

Allen Independent School District
Lois Lindsey Elementary
2022-2023 Campus Improvement Plan



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 nine-year old, Kindergarten-Sixth grade campus in Allen ISD that is located in McKinney, Texas. Reviewing data from the 2022-2023 school year, student enrollment data indicated we have over 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					
Total Population 2021-22		Ethnic Breakdown 2021-2022		Student Group Distribution 2021-22	
Grade Level	# of Students	Ethnicity	% of Students	Student Groups	% of Students
Kindergarten	145	African American	13.8%	Economically Disadvantaged We will review again once we have snapshot data-10/31)	16.11%
1 st Grade	141	Asian	45%	At-Risk	21.5%
2 nd Grade	144	Hispanic	11%	EL	12.91%
3 rd Grade	121	American Indian	0.70%	Special Education	11.81%
4 th Grade	135	White	32.8%	Gifted/Talented	11.37%
5 th Grade	123	Two or More Races	7.7%		
6 th Grade	94				
Total	906				

Lindsey Elementary's student mobility rate was 12.8% for 2019-2020. The campus is in a developing neighborhood, and includes six apartment complexes all within the city of McKinney.

For the 2022-23 year, we are limiting our grade levels to six sections per grade level. Kindergarten through 3rd grade will each have six sections, while 4th-6th grades will each have five sections. 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 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 has been 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, and there is low staff turnover.

- We have a highly experienced staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Over the past four years, Lindsey has seen a significant change in our demographics, resulting in a need for teachers to be provided with additional training in social strategies.

Problem Statement 2: We have a very large campus enrollment compared to other district campuses, with a high mobility rate, resulting in students with academic and behavioral gaps which need to be addressed.

Student Learning

Student Learning Summary

Grades 3-6

Student achievement in grades 3-6 is measured by STAAR. **Campus and district summary comparison data from 2021 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 2021 except 6th grade. The 5th grade Science and 4th grade writing assessment exceeded the district percentages at all levels.

2022 STAAR Reading Test Performance Summary						
Grade Level	Campus			District		
	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters
3 rd Grade	89%	73%	47%	89%	70%	49%
4 th Grade	91%	70%	42%	89%	69%	43%
5 th Grade	96%	80%	66%	92%	75%	56%
6 th Grade	86%	62%	33%	87%	65%	43%

2022 STAAR Math Test Performance Summary						
Grade Level	Campus			District		
	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters
3 rd Grade	87%	69%	98%	86%	65%	40%
4 th Grade	86%	65%	42%	84%	62%	42%
5 th Grade	96%	89%	71%	88%	69%	47%
6 th Grade	91%	72%	37%	92%	71%	44%

2022 STAAR Science Test Performance Summary						
Grade Level	Campus			District		
	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters
5 th Grade	95%	70%	39%	82%	54%	29%

Campus 2022 STAAR performance data was compared to prior year's performance as well and is provided below. As was seen across the state, Lindsey saw a significant decrease in student performance from the 2019 STAAR in 2021. The exception was 4th grade writing, which maintained their passing percentage, and increased their masters level. In 2022 Lindsey saw most numbers return near to, or exceed, 2019 STAAR data. The number of students who mastered is slightly further behind than just the number of students who met the

approaches level.

STAAR Reading Test								
Grade Level	2022		2021		2019		2018	
	% Passing/Approaches	% Advanced/Masters	% Passing/Approaches	% Advanced/Masters	% Passing	% Advanced	% Passing	% Advanced
3 rd Grade	89%	47%	80%	27%	96%	54%	94%	47%
4 th Grade	91%	42%	84%	35%	92%	41%	87%	46%
5 th Grade	96%	66%	82%	33%	93%	51%	95%	52%
6 th Grade	86%	33%	68%	20%	89%	45%	89%	47%

STAAR Math Test								
Grade Level	2022		2021		2019		2018	
	% Passing/Approaches	% Advanced/Masters	% Passing/Approaches	% Advanced/Masters	% Passing	% Advanced	% Passing	% Advanced
3 rd Grade	87%	38%	79%	36%	96%	49%	93%	37%
4 th Grade	86%	42%	84%	44%	90%	44%	91%	54%
5 th Grade	96%	71%	90%	56%	97%	64%	95%	58%
6 th Grade	91%	37%	82%	41%	93%	45%	98%	60%

STAAR Science Test								
Grade Level	2022		2021		2019		2018	
	% Passing/Approaches	% Advanced/Masters	% Passing/Approaches	% Advanced/Masters	% Passing	% Advanced	% Passing	% Advanced
5 th Grade	95%	39%	85%	26%	91%	54%	94%	42%

House Bill 3 Early Childhood Literacy and Math Proficiency

As part of HB3 requirements, the district worked to set 5-year goals for Early Childhood Literacy and Math Proficiency. The overall goal in each area addresses increasing the performance of 3rd-grade students at the Meets Grade Level performance level, as research has shown grade 3 to be a critical predictor of student success in later years. As a part of this work, data sets from district screening in grade Pre-K - 2nd grade were also reviewed and revealed that students struggling with Math and Reading in these early years are frequently the same students struggling when they each third grade. As a result, progress monitoring throughout these earlier grades and within students groups is a part of the HB3 requirement, as literacy and math proficiency in these early years establishes a solid foundation for success. Progress monitoring goals in grades Pre-K - 2nd grade will help us to identify and close gaps in students' foundational literacy and math skills early, and thereby increase successful attainment of Meets Grade Level performance on the 3rd grade Reading and Math STAAR assessment. These progress monitoring goals will also be set for each student group, therefore providing the opportunity to monitor and adjust instruction

to meet the needs of all learners. The implementation of the mCLASS reading diagnostic assessment in grades Kindergarten - 2nd grade and the NWEA MAP Growth assessment will provide essential data for teachers, three times throughout the year. (NWEA MAP Growth is also being implemented in grades 3 - 6 in Math, Reading, and Science.) The ability to utilize the same screening tool across multiple grade levels will provide more comparable data from year to year in order to accurately track both student growth as well as student strengths and weaknesses.

Student Learning Strengths

- K-3 Math MAP data is above the national norm.
- K-2 mClass shows that Lindsey is performing at, or above, the district.
- 4th grade writing maintained their scores, even after the disruption from COVID.
- Small group instruction occurred consistently across grade levels to close the gaps that were created within Covid.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Data indicates that students who perform at a higher level on state assessments have a harder time meeting their expected growth measure year over year.

Problem Statement 2: Data indicates that students who have been identified as SPED have a harder time meeting their expected growth measure year over year.

School Processes & Programs

School Processes & Programs Summary

Lindsey has added several new sections of classes the past few years, but will have a reduction this year due to district limitations on sections per grade level. In 21-22 there were 41 class sections, and in 22-23 there will be 39. One new first year teacher joined the Lindsey Elementary family this year, and five veteran teachers who are new to our campus. The first year teacher will collaborate with a fellow staff member who will serve as their Mentor. New teachers will also participate in a virtual 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.
- **Core SIT (Student Intervention Team)** meets to discuss student and teacher needs to promote achievement. Student learning needs and expected outcomes for achievement are discussed during professional development, grade level planning, Core SIT meetings, data talks, professional learning, and instructional activities. When our students are not making progress or struggling socially or emotionally, we conduct a Student Intervention Team meeting or a review ARD/504 staffing/meeting to make adjustments to help them grow.
- **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 2021-2022 school year show a total of 93 discipline referrals, which included 38 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. 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 received new Smartboard Technology, Doc Cameras, Polycom Phone system, Fully functional Television studio with Cameras and Switcher, and Digital Fax and PaperCut copiers were introduced. For the 2020-2021 school year, our teachers received a teacher mobile device for the 1st time! For the 2021-2022 school year, the district upgraded all of the teacher devices, and will be refreshing the Chromebooks to continue the 1:1 student device program.

School Processes & Programs Strengths

- We have two campus Campus Instructional Coaches 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. Every teacher has a 2-in-1 mobile device as well.
- We have a structured intervention/enrichment times for students embedded into the content times.
- Social Emotional Learning is provided daily by teachers using district curriculum as well as teacher created materials.
- The counselor will do guidance and other lessons with every student once every two weeks.
- Development of instructional leaders on campus and a plan to grow teacher capacity more in the 2022-23 school year during Best Practice Wednesday. Kindergarten-3rd grade, SSI, ESL, and AIM teachers will have all completed the Science of Reading (Reading Academy).
- Teachers now have clear guidance of what steps to follow regarding behavior intervention. (The Behavior Intervention Guide)
- Targeted intervention has been held as a high priority on our campus. Each grade level has organized and implemented an intervention plan to close learning gaps. Teachers are more successfully using testing data to guide intervention.
- SSI has been able to provide the required 30 hours for House Bill 4545 AI Students in 4th-6th in addition to assisting with intervention for Tier 2 and Tier 3 students K-6.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There are struggles with students needing more behavior intervention than what is set in place; especially for students repeating the behavior frequently.

Problem Statement 2: As more instructional needs are having to be addressed in the classroom, teachers need more time to meet and collaborate on important work and decisions about students and instruction.

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 virtual 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

- Our community support is significant, and under normal circumstances this is an area of strength.
- Parents feel our school is “safe and secure”.
- Several opportunities exist for parents to provide feedback on student achievement and performance.
- Overall, teachers feel welcome and supported. Staff and visitors alike can tell there is something special about Lindsey Elementary.
- All students have an opportunity to be in a leadership role.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There has been a significant increase in students who lack social emotional awareness and wellness, resulting in peer conflict and there is a lack of systems in place to address this.

Problem Statement 2: We would like to see more opportunities for staff to share their ideas during professional development and classroom visits.

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 goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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



- Study of best practices
- Action research results

Goals

Goal 1: Allen ISD will cultivate a culture of excellence.

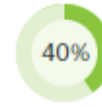
Performance Objective 1: Lindsey Elementary will create a strong campus climate by promoting and nurturing collaborative relationships with students, staff and the community by developing a system of campus-wide supports.

Evaluation Data Sources: Survey results


Strategy 1 Details	Reviews			
<p>Strategy 1: Lindsey Elementary will encourage and give opportunities for all staff to take ownership of the campus climate and morale.</p> <p>Strategy's Expected Result/Impact: Positive campus morale</p> <p>Staff Responsible for Monitoring: Sunshine Committee Administrators</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Lindsey Elementary will focus on "showcasing" our teachers during our Professional Development throughout the year in order to build capacity in them as instructional leaders.</p> <p>Strategy's Expected Result/Impact: Continued teacher and student growth</p> <p>Staff Responsible for Monitoring: Administration and Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Lindsey Elementary will use multiple modes of communication to promote community wide attendance and active participation in school events.</p> <p>Strategy's Expected Result/Impact: Increase in attendance at events</p>	Formative			Summative
	Sept	Dec	Mar	May


More diverse community relationships
Staff Responsible for Monitoring: Admin
Counselor

ESF Levers:
Lever 3: Positive School Culture



 No Progress

 Accomplished

 Continue/Modify







 Discontinue

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 2: The percentage of Third Grade students that score at Meets Grade Level or above on STAAR Reading will increase from 69.7% to 72.5% by June 2024. In 2022 Lindsey 3rd grade students met the goal for 2024.

HB3 Goal

Evaluation Data Sources: 2021-2024 STAAR Reading Results






Strategy 1 Details	Reviews			
<p>Strategy 1: Classroom teachers will collaborate in Professional Learning Communities (along with the Reading Instructional Coach and/or District Instructional Specialist) to plan intervention/enrichment lessons and effective small group instruction to support best practices and student growth.</p> <p>Strategy's Expected Result/Impact: Increase in % of 3rd grade students scoring Meets or above on STAAR Reading</p> <p>Staff Responsible for Monitoring: Classroom Teachers Special Education Teachers SSI</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Strengthen instructional approaches around identifying gaps in literacy foundational skills and provide intervention to close gaps so that students have a strong foundation in the early grades.</p> <p>Strategy's Expected Result/Impact: Improved student performance in early reading strategies.</p> <p>Staff Responsible for Monitoring: Admin Teachers</p> <p>Funding Sources: - Early Education: State Allotment - \$148,423</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 3: The percentage of Third Grade students that score at Meets Grade Level or above on STAAR Math will increase from 70.71% to 73.5% by June 2024.

HB3 Goal







Evaluation Data Sources: 2021-2024 STAAR Math Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Classroom teachers will collaborate in Professional Learning Communities (along with the Math Instructional Coach and/or District Instructional Specialist) to plan intervention/enrichment lessons and effective small group instruction to support best practices and student growth.</p> <p>Strategy's Expected Result/Impact: 2021-2024 STAAR Reading Results</p> <p>Staff Responsible for Monitoring: Classroom Teachers Special Education Teachers SSI Administration</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: Lindsey Elementary will emphasize the importance of continuing education (military, college, trade school, etc.), post graduation.








Evaluation Data Sources: Verbal and Visual Evidence of student and staff participation

Strategy 1 Details	Reviews			
<p>Strategy 1: The Campus Counselor will plan and facilitate Spirit Days, morning announcements during College and Career Week to increase student engagement and encourage ongoing discussion of post graduate education.</p> <p>Strategy's Expected Result/Impact: Students will be able to identify educational opportunities after graduation</p> <p>Staff Responsible for Monitoring: Counselor All Staff Administration</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Introduce and utilize the Xello program with students in K-6 in order to introduce and explore career options that match student interests.</p> <p>Strategy's Expected Result/Impact: More awareness from students on potential career/training options.</p> <p>Staff Responsible for Monitoring: Admin Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 2: Lindsey Elementary students will demonstrate self-awareness, self-management, social awareness, relationship skills, and responsible decision making.



Evaluation Data Sources: L-Star Coupons
 Shine Time
 Guidance lessons
 Discipline referrals
 Rhithm App








Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will incorporate the Second Step curriculum, Leader in Me Curriculum and the Rhithm App to dedicate a minimum of 15 minutes per day providing SEL lessons within the classroom.</p> <p>Strategy's Expected Result/Impact: Improve overall classroom culture Decrease in discipline referrals</p> <p>Staff Responsible for Monitoring: Teachers Counselor Staff Lighthouse Team Administrators</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: All staff will use reflective questioning with students to encourage empathy and kindness towards others.</p> <p>Strategy's Expected Result/Impact: Decrease in repeated behavior resulting in fewer discipline referrals</p> <p>Staff Responsible for Monitoring: All staff Admin</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide opportunities to staff throughout the year to develop a common language and strengthen a deeper understanding of Social Emotional Learning.</p> <p>Strategy's Expected Result/Impact: Stronger relationships between staff, staff and students, and between students</p> <p>Staff Responsible for Monitoring: Counselor Administration</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Allen ISD will empower students as learners and focus on individual growth.

Performance Objective 1: Lindsey Elementary will provide support and resources to improve achievement of students served in special programs.

Evaluation Data Sources: IEP data
 TELPAS Language Proficiency Scores
 MAP
 mClass
 District Assessments
 SSI Documentation
 STAAR



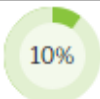




Strategy 1 Details	Reviews			
<p>Strategy 1: Provide supplemental learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.</p> <p>Strategy's Expected Result/Impact: Local Assessment Data STAAR Mastery %</p> <p>Staff Responsible for Monitoring: AIM teacher</p> <p>Funding Sources: - GT Allotment - \$75,180</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement.</p> <p>Strategy's Expected Result/Impact: Increase in language proficiency scores STAAR Progress Measure</p> <p>Staff Responsible for Monitoring: EL Facilitator</p> <p>Funding Sources: - Bilingual/ESL: State Special Allotment - \$200</p>	Formative			Summative
	Sept	Dec	Mar	May
				

Strategy 3 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Close gaps resulting in student growth</p> <p>Staff Responsible for Monitoring: Classroom Teachers, SSI Teacher/Instructional Aides, Special Education Teachers/Instructional Aides, Dyslexia Therapy Teachers</p> <p>Funding Sources: - Comp Ed: State Special Allotment - \$79,707</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide supplemental learning experiences and services for special education students to support individual learning needs.</p> <p>Strategy's Expected Result/Impact: Progress on IEP goals STAAR Progress Measure</p> <p>Staff Responsible for Monitoring: Special Education staff Administration</p> <p>Funding Sources: - Special Education: State Special Allotment - \$503,435</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide learning experiences and services for dyslexia students to support individual learning needs.</p> <p>Strategy's Expected Result/Impact: Improved performance for students in the dyslexia program.</p> <p>Funding Sources: - Dyslexia: State Allotment - \$45,224</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 3: Allen ISD will empower students as learners and focus on individual growth.

Performance Objective 2: 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 Sources: mClass
 MAP
 Edmentum
 DreamBox Learning
 STAAR Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Lindsey Elementary support teachers in disseminating data through MAP and mClass to inform instruction in core academic teaching, as well as intervention and enrichment.</p> <p>Strategy's Expected Result/Impact: Teachers will utilize data more frequently to determine areas of strength and weaknesses to inform instruction and support the growth of individual students.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Campus Intervention Specialist Administration</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide targeted, small group instruction during the classroom instructional block and designated intervention/enrichment time.</p> <p>Strategy's Expected Result/Impact: Increase in % of students showing progress</p> <p>Staff Responsible for Monitoring: Classroom Teachers Instructional Coaches SSI Administrators</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: With coaches support, teachers will lead professional development opportunities to share high impact instructional practices during after school meetings and through peer classroom visits.</p> <p>Strategy's Expected Result/Impact: More frequent use of high impact strategies across the school.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Administrators SSI Academic Coaches</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Allen ISD will empower students as learners and focus on individual growth.

Performance Objective 3: Lindsey Elementary will create opportunities for students to take ownership of their own learning to improve overall student growth.

Evaluation Data Sources: mClass
 MAP
 Edmentum
 DreamBox Learning
 STAAR Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide scaffolded training to teachers in the area of the four Professional Learning Community questions.</p> <p>Strategy's Expected Result/Impact: A narrowed focus on the most essential standards for each content and grade level, along with a clearer focus on intervention and enrichment strategies.</p> <p>Staff Responsible for Monitoring: Admin Coaches Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training to teachers in the area of students tracking their progress on the identified essential standards, and setting goals for improving in those areas.</p> <p>Strategy's Expected Result/Impact: Students will become more aware of their present levels, and take more ownership in improving their skill levels.</p> <p>Staff Responsible for Monitoring: Admin Coaches Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

Early Education: State Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$148,423.00
Sub-Total					\$148,423.00
Dyslexia: State Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5			\$45,224.00
Sub-Total					\$45,224.00
Bilingual/ESL: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2			\$200.00
Sub-Total					\$200.00
Comp Ed: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3			\$79,707.00
Sub-Total					\$79,707.00
Special Education: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4			\$503,435.00
Sub-Total					\$503,435.00
GT Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$75,180.00
Sub-Total					\$75,180.00