

Allen Independent School District

Lois Lindsey Elementary

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Mathematics
Top 25% Student Progress
Postsecondary Readiness



Board Approval Date: August 22, 2016
Public Presentation Date: August 22, 2016

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 four-year old, kindergarten-sixth grade campus in Allen ISD. Although this improvement plan focuses on the 2016-17 school year, the demographic summary has been compiled from information available from May and August 2016. Student enrollment at Lindsey Elementary is the largest in the district and continues to steadily grow, a pattern we've seen since opening in the fall of 2013. We've welcomed 257 additional students over the last three years with the majority of that growth occurring during our inaugural year - 21% enrollment increase. Throughout years two and three, enrollment has continued to grow by approximately 5% each year. August 2016 data shows that 914 students are enrolled at Lindsey Elementary and that the White and African American student groups are the fastest growing. The chart below shows the distribution of current Lindsey students by grade level, ethnicity, and various student groups.

Student Profile Data 2016-17					
Total Population		Ethnic Breakdown		Student Group Distribution	
Grade Level	# of Students	Ethnicity	% of Students	Student Groups	% of Students
Kindergarten	123	African American	15%	Economically Disadvantaged	12%
1 st Grade	129	Asian	29%	At-Risk	14%
2 nd Grade	138	Hispanic	8%	ELL	4%
3 rd Grade	132	Native American	2%	LEP	3%
4 th Grade	139	White	60%	Special Education	10%
5 th Grade	128	Two or More Races	6%	Speech Services	5%
6 th Grade	122			Gifted/Talented	11%
Total	914				

Lindsey Elementary's student mobility rate has slowed since last year and is currently 7% for 2016. The campus is in a developing neighborhood and serves families living in the cities of both Allen and McKinney. Four apartment complexes currently lie within our attendance boundaries and students living there make up 17% of our student body. It is also important to note that while our total enrollment grew by only 39 students from August 2015-August 2016, our campus has welcomed a total of 201 students to Allen ISD so far this school year. Many of these students are coming from states other than Texas.

At 97%, the attendance rate is one of the highest in the school district. The campus attributes this achievement to a strong partnership with parents and a focus on high-quality education.

The demographic information of staff members is as follows:

Staff Profile Data 2016-17				
Total Population		Staff Members' Ethnicity		
Position	# of Staff Members	Ethnicity	# of Staff Members	%
Teachers	53	African American	3	3%
Professional Support	11	Asian	3	3%
Campus Administration	2	Hispanic	1	1%
Educational Aides	9	American Indian	1	1%
Total	75	White	67	91%

Demographics Strengths

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

1. Many families move into our area for the schools. 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. Our attendance rate is high and has remained consistent since the school opened in 2013.
4. Class sizes remain at or below the state expectation of 22:1 in Kinder-4th grades and 28:1 in 5th-6th grades.
5. Parent survey results confirm that families believe our school is providing a high-quality education to students. Ninety-eight percent of families responding to our survey in the spring of 2016 rated their overall Lindsey Elementary experience as A or B.

Demographics Needs

Based on the demographic data summarized above, the following needs have been identified and listed in order of importance:

1. Lindsey Elementary's mobility rate is high in comparison to the district and other AISD schools and is attributed to the fact that our campus is situated in an area of rapid growth. The land surrounding the school continues to undergo residential development and new homes are completed and listed for sale weekly. The construction of these new homes has resulted in many new students moving into Lindsey's attendance boundaries throughout the school year. Seventeen percent of Lindsey's student population also resides in apartment complexes and over the last four years these students are most often those that enroll and withdraw during the school year. The majority of new students arriving at Lindsey have diverse educational backgrounds. Many have moved from other states and/or charter and private schools. The rapid increase in student enrollment combined with the high student

mobility rate has resulted in a strain on resources and intervention and enrichment systems.

2. Lindsey Elementary will send approximately 285 students to AISD's newest elementary school when it opens in the fall of 2017. This shift in attendance zoning will pose a unique challenge this year as students, parents, and staff members prepare to separate from our campus.
3. Staff ethnicity does not mirror the student population and seeking highly qualified candidates from diverse backgrounds is a top priority for school administration.

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 and system safeguards under the state's accountability system for the 2015-16 school year. Lindsey Elementary also earned STAAR Distinction Designations in the areas of Academic Achievement in Math, Top 25 Percent Student Progress, and Postsecondary Readiness.

2015 STAAR Performance Index Summary				
	Index 1	Index 2	Index 3	Index 4
	Student Achievement	Student Progress	Closing Performance Gaps	Postsecondary Readiness
Target Score	60	32	28	12
Lindsey Elementary Score	93	54	55	69

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. While Lindsey scores exceeded district averages in the area of "Overall Reading" in kindergarten, 1st and 2nd grade scores fell below the district average.

Grade Level	2016 ISIP Assessment Portion	% of Tier 1 Students at EOY - Campus	% of Tier 1 Students at EOY - District
Kindergarten	Overall Reading	93%	91%
1 st Grade	Overall Reading	91%	92%
2 nd Grade	Overall Reading	82%	94%

The Developmental Reading Assessment (DRA) is also used to assess all K-2 students' reading progress throughout the school year. Below is a synopsis of end-of-year results.

2016 End-of-Year Developmental Reading Assessment Scores		
Grade Level	% of All Students Scoring BELOW Expectation	% of All Students Scoring AT/ABOVE Expectation
Kindergarten	22%	78%
1 st Grade	28%	72%
2 nd Grade	9%	91%

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 all grade levels. 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	2016 Math Assessment Section	% of Students Meeting EOY Expectations - Campus	% of Students Meeting EOY Expectations - District
Kindergarten	Overall Math	95%	95%
1 st Grade	Overall Math	94%	94%
2 nd Grade	Overall Math	86%	78%

Grades 3-6

Student achievement in grades 3-6 is measured by STAAR. **Campus and district summary comparison data from 2016 is provided below.** The percentage of Lindsey students meeting passing standards and achieving Advanced Levels Performance equaled or exceeded the district averages in Reading, Math, and Writing in all grade levels in 2016. Campus science test passing percentages and Advanced Level Performance percentages fell below district averages in both areas.

2016 STAAR Reading Test Performance Summary				
Grade Level	Campus		District	
	% Passing	% Advanced	% Passing	% Advanced
3 rd Grade	92%	66%	90%	46%
4 th Grade	95%	45%	93%	40%
5 th Grade	94%	46%	92%	50%
6 th Grade	91%	49%	91%	44%

2016 STAAR Math Test Performance Summary				
Grade Level	Campus		District	
	% Passing	% Advanced	% Passing	% Advanced
3 rd Grade	94%	44%	90%	46%
4 th Grade	95%	66%	91%	47%
5 th Grade	95%	44%	93%	46%
6 th Grade	96%	65%	96%	55%

2016 STAAR Writing Test				
Grade Level	Campus		District	
	% Passing	% Advanced	% Passing	% Advanced
4 th Grade	91%	40%	89%	35%

2016 STAAR Science Test Performance Summary				
Grade Level	Campus		District	
	% Passing	% Advanced	% Passing	% Advanced
5 th Grade	85%	16%	89%	23%

Campus 2016 STAAR performance data was compared to prior years performance as well and is provided below.

STAAR Reading Test						
Grade Level	2016		2015		2014	
	% Passing	% Advanced	% Passing	% Advanced	% Passing	% Advanced
3 rd Grade	92%	66%	96%	53%	94%	30%
4 th Grade	95%	45%	94%	45%	97%	42%
5 th Grade	94%	46%	97%	53%	93%	53%
6 th Grade	91%	49%	95%	55%	97%	41%

STAAR Math Test						
Grade Level	2016		2015		2014	
	% Passing	% Advanced	% Passing	% Advanced	% Passing	% Advanced
3 rd Grade	94%	44%	94%	51%	89%	30%
4 th Grade	95%	66%	93%	50%	95%	51%
5 th Grade	95%	44%	96%	63%	98%	62%
6 th Grade	96%	65%	97%	64%	100%	59%

STAAR Writing						
Grade Level	2016		2015		2014	
	% Passing	% Advanced	% Passing	% Advanced	% Passing	% Advanced
4 th Grade	91%	40%	85%	21%	90%	15%

STAAR Science Test						
Grade Level	2016		2015		2014	
	% Passing	% Advanced	% Passing	% Advanced	% Passing	% Advanced
5 th Grade	85%	16%	91%	35%	92%	24%

Some information to note includes:

- The percentages of 3rd grade students passing the math test remained the same from 2015 to 2016, while the percentage of students passing the reading test dropped by four percentage points. The percentage of students achieving the Advanced Level Performance standard increased by 13 percentage points in the area of reading.
- Percentages of 4th grade students passing all tests increased in 2016. Advanced Level Performance also increased on math and writing tests. The number of students achieving Advanced Level Performance in math grew by 16 percentage points. The number of students achieving Advanced Level Performance in writing grew by 19 percentage points.
- Percentages of 5th grade students passing and achieving the Advanced Level Performance standard dropped from 2015 to 2016. Passing rates dropped an average of six percentage points on all tests and Advanced Level Performance rates dropped an average of 18 percentage points on all tests.
- Percentages of students passing the 6th grade reading test fell by four percentage points. The number of students achieving the Advanced Level Performance standard also dropped by six percentage points on this test. Math performance remained fairly steady between 2015 and 2016.

Student group STAAR performance summary data from 2016 was analyzed and compared to campus data from 2014 and 2015 as well as to 2016 district averages. Campus student-group passing percentages were fairly consistent from 2015 to 2016. Lindsey's passing percentages also exceeded the district's 2016 percentages for almost all student groups in all subjects except science and writing.

Student Group Comparison Summary – STAAR Reading								
Student Group	2016		2015		2014		District 2016	
	% Passing	% Advanced	% Passing	% Advanced	% Passing	% Advanced	% Passing	% Advanced
African American	86%	34%	86%	44%	88%	13%	79%	25%
Asian	98%	63%	97%	62%	95%	42%	95%	60%
Hispanic	81%	45%	92%	52%	100%	35%	86%	25%
Economically Disadvantaged	80%	26%	81%	38%	88%	24%	77%	22%
White	95%	44%	95%	44%	98%	46%	93%	46%
SpEd	67%	14%	66%	19%	97%	13%	64%	14%

Student Group Comparison Summary – STAAR Math

Student Group	2016		2015		2014		District 2016	
	% Passing	% Advanced	% Passing	% Advanced	% Passing	% Advanced	% Passing	% Advanced
African American	86%	42%	84%	33%	79%	37%	81%	23%
Asian	99%	75%	100%	75%	97%	64%	99%	75%
Hispanic	93%	39%	87%	57%	93%	51%	91%	25%
Economically Disadvantaged	80%	39%	88%	37%	87%	46%	82%	25%
White	96%	54%	95%	50%	98%	48%	95%	46%
SpEd	72%	16%	69%	16%	75%	28%	69%	16%

Student Group Comparison Summary – STAAR Writing

Student Group	2016		2015		2014		District 2016	
	% Passing	% Advanced	% Passing	% Advanced	% Passing	% Advanced	% Passing	% Advanced
African American	82%	9%	55%	18%	73%	0%	83%	24%
Asian	97%	54%	97%	38%	89%	32%	94%	51%
Hispanic	71%	57%	79%	7%	67%	11%	86%	25%
Economically Disadvantaged	71%	29%	67%	17%	73%	9%	74%	19%
White	93%	37%	88%	16%	96%	11%	89%	34%
SpEd	30%	0%	33%	0%	63%	13%	53%	10%

Student Group Comparison Summary – STAAR Science

Student Group	2016		2015		2014		District 2016	
	% Passing	% Advanced	% Passing	% Advanced	% Passing	% Advanced	% Passing	% Advanced
African American	38%	6%	71%	21%	63%	13%	68%	4%
Asian	100%	26%	95%	33%	96%	36%	97%	42%
Hispanic	83%	8%	85%	31%	100%	0%	80%	10%
Economically Disadvantaged	53%	7%	73%	0%	60%	20%	72%	7%
White	91%	14%	97%	41%	93%	20%	91%	23%
SpEd	50%	5%	58%	8%	n/a	n/a	53%	5%

STAAR Progress Measure data as well as DRA levels for students receiving Tier 2 and 3 intervention during the 2015-16 school year were collected and analyzed in an effort to measure the effectiveness of our current intervention system. Data analysis revealed that overall, 63% of students receiving reading intervention and 52% of students receiving math intervention met or exceeded the STAAR progress measure. DRA data also shows that the majority of students receiving Tier 2/3 intervention were still reading below grade level at the end of the school year.

2016 STAAR Progress Measure Data for Tier 2 and Tier 3 Intervention Students

Grade Level	Reading		Math	
	# Students Receiving Tier 2/3 Intervention	Percentage of Tier 2/3 Students Meeting or Exceeding Progress Measure	# Students Receiving Tier 2/3 Intervention	Percentage of Tier 2/3 Students Meeting or Exceeding Progress Measure
3 rd Grade	30	No Progress Measure Data Available	37	No Progress Measure Data Available
4 th Grade	22	95%	11	64%
5 th Grade	26	53%	23	48%
6 th Grade	20	40%	22	45%

2016 End-of-Year Developmental Reading Assessment Scores		
Grade Level	% of All Tier 2/3 Students Scoring BELOW Expectation	% of All Tier 2/3 Students Scoring AT/ABOVE Expectation
3 rd Grade	90%	10%
4 th Grade	77%	23%
5 th Grade	85%	15%
6 th Grade	75%	25%

Student Achievement Strengths

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

Reading:

1. According to ISIP reading composite scores, percentages of kindergarten and 1st grade students scoring at the Tier 1 level increased from the beginning to the end of the year.
2. STAAR reading test passing and Advanced Level Performance percentages exceeded district averages in 2016 in all grades but 5th. Third grade saw a double-digit increase in the percentages of students scoring at the Advanced Level.

Math:

1. According to mClass composite scores, 94-95% of all K-1 students met district end-of-year expectations. This mirrors the end-of-year district achievement percentages. Eighty-six percent of Lindsey second graders met end-of-year math expectations which exceeded the district average.
2. STAAR math test passing and Advanced Level Performance percentages met or exceeded district averages in all grades but 5th. Fourth and sixth grades saw double-digit increases in the percentages of students scoring at the Advanced Level.

Writing:

- STAAR writing test passing and Advanced Level Performance percentages exceeded district averages in 2016. Scores in both areas also increased from 2015-16. A double-digit increase in the percentage of students scoring at the Advanced Level was achieved - from 21% in 2015 to 40% in 2016.

Student Achievement Needs

Based on the student achievement data summarized above, the following needs have been identified and listed in order of importance:

Intervention:

1. On average, only 63% of Lindsey students receiving reading intervention and 52% of students receiving math intervention met the STAAR growth measure. It is also important to note that the majority of our most at-risk learners in grades 3-6 read below grade level. Restructuring the intervention system for students in grades 3-6 is needed. More time spent differentiating instruction for students and working with struggling learners in small groups is needed during class time.

Reading/Writing:

1. While overall writing scores improved, a comparison of campus student-group performance to the district highlights that Hispanic, Economically Disadvantaged, and Special Education students did not perform as well as others district-wide. The largest passing percentage discrepancies occurred in the Hispanic and Special Education student groups - 15 and 23 points lower respectively.

Math:

1. Kindergarten and 1st grade mClass sub-test scores show a need to focus more on math fluency.
2. Second grade end-of-year math sub-test scores aligned closely with district averages, however, Lindsey students scored lowest in the areas of fractions, time and adding/subtracting two-digit numbers.

Science:

1. STAAR science Passing and Advanced Level Performance percentages fell below district averages for the first time since Lindsey Elementary opened. When comparing campus scores from 2015 to 2016, the Passing and Advanced Level Performance fell by 6 and 19 percentage points respectively. Comparison of campus student-group performance to the district highlights that African American, Economically Disadvantaged, and Special Education students did not perform as well as others district-wide. The largest passing percentage discrepancies occurred in the African American and Economically Disadvantaged student groups - 30 and 19 points lower respectively.

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 and principals. Agendas for these meetings include lesson planning and student assessment review.
- Instructional Specialist Meetings - These periodic meetings involve teachers and district instructional content specialists. Agendas for these meetings include unit/lesson planning, strategic instructional planning, data review, and professional learning.
- 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 half-day meetings are held four times during the school year.
- Subject Area Action Team Planning Meetings - These meetings provide time for teachers to vertically align instructional practices between grade levels.

Classroom instruction is monitored and supported through both formal and informal means. Data collected through scheduled PDAS/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. Below is classroom walk-through data collected during 2015-16.

2015-16 Classroom Walk-Through Data				
Total Classroom Visits	ELA Observations	Math Observations	Science Observations	Social Studies Observations
163	65	58	13	20

Segment of Lesson Observed	Beginning	Middle	End
	49 Times	107 Times	7 Times

% of Visits Where Instructional Best Practices Observed	Lesson Objective Present		Lesson Objective Framed for Students		Percentage of Students Actively Participating		
	Contained Content Standard	Contained Performance Standard	Lesson Objective “We Will”	Closing Product/Task “I Will”	75%-100%	50-74%	Less Than 50%
	95%	87%	57%	39%	87%	9%	4%
	Teacher Working in Power Zone		Small Group Purposeful Talk		Teacher Interaction		
	Yes	No	Yes	No	Whole Group	Small Group	Individual
	79%	21%	21%	79%	62%	19%	52%

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-3 Students - These include iStation reading and mClass and district-created math assessments.
- Developmental Reading Assessments and Spelling Inventories for K-6 Students
- District Twelve-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, three, or four 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.

Curriculum, Instruction, and Assessment Needs

The following needs are listed in priority order:

1. Increased class time spent providing differentiated instruction in order to meet the needs of all students.
2. An increased focus on remediating students' learning gaps during assigned intervention time rather than addressing current classroom struggles.

Family and Community Involvement

Family and Community Involvement 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 weekly 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. Each school year begins with "Curriculum Night" which is an opportunity for parents to meet with teachers and review what students will be learning during the school year as well as discover resources and at-home supports. Formal parent/teacher/student conferences are held in November and December. Conferences are scheduled into the evening to afford working parents an opportunity to meet with teachers.

Two hundred thirty-one parents responded to our annual survey in the spring of 2016. 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 2016			
Survey Question	% Agree	% Disagree	% Unknown
As a parent, I feel welcome at Lindsey Elementary.	98%	2%	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%	4%	1%
I feel my child's safety is a priority for the Lindsey staff.	95%	3%	2%
The students are encouraged to show appreciation and acceptance for peers.	90%	3%	7%
The principal and staff effectively manage student behavior on campus and in the classroom.	88%	3%	9%
I receive information regarding school policies/procedures that directly affect my child or me.	98%	1%	1%
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.	96%	2%	2%
My child's teachers are available and willing to discuss any concerns I may have.	96%	3%	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.	84%	12%	4%
Teachers and principals at Lindsey have high expectations regarding my child's academic achievement and learning is a top priority.	91%	5%	4%
I support the type and amount of homework my child is regularly assigned.	86%	13%	1%
Lindsey's intervention program which includes Round Up and before or after-school tutoring has benefited my child.	59%	5%	36%
Without going beyond grade-level curriculum, teachers provide academic enrichment during times when my child demonstrates mastery of skills being taught.	71%	11%	19%
The principal and assistant principal provide effective leadership for the school.	90%	1%	9%
The principal and assistant principal are available and willing to discuss any concerns I may have.	88%	1%	11%
The principal and assistant are often visible at the school and school events.	95%	1%	4%
If I could grade our experience at Lindsey Elementary this year, I would give the grade of:	A: 83%	B: 14%	C: 2.5%

Lindsey hosted more than twenty family events throughout the 2015-16 school year. The purpose of events ranged from parent education to family fun. All events were well-attended.

Family and Community Involvement 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 believe our school provides a variety of opportunities for them to become involved in their child's education.
- In collaboration with the Lindsey PTA, an orientation program to support school volunteers is provided annually.
- Lindsey encourages fathers to be involved at school through our Watch DOGS program. During the 2015-16 school year, 168 fathers volunteered on 116 school days.
- Family participation in our school events is considered strong. Parent involvement appears to be equal among the parents of all student groups.
- In collaboration with the Lindsey PTA, a process to involve parents in planning, implementing, and evaluating family involvement activities is in place.

Family and Community Involvement Needs

The following Family and Community Involvement Needs have been identified and listed in priority order:

1. Parent participation data shows greater participation in activities that are "fun" as compared to activities that support learning and are more "academic." The root cause is not completely defined.
2. Development of a Parent Resource Center is needed. Many parents seek resources to learn additional ways to support their children at home - academically, behaviorally, socially, and emotionally. The development of this resource center would better equip school staff to support families.

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL 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)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- 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
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified 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
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data


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

Goals

Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on current common metrics.

Performance Objective 1: Lindsey Elementary will increase our overall 5th grade STAAR Science passing and advanced performance percentages by 5 percentage points and the achievement gap will be no larger than 10 percentage points between all student groups.


Summative Evaluation: 2016-17 STAAR Results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Utilize the campus Science Action Team to identify and align campus instructional strategies for teaching science at all grade levels.	Science Action Team Leader, Teachers, Administration	Action Team Meeting Notes				
2) Provide effective, targeted science intervention support to all 5th grade students scoring below 75% on the district science benchmark and simulation tests.	5th Grade Teachers, SSI Teachers, ELL Facilitator, SpEd Teachers, Administration	Increase in Percentage of Students Passing and Achieving Advanced Level Performance on 2017 STAAR Science Test				
3) Provide additional dedicated time for teachers serving at-risk 5th grade science students to collaborate and plan for intervention instruction.	5th Grade Teachers, SSI Teacher, ELL Facilitator, SpEd Teachers, Administration	Planning Meeting Notes, Intervention Plans Created				
						

Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on current common metrics.

Performance Objective 2: Lindsey Elementary will increase our overall 3rd, 4th, 5th, and 6th grade STAAR Reading passing and advanced performance percentages by 3 percentage points and the achievement gap will be no larger than 10 percentage points between all student groups.

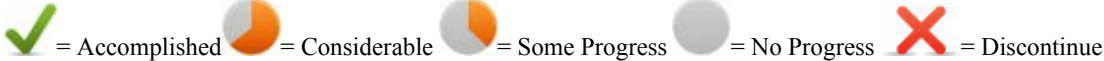
Summative Evaluation: 2016-17 STAAR Results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Utilize the campus Reading Action Team to identify and align campus instructional strategies for teaching reading at all grade levels.	Reading Action Team Leader, Teachers, Administration	Action Team Meeting Notes				
2) Provide effective, targeted reading intervention support to all 3-6 students meeting Tier 2 and 3 eligibility.	Classroom teachers, SSI Teacher, ELL Facilitator, SpEd Teachers, Administration	Increase in Number of 3-6 Grade Tier2/3 Students Reading at Grade Level Based on EOY DRA, Increase in Number of 3-6 Grade Tier 2/3 Students Passing 2017 STAAR Reading, Increase in Number of 4-6 Grade Tier 2/3 Students Meeting Growth Measure on 2017 STAAR Reading				
3) Provide additional dedicated time for teachers serving at-risk 3-6 grade readers to collaborate and plan for intervention instruction.	Classroom Teachers, SSI Teacher, ELL Facilitator, SpEd Teachers, Administration	Planning Meeting Notes, Intervention Plans Created				
						

Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on current common metrics.

Performance Objective 3: Lindsey Elementary will increase our overall 3rd, 4th, 5th, and 6th grade STAAR Math passing and advanced performance percentages by 3 percentage points and the achievement gap will be no larger than 10 percentage points between all student groups.


Summative Evaluation: 2016-17 STAAR Results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Utilize the campus Math Action Team to identify and align campus instructional strategies for teaching math at all grade levels.	Math Action Team Leader, Teachers, Administration	Action Team Meeting Notes				
2) Provide effective, targeted math intervention support to all 3-6 students scoring meeting Tier 2 and 3 eligibility.	Classroom teachers, SSI Teacher, ELL Facilitator, SpEd Teachers, Administration	Increase in Number of 3-6 Grade Tier 2/3 Students Passing 2017 STAAR Math Test, Increase in Number of 4-6 Grade Tier 2/3 Students Meeting Growth Measure on 2017 STAAR Math Test				
3) Provide additional dedicated time for teachers serving at-risk 3-6 grade math students to collaborate and plan for intervention instruction.	Classroom Teachers, SSI Teacher, ELL Facilitator, SpEd Teachers, Administration	Planning Meeting Notes, Intervention Plans Created				
						

Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on current common metrics.

Performance Objective 4: Lindsey Elementary will increase our overall 4th grade STAAR Writing passing and advanced performance percentages by 3 percentage points and the achievement gap will be no larger than 10 percentage points between all student groups.


Summative Evaluation: 2016-17 STAAR Results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Utilize the campus Writing Action Team to identify and align campus instructional strategies for teaching spelling, grammar, mechanics, and revising/editing at all grade levels.	Writing Action Team Leader, Teachers, Administration	Action Team Meeting Notes				
2) Provide effective, targeted writing intervention support to all 4th grade students scoring below 75% on the district writing simulation test.	4th Grade Teachers, SSI Teacher, ELL Facilitator, Dyslexia Therapists, SpEd Teachers, Administration	Increase in Percentage of Students Passing 2017 STAAR Writing Test				
3) Provide additional dedicated time for teachers serving at-risk 4th grade writers to collaborate to plan for intervention instruction.	4th Grade Teachers, SSI Teacher, ELL Facilitator, Dyslexia Therapist, SpEd Teachers, Administration	Planning Meeting Notes, Intervention Plans Created				
						

Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on current common metrics.

Performance Objective 5: Lindsey Elementary will increase the percentage of kindergarten, 1st, and 2nd grade students reading at grade level by 5 percentage points.


Summative Evaluation: 2016-17 EOY Developmental Reading Assessment Scores

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Utilize the campus Reading Action Team to identify and align campus instructional strategies for teaching reading at all grade levels.	Reading Action Team Leader, Teachers, Administration	Action Team Meeting Notes				
2) Provide effective, differentiated reading instruction to all K-2 students daily.	Classroom Teachers, Administration	Weekly Lesson Plans, Collaborative Planning Discussions, Increase in Number of K-2 Students Reading at Grade Level Based on MOY and EOY DRA, Increase in Number of K-2 Students Meeting District Expectation on MOY and EOY ISIP Assessment				
3) Provide effective, targeted reading intervention support to all K-2 students meeting Tier 2 and 3 eligibility.	Classroom teachers, SSI Teacher, ELL Facilitator, SpEd Teachers, Administration	Increase in Number of Tier2/3 Students Reading at Grade Level Based on MOY and EOY DRA, Increase in Number of Tier 2/3 Students Meeting District Expectation on MOY and EOY ISIP Assessment				
4) Provide weekly at-home reading practice supports to all K-2 students.	Classroom Teachers, Administration	Weekly Lesson Plans, Collaborative Planning Discussions, Use of Leveled Reading Library and Other Leveled Take-Home Reader Resources				
						

Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on current common metrics.

Performance Objective 6: Lindsey Elementary will increase our overall kindergarten, 1st, and 2nd grade math assessment passing percentages by 3 percentage points.


Summative Evaluation: EOY Kindergarten and 1st Grade mClass Scores
EOY 2nd Grade District Math Assessment Scores

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Utilize the campus Math Action Team to identify and align campus instructional strategies for teaching math at all grade levels.	Math Action Team Leader, Teachers, Administration	Action Team Meeting Notes				
2) Provide effective, targeted math intervention support to all K-2 students meeting Tier 2 and 3 eligibility.	Classroom teachers, SSI Teacher, ELL Facilitator, SpEd Teachers, Administration	Increase in Number of Tier 2/3 Students Meeting District Expectation on MOY and EOY District Math Assessments				
						

Goal 2: Maintain the Exemplary rating as achieved in 2015-2016 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.

Performance Objective 1: Lindsey Elementary will use a variety of methods to communicate academic information to parents and increase student leadership opportunities at school events during the 2016-17 school year.


Summative Evaluation: Parent Survey Results, Attendance Numbers at Academically-Focused School Events

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Create a variety of on-demand videos as a way to share important academic information with parents who are unable to attend school events such as Curriculum Night, Open House, and Math/Reading Nights.	Instructional Team Leaders, Administration	Collection of On-Demand Videos Accessible to Parents Via Lindsey Website				
2) Provide more opportunities for students to take an active role in academic events.	Campus Lighthouse Team, Student Lighthouse Team, Teachers, Administration	Increase in Number of Students Actively Leading or Showcased Through Academic Events, Increase in Number of Parents Attending Events Such as Curriculum Night, Conferences, Reading/Math Nights				
3) Pilot student-led academic conferences in two grade levels during spring 2017.	Select Teachers, Administration	Feedback Survey Results Completed by Parents and Students				
						

Goal 2: Maintain the Exemplary rating as achieved in 2015-2016 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.

Performance Objective 2: Lindsey Elementary, in partnership with the PTA, will develop a Family Resource Library.


Summative Evaluation: Audit of Parent Resource Library Resources
 Audit of Parent Resource Library Use During 2016-17 School Year

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Utilize an advisory team consisting of PTA Board Members, Counselor, Parent Representatives, Teachers, Librarian, and Administration to identifying resources needed for the Family Library.	Administration, Counselor	List of Resources to Be Provided in Family Library and a Timeline for Purchasing or Creating the Resources				
2) Create a variety of videos that can be accessed by families on-demand to support homework and parent understanding of curriculum, etc.	Instructional Team Leaders, Administration	Collection of On-Demand Videos Accessible to Parents Via Lindsey Website				
						

Goal 3: Ensure improvement in student learning through professional learning communities that focus on curriculum, instruction/assessment and intervention. In accordance with the district expectations, all staff will implement the provided guaranteed and viable curriculum, utilize the instructional model, and develop school-wide intervention plans to ensure improved student learning.

Performance Objective 1: Lindsey Elementary will provide effective academic intervention to all students meeting Tier 2 and Tier 3 eligibility.


Summative Evaluation: 2016-17 STAAR Results
2016-17 EOY K-2 Assessments

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Analyze performance data of Tier 2/3 students to identify academic strengths and weaknesses.	CIS, SSI Teacher, Classroom Teachers, Administration	Individualized Intervention Plans for all K-6 Students Receiving Tier 2/3 Instruction				
2) Provide additional dedicated time for teachers serving Tier 2/3 students to collaborate and plan for intervention instruction.	Classroom Teachers, SSI Teacher, ELL Facilitator, SpEd Teachers, Administration	Planning Meeting Notes, Intervention Plans Created				
3) Provide effective, targeted reading intervention support to all students meeting Tier 2 and 3 eligibility.	SSI Teacher, ELL Facilitator, Classroom Teachers, SpEd Teachers, Administration	Increase in Number of Tier 2/3 Students Meeting EOY Expectations on All District Assessments, Increase in Number of 3-6 Grade Tier 2/3 Students Passing 2017 STAAR Tests, Increase in Number of 4-6 Grade Tier 2/3 Students Meeting Growth Measure on 2017 STAAR Tests				
						

Goal 3: Ensure improvement in student learning through professional learning communities that focus on curriculum, instruction/assessment and intervention. In accordance with the district expectations, all staff will implement the provided guaranteed and viable curriculum, utilize the instructional model, and develop school-wide intervention plans to ensure improved student learning.

Performance Objective 2: Lindsey Elementary will increase the use of small group instruction in all core content areas and at all grade levels as a method of supporting struggling students.


Summative Evaluation: 2016-17 Classroom Observation and Walk-Through Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Assist teachers with implementing management strategies that support small group instruction and reteaching.	Administration, Instructional Specialists, Instructional Team Leaders	Increase in Amount of Small Group Instruction Observed Through Learning Walks and Classroom Observations				
						

Goal 4: Provide opportunities for all students to use technology through project based activities that reinforce the core curriculum while becoming proficient in all technology application TEKS.

Performance Objective 1: Lindsey Elementary will provide opportunities for teachers to learn best practices in technology integration, explore new technology tools, and collaborate regarding effective use with students.


Summative Evaluation: Increase in Number of Authentic, Project-Based Technology Tasks Assigned to Students in All Grades

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Utilize campus Action Teams as a way to share and explore new technology tools and collaborate regarding effective use by content area.	Action Team Leaders, Teachers, Administration	Action Team Meeting Notes, Weekly Lesson Plans				
2) Dedicate time during monthly faculty meetings and professional development days to highlight new technology resources and integration ideas.	Instructional Leadership Team, LMS, Teachers, Administration	Staff Meeting and Professional Development Day Agendas				
3) Grow the number of technology devices accessible to Lindsey students and staff for instructional purposes.	Administration, Instructional Leadership Team	Purchase of additional technology devices				
Funding Sources: Local Funds - \$2000.00						
						

Goal 5: Provide education and awareness to all students, staff and school community to promote understanding of diversity.

Performance Objective 1: Lindsey Elementary will promote understanding of and appreciation for the cultural diversity of our school community.






Summative Evaluation: EOY Student and Parent Survey Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Recruit and retain staff members that reflect the cultural diversity of our student population.	Administration	Increase in the Cultural Diversity of Lindsey Staff				
2) Utilize the morning announcements as a means to showcase and educate students regarding the cultural diversity of our student population.	Administration, Student News Team Coordinator	Morning Announcement Format				
3) Support Lindsey PTA leaders in their efforts to recruit and retain diversified parent representation on the PTA Board.	Administration	PTA Board Reflective of the Diversity of Lindsey Student Body				
						

Goal 6: Provide a safe and structured program designed to meet the academic and social needs of our diverse student population. All students will be educated in a learning environment that is safe, drug free, and conducive to learning that leads to graduation for all students.

Performance Objective 1: Lindsey Elementary will implement The Leader in Me process during the 2016-17 school year.


Summative Evaluation: Campus Attendance Rate of 95% or Higher
 Reduction in Number of Student Disciplinary Referrals
 Student and Parent Survey Results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Implement Phase 2 of The Leader In Me process - Teach the 7 Habits of Leadership to students and develop school-wide leadership roles for students.	Administration, Campus Lighthouse Team, Teachers	Lesson Plans Incorporating the 7 Habits of Leadership, Increase in the Number of Student Leadership Roles at All Grade Levels				
2) Provide opportunities for parents to learn about The Leader in Me process and how the 7 Habits of Leadership can be applied to home.	Administration, Campus Lighthouse Team, Counselor, Teachers	Parent Attendance at Leadership Functions, Parent Survey Feedback				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 7: 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.

Summative Evaluation: EOY Staff Survey Results
EOY Review of Student Achievement Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Protect two conference periods per week for teachers to collaboratively plan for instruction.	Administration	Campus Calendar				
2) Attend grade-level collaborative planning meetings monthly and provide support as needed.	Administration	Planning Meeting Notes				
3) Develop a master schedule that provides provides large blocks of uninterrupted instructional time, time for intervention/enrichment, and meets all state and district requirements regarding instructional and physical activity minutes.	Administration, Instructional Leadership Team	Master Schedule				
						

2016-2017 Campus Improvement Team

Committee Role	Name	Position
Administrator	Rachel Kaiser	Principal
Administrator	Christy Haston	Assistant Principal
Business Representative	John Measels	Engineer
Classroom Teacher	Dianne Carnley	Teacher
Classroom Teacher	Katie Chong	Teacher
Classroom Teacher	Lauren Greer	Teacher
Classroom Teacher	Beth Helms	Teacher
Classroom Teacher	Leslie Orgeron	Special Education Teacher
Classroom Teacher	Amy Pritschow	Teacher
Classroom Teacher	Kimberly Richardson	Teacher
Classroom Teacher	Elizabeth Shaw	Teacher
Classroom Teacher	Tracy Wahbeh	Teacher
Community Representative	Lois Lindsey	Retired Teacher
Non-classroom Professional	Kassie Halpin	Teacher
Non-classroom Professional	Heather Janek	Librarian
Parent	Amy Davis	Lindsey PTA President

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	Campus Budget		\$2,000.00
Sub-Total					\$2,000.00
Grand Total					\$2,000.00