%	95%	76%	66%	89%	64%	37%
Economically Disadvantaged	78%	56%	30%	87%	50%	26%	76%	52%	39%	87%	61%	35%
White	95%	77%	54%	97%	82%	50%	98%	84%	57%	94%	78%	55%
SpEd	69%	35%	16%	68%	30%	14%	78%	40%	20%	67%	37%	22%

Student Group Comparison Summary – STAAR Writing													
Student Group	2019			2018			2017			District 2019			
	% Approach	% Met	% Master	% Approach	% Met	% Master	% Approach	% Met	% Master	% Passing	% Advanced	% Approach	% Met
African American	70%	35%	5%	70%	40%	10%	68%	11%	68%	11%	68%	39%	11%
Asian	92%	67%	33%	100%	97%	45%	100%	45%	94%	77%	94%	77%	45%

Hispanic	92%	25%	0%	88%	50%	0%	64%	0%	77%	47%	15%
Economically Disadvantaged	63%	26%	3%	79%	37%	0%	54%	13%	65%	32%	12%
White	84%	55%	7%	84%	59%	23%	68%	19%	83%	56%	9%
SpEd	64%	29%	14%	42%	8%	0%	40%	10%	49%	25%	6%

Student Group Comparison Summary – STAAR Science												
Student Group	2019			2018			2017			District 2019		
	% Approach	% Met	% Master	% Approach	% Met	% Master	% Approach	% Met	% Master	% Approach	% Met	% Master
African American	82%	64%	36%	86%	55%	23%	70%	40%	10%	77%	44%	14%
Asian	100%	90%	79%	100%	90%	55%	100%	97%	45%	97%	87%	63%
Hispanic	89%	44%	22%	79%	79%	29%	88%	50%	0%	77%	51%	25%
Economically Disadvantaged	79%	46%	38%	77%	59%	0%	79%	37%	0%	75%	45%	20%
White	91%	79%	50%	100%	77%	42%	84%	59%	23%	92%	73%	44%
SpEd	55%	36%	0%	70%	40%	20%	42%	8%	0%	53%	25%	2%

Student Academic Achievement Strengths

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

- Lindsey earned an overall A letter grade and received three Distinction Designations in the areas of Academic Achievement in ELA/Reading, Academic Achievement in Science, and Postsecondary Readiness.

- Lindsey scored Quartile 1 (top 25%) in the area of ELA/Reading Masters Grade Level in 3rd grade, 4th grade, and 6th grade.
- A significant increase in 3rd grade Math occurred from 2018 Quartile 3 to Quartile 1 in 2019.
- Students who consistently attended the Student Success Initiative program showed growth.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Lindsey has not received a distinction in the area of Math two years in a row.

Problem Statement 2: Lindsey did not receive a distinction in Top 25%: Comparative Academic Growth.

Problem Statement 3: Current 5th graders scored in Quartile 3 in the area of Math over the past two years.

School Processes & Programs

School Processes & Programs Summary

At Lindsey Elementary, we've added six additional classrooms to our campus over the past two years. This year, we've added three of those to our campus (2nd grade, 3rd grade, and 6th grade). Two first year teachers have joined the Lindsey Elementary family this year. Each will collaborate with a fellow staff member who will serve as their Bell Mentor. New teachers will also participate in a new teacher orientation at the beginning of the year, and weekly meetings with their mentor. 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.

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. Agendas for these meetings include lesson planning, student assessment review, and information/professional development from instructional coaches to support best practices. The Special Education and Intervention/Enrichment support staff work diligently to collaborate with general education teachers through this planning process to provide differentiated rigorous lessons and support that align with classroom objectives and align with TEKS.
- **Instructional Coaches**- The Allen ISD coaching initiative shares coaches between two campuses. At Lindsey, Instructional Coaches focus their efforts on supporting teachers in implementing rigorous differentiated lessons, modeling the workshop model in math and science per district initiative, and supporting the use of written and verbal justification of thinking in all content areas. Coaches also support with unit/lesson planning through the backward design process, strategic instructional planning, writing assessments, 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.

This year we will include Strategic Planning Meetings - These planning sessions provide time for grade-level teachers, intervention staff, and principals to analyze recent student achievement data and map out instructional support strategies for at-risk learners. These meetings will be held multiple times throughout the year. Intervention staff will follow up with teachers and support them in implementation of best practice decisions resulting from these meetings.

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.

Discipline data reports from the 2018-2019 school year show a total of 59 discipline referrals, which included 34 students.

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. We just went through much needed campus wide refresh. During the summer of 2019, AISD's technology department removed all technology from Lindsey and replaced it with the latest technology available to our district. This included a 1:1 pilot initiative where every student receives a 2-in-1 Chromebook tablet checked out to the individual students! Teachers are receiving new Smartboard Technology, Doc Cameras, Polycom Phone system, Fully functional Television studio with Cameras and Switcher, and Digital Fax and PaperCut copiers were introduced.

School Processes & Programs Strengths

- We provide job-embedded staff development and support teachers in a variety of ways.
- We have two campus Campus Instructional Specialists that support teachers in their knowledge of curriculum, instruction, and assessment.
- Through the District Technology Refresh, our campus is 1:1. Every student has their own 2-in-1 chromebook device.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: In the past two years, we have not consistently provided opportunities for Vertical Teaming.

Perceptions

Perceptions 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 are providing a face-to-face Curriculum Night in the Fall and 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.

Our focus here at Lindsey 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.

Perceptions 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 Perceptions Needs

Problem Statement 1: We do not have a systematic campus-wide behavior plan and current policies and procedures are reactive rather than proactive.

Problem Statement 2: There has been a significant increase in students who lack social emotional awareness and wellness.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Student Data: 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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


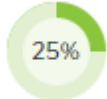




Goals

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 increase the % of students showing expected or accelerated growth on the 4th-6th grade STAAR assessments.

Evaluation Data Source(s) 1:

Summative Evaluation 1:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Provide targeted, small group instruction during the classroom instructional block and during Roundup (Intervention/Enrichment).	Teachers I. Coaches SSI Administrators	Increase in % of students showing progress				
2) Provide professional development opportunities on differentiation during Best Practice Wednesday meetings, Professional Development Days, and planning meetings with the Instructional Coaches.	Administrators Instructional Coaches AIM Teacher	% of students showing progress Increase in % of students scoring Masters on the STAAR assessment				
 = Accomplished  = Continue/Modify  = 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: Lindsey Elementary will increase the % of students achieving Mastery performance in the area of Math during the 2019-2020 school year.

Evaluation Data Source(s) 2: iStation Math (Kinder)
 EOY District Assessment (1st & 2nd)
 STAAR (3rd-6th)

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Provide resources for rigorous questioning and problem solving for classroom teachers to utilize regularly.	Instructional Coaches Administrators	Increase in higher level questioning				
 = Accomplished  = Continue/Modify  = 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 use K-6 assessment data to inform instructional decision making for core instruction, and targeted intervention/enrichment to increase overall academic achievement of all students.

Evaluation Data Source(s) 3:

Summative Evaluation 3:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Lindsey Elementary support teachers in disseminating data through AWARE to inform instruction in core academic teaching, as well as intervention and enrichment.	Instructional Coaches Campus Intervention Specialist Administration	Teachers will utilize data more frequently to determine areas of strength and weaknesses to inform instruction and support the growth of individual students.				
2) Extended planning time will be provided quarterly to allow teachers to review and disaggregate data and plan for effective instruction.	Administration Classroom Teachers Campus Intervention Specialist SSI Teacher Instructional Coaches	Thorough and more rigorous planning to meet the varied needs of students and promote increased achievement.				
3) Teachers will track and maintain data of individual students to provide evidence of learning.		Evidence of accommodations being met Ongoing data of individual students				
= Accomplished = Continue/Modify = 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 support and resources to improve achievement of students served in special programs.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

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 - 74000.00					
2) Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement.	EL Facilitator	Increase in language proficiency scores STAAR Progress Measure				
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/Aides, Sped Teachers, Dyslexia Therapy Teachers					
	Funding Sources: School Excellence Initiative - 14000.00					
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 - 388000.00					
5) Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.	SSI Campus Intervention Specialist Administration	Increase in student progress				
	Funding Sources: Comp Ed - 179000.00					

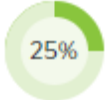






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
6) Provide extended planning time to allow teachers to plan purposeful intervention and enrichment.	Administrators					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

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

Performance Objective 1: Lindsey Elementary students will demonstrate self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Evaluation Data Source(s) 1: Discipline referrals
Staff Survey

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Staff will incorporate the Second Step curriculum and dedicate a minimum of 20 minutes per week providing lessons within the classroom.	Teachers Counselor Administrators	Improve overall classroom culture Decrease in discipline referrals				
2) The Assistant Principal and Counselor will use restorative practice with students to encourage empathy and kindness towards others.	AP Counselor					
3) Provide professional learning opportunities to staff throughout the year to develop a common language and strengthen a deeper understanding of Social Emotional Learning.	Counselor Administration					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

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

Performance Objective 2: Lindsey Elementary will create a strong campus climate by promoting and nurturing collaborative relationships and developing a system of campus-wide supports for students and staff.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

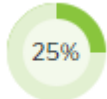




Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Teachers that are new to Lindsey will meet with the Lead Bell Mentor and Administration quarterly.	Lead Bell Mentor Administration					
2) Administration will collaborate with Sunshine Committee and PTA to plan monthly themed celebrations.	Sunshine Committee Administrators PTA					
3) Provide professional development opportunities that focus on strategies to support students with attention and focus concerns, and additional strategies for working with students who are exhibiting negative behaviors.	District Behavior Support Team Administration					
= Accomplished = Continue/Modify = 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 teachers will plan and execute lessons that cause students to utilize technology in meaningful ways.

Evaluation Data Source(s) 1:

Summative Evaluation 1:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) District Technology Instructional Specialists/LMS/Campus Tech will provide professional development opportunities for staff.	District Technology Instructional Specialists, Library Media Specialist, Campus Tech, Administration, Instructional Coaches	Classroom Teachers will become more familiar with devices and instructional tools to support student learning.				
 = Accomplished  = Continue/Modify  = 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 2: Lindsey Elementary will continue to implement The Leader In Me: Aligning Academics with the use of leadership notebooks, with a focus on goal setting.

Evaluation Data Source(s) 2: 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) Designated Leader in Me time will be provided within the Lindsey Master Schedule for each grade level.	Administration Classroom Teachers					
 = Accomplished  = Continue/Modify  = 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 3: Lindsey Elementary will develop and utilize efficient and effective processes to support classroom instruction and overall school operations.

Evaluation Data Source(s) 3: EOY Staff Survey results
EOY Review of Student Achievement Data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Lindsey Elementary will conduct all safety drills using the Standard Response Protocol. We will also conduct a tabletop exercise with all staff members.	Administration					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Campus Funding Summary

School Excellence Initiative					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3			\$14,000.00
Sub-Total					\$14,000.00
Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	5			\$179,000.00
Sub-Total					\$179,000.00
Gifted/Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$74,000.00
Sub-Total					\$74,000.00
Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	4			\$388,000.00
Sub-Total					\$388,000.00
Grand Total					\$655,000.00