

Campus Improvement Plan  
2017-2018

*Kathleen Joerger Lindsey Elementary*



Submitted for Board Approval November 2017

# Comprehensive Needs Assessment

## Data Sources Reviewed

2017 STAAR Data for students attending Lindsey from Huggins	
2017 District STAAR Data	
Skyward Demographic Data	
TELPAS Data	

<b>2017 Math STAAR Data</b>				
<b>Grade</b>	<b>Groups</b>	<b>Approaches Grade Level</b>	<b>Meets Grade Level</b>	<b>Masters Grade Level</b>
<b>3<sup>rd</sup> Grade (37 students tested)</b>	<b>All Students</b>	94.5%	75.68%	43.24%
	<b>Eco Dis</b>	75%	75%	25%
	<b>LEP</b>	100%	60%	20%
	<b>Sped</b>	100%	100%	0%
	<b>Hispanic</b>	100%	77.78%	33.33%
	<b>Asian</b>	100%	80%	40%
	<b>Black or African American</b>	80%	80%	40%
	<b>White</b>	93.75%	68.75%	43.75%
	<b>Two or More Races</b>	100%	100%	50%

<b>4<sup>TH</sup> Grade (45 students tested)</b>	<b>All Students</b>	84.44%	57.78%	35.56%
	<b>Eco Dis</b>	100%	50%	50%
	<b>LEP</b>	50%	0%	0%
	<b>Sped</b>	75%	25%	0%
	<b>Hispanic</b>	78.57%	28.57%	7.14%
	<b>Asian</b>	100%	85.71%	57.14%
	<b>Black or African American</b>	80%	80%	60%
	<b>White</b>	81.25%	68.75%	43.75%
	<b>Two or More Races</b>	100%	50%	50%
	<b>American Indian</b>	100%	0%	0%

<b>2017 Reading STAAR Data</b>				
<b>Grade</b>	<b>Groups</b>	<b>Approaches Grade Level</b>	<b>Meets Grade Level</b>	<b>Masters Grade Level</b>
<b>3<sup>rd</sup> Grade (37 students tested)</b>	<b>All Students</b>	94.59%	64.59%	45.95%
	<b>Eco Dis</b>	100%	0%	0%
	<b>LEP</b>	80%	80%	60%
	<b>Sped</b>	50%	0%	0%
	<b>Hispanic</b>	88.89%	66.67%	55.56%
	<b>Asian</b>	100%	100%	80%
	<b>Black or African American</b>	80%	40%	20%
	<b>White</b>	100%	56.25%	31.25%
	<b>Two or More Races</b>	100%	100%	100%

<b>4<sup>TH</sup> Grade (45 students tested)</b>	<b>All Students</b>	84.44%	51.11%	31.11%
	<b>Eco Dis</b>	100%	50%	25%
	<b>LEP</b>	100%	75%	25%
	<b>Sped</b>	50%	0%	0%
	<b>Hispanic</b>	78.57%	35.71%	7.14%
	<b>Asian</b>	100%	71.43%	57.14%
	<b>Black or African American</b>	80%	60%	40%
	<b>White</b>	81.25%	50%	37.5%
	<b>Two or More Races</b>	100%	50%	50%
	<b>American Indian</b>	100%	100%	0%

<b>2017 Writing STAAR Data</b>				
<b>Grade</b>	<b>Groups</b>	<b>Approaches Grade Level</b>	<b>Meets Grade Level</b>	<b>Masters Grade Level</b>
<b>4<sup>TH</sup> Grade (45 students tested)</b>	<b>All Students</b>	71.11%	44.44%	13.33%
	<b>Eco Dis</b>	100%	50%	25%
	<b>LEP</b>	50%	0%	0%
	<b>Sped</b>	25%	25%	0%
	<b>Hispanic</b>	57.14%	35.71%	0%
	<b>Asian</b>	100%	71.43%	28.57%
	<b>Black or African American</b>	60%	60%	20%
	<b>White</b>	68.16%	42.11%	5.26%
	<b>Two or More Races</b>	100%	50%	0%
	<b>American Indian</b>	100%	0%	0%

## Identified Strengths

### Student Achievement

All schools in Texas must meet standards set in four state accountability areas. Huggins Elementary, the LCISD school Lindsey is relieving, met all the State and Federal System Safe Guards.

Lindsey Elementary will target the growth of all students. When comparing the 2017 STAAR data for the Lindsey students to the LCISD district data, the following strengths were noted:

- 3rd grade Lindsey students outperformed the district in both reading and math.
- 4th grade Lindsey students outperformed the district in writing in two out of three levels.

<b>3<sup>rd</sup> Grade 2017 Math STAAR</b>		
<b>Level</b>	<b>Lindsey Elementary</b>	<b>LCISD</b>
Approaches Grade Level	94%	84%
Meets Grade Level	75%	60%
Masters Grade Level	43%	36%
<b>3<sup>rd</sup> Grade 2017 Reading STAAR</b>		
<b>Level</b>	<b>Lindsey Elementary</b>	<b>LCISD</b>
Approaches Grade Level	94%	80%
Meets Grade Level	64%	52%
Masters Grade Level	45%	35%

<b>4<sup>th</sup> Grade 2017 Writing STAAR</b>		
<b>Level</b>	<b>Lindsey Elementary</b>	<b>LCISD</b>
Approaches Grade Level	71%	71%
Meets Grade Level	44%	41%

### School Climate and Culture

At Lindsey Elementary, we follow 3R's for success 1.) Be Respectful 2.) Be Responsible 3.) Be Ready. These are the three main expectations that we will emphasize this year. Our 3R's are a key part to our Positive Behavior Intervention Supports (PBIS) and the focus for our campus as we strive to ensure a positive learning environment for all.

The 3R's and the Behavior Matrices will be taught, reviewed, and consistently reinforced throughout the year. Social skills lessons will be taught schoolwide on a weekly basis and will include such topics as acceptance, friendship, and good decision making. We will be using a Consequence Continuum to ensure teaching and reflection take place as needed. We will reinforce the behaviors of students who are following school expectations and provide support in a positive manner to students who may need additional guidance. At Lindsey, we believe that through the implementation of positive behavior supports, we can inspire students to conduct themselves in a responsible and respectful manner. A key part of our comprehensive PBIS plan is the implementation of a Den system. We believe the Dens will assist in developing a school climate where students are excited to learn the necessary skills to become life-long learners, leaders, and productive citizens. Collaboration among all stakeholders, including the students in which we serve is a primary indicator of a positive school climate. By working with others, we feel that students learn the value of courage, integrity, generosity, compassion, determination, and gratitude. All students, kindergarten – fifth grade will participate. Our motto is, "What Starts Here Changes the World!" We believe that the skills students are learning through these efforts are essential for life-long success.

- School culture/climate initiatives for staff (birthday lunch bunch, planned staff activities & treats)
- Mentoring and support programs such as Watch DOGS, Special Buddies, Dens, and Safari Guides
- Recognizing students, staff, business partners, and volunteers at Den Celebrations once a nine weeks.

Student safety is our number one priority. The exterior doors are locked at all times except for the main entrance. Safety Drills are planned and practiced routinely schoolwide.

Open House opportunities: Meet the Teacher, Curriculum Night, STREAM Night, Veteran's Day Program, Dedication, Musical performances for all grade levels, Mother Son Event, Father Daughter Dance, and Greg Tang Family Math Night.

Availability of extracurricular activities such as Academic UIL, SPACE, 5th Grade Choir, Drum and Marimba Group, Recorder Karate, Safety Patrol, Jr. Achievement, Maker Space, Art Club, Broadcasting, 5th Grade Quiz Bowl, and Battle of the Bluebonnet.

## Staff Quality, Recruitment, and Retention

One of the most important decisions made at Lindsey Elementary School is the hiring of the teachers and staff. We continue to place a high priority on seeking the most highly-qualified and talented staff for all vacant positions. We believe in a culture of continuous improvement for all staff members at Lindsey and have high expectations for professional learning and development.

All new staff members attended summer trainings in the areas of reading, science, math, and discipline, provided by the LCISD Curriculum Department. All Lindsey staff attended trainings which laid the foundation for reading/writing workshop, as well as a balanced math approach. As a school, we will continue to support and build on teacher knowledge throughout the school year via professional development by guest speakers, vertical team meetings, weekly in-depth planning sessions, Learning Meetings, and PLC's. Throughout the year, various teacher led book studies will occur, and teachers will have the opportunity to observe other teachers as a means of refining their craft. We want to offer high quality, ongoing, targeted, job-embedded professional learning to enhance teacher growth.

Seek input from current staff members regarding screening of potential new staff members to identify highly qualified candidates.

Involve campus administrators and teacher leaders in the annual LCISD Job Fair.

## Curriculum, Instruction, and Assessment

The curriculum, instruction and assessment focus at Lindsey Elementary is guided by the TEKS, STAAR, Common Assessments, and other forms of formative and summative assessment data to effectively address the needs of all learners. Critical thinking, problem solving, communication skills, creative learning collaboration, rich literature reading, hands-on science labs, and purposeful responses are the mainstays of our educational practices while using district-created roadmaps. Lindsey Elementary will utilize an instructional model that includes mini-lessons, strategy groups, guided reading and math groups, conferring with individual students, and goal setting as the foundation of their instructional practices. Every 4 – 6 weeks, grade level teams meet to roadmap daily mini-lessons which target the instructional standards in upcoming units. The planning process responds to the TEKS that will be taught, and addresses gaps in student learning. In addition, teachers discuss extensions for students who have already demonstrated mastery of certain identified TEKS or concepts.

Assessments play a pivotal role in all learning outcomes at Lindsey. Assessments will take on many looks from formative to summative. These assessment options include multiple choice, open ended, student response, student production, turn and talk, conferring, tickets out and rubrics. It is the belief of Lindsey Elementary staff members that students who can apply their learning in a variety of ways rise to higher levels of thinking and academic success.

Teachers will work diligently to ask questions in multiple ways during instruction and the assessment process so that students are able to apply their thinking regardless of which type of assessment is used. Common assessments are used across grades 3-5 twice each nine weeks to help track alignment from instruction to applied learning. Summative assessments such as multiple-choice tests (common assessments and STAAR) are just one form of data collection. Campus data includes tracking performance of TEKS mastery and growth using a variety of assessment methods. In grades 3-5, teachers continually monitor student responses to open-ended questions, discussions, and other forms of formative assessments (running records, pre-assessments, Gismos, Reflex Math, Stemsscopes, District Checkpoints/Benchmarks) to track student understanding and mastery. Teachers will respond to student learning needs through the use of flexible small groups and quality differentiation.

Data in grades K-2 also include formative assessments, student responses and rubrics to track reading levels and growth. In mathematics, similar data will be collected, analyzed, and used to track student progress and growth. Additionally, students in K-2 will participate in the Measurement in Growth and Mathematics and running records for math fluency to help set benchmarks for learning. Grade 2 will also participate in District Curriculum Checkpoints at designated times throughout the year. Teachers respond to student learning needs through the use of flexible small groups and quality differentiation.

Vertical meetings will be held throughout the school year with the math, reading and ESL facilitators leading.

Additionally, K-2 and 3-5 PLC's will be held 5 times a year with campus administration, and facilitators. During these meetings data are reviewed and best practices are discussed to target and grow all learners. Teachers will work collaboratively to plan for successful student learning.

Grade levels have a daily common planning time where the details of not just "what" will be taught are discussed, but also include "how" the content will be delivered during whole-group and targeted small group instruction.

As a part of the RTI process, student progress is reviewed at Kid Chat meetings 4-5 times a year. These meetings will be attended by all campus administrators, grade level teachers, SPED, and all facilitators. Campus leadership sets minimum criteria to help target student interventions while using a strengths model approach. All stakeholders discuss the data presented to create an action plan for students' whose data falls below the minimum criteria.

When students are identified as needing support beyond RTI Tier I, they then move to RTI Tier 2. Rtl Tier 2 intervention is a 4-day a week service with 30 minutes of reading intervention and/or 30 minutes of math intervention. RTI Tier 3 intervention utilizes a 5 day a week model. The aforementioned stakeholders discuss the progress students are making and areas of need. Groups are then formed by combining needs, strengths, and objectives. Parents are an integral part of the RTI process. Parents of students who are to receive support are asked to attend a parent conference with the classroom teachers and an administrator. At this time, information is gathered as to how the child is supported at home. Suggestions for continued student support at home are also offered. The school intervention and support plan is shared with the parents.



## Community and Student Engagement

At Lindsey Elementary, we strive to maintain a strong connection with our parents and community stakeholders. Throughout the year we will coordinate several Pay It Forward projects benefiting our Lindsey community, the LCISD community, and surrounding Fort Bend County. It is our goal to teach all Lindsey students that an act of kindness can make a difference in the world around them. We hope our students, together with their families and the community, are inspired to continue to serve others in the future.

The Lindsey staff, parents and community will be working collaboratively to establish a Friends of Lindsey Organization this school year. This purpose of this organization is to bring families closer together and to work towards common goals for the betterment of our Lindsey students.

Provide multiple opportunities to involve families and the Lindsey community in a variety of events: Meet the Teacher, Curriculum Night, STREAM Night, Veteran's Day Program, Dedication, Grandparents' Day, Musical Performances in every grade level, Field Day, Red Ribbon Week, end of year Celebration of Learning for each grade level, 5th grade Clap Out, Mother-Son event, Father-Daughter Dance, Fall and Spring Parties.

Require parent's presence at all Rtl meetings to discuss his/her child's progress and plan of action.

Communicate consistently through weekly campus newsletter, call outs, email, website, Twitter, Facebook page, phone calls, and conferences.

## School Organization

Teachers, students, and parents at Lindsey Elementary take pride in the academic success and safety of our school community. Lindsey Elementary has a safe and positive environment with a strong focus on academic excellence. We teach life-long skills that build social character for students to ensure their successful futures. Our commitment is to keep our students at the center of all decisions and actions. We make learning our top priority for students and staff. Data is utilized to identify areas of deficiency and strength and is then used to guide instructional decision-making. Instruction is adjusted to meet the needs of all learners, including staff. We work hard to guarantee that our instructional time is protected and maximized. Our school community values collaborative planning through the development and use of strong Professional Learning Community (PLCs) practices.

Active participation by teachers in school organizations through SBMT, grade level meetings, vertical team meetings, and various committees allows for opportunities for teachers to have a voice in decision making at Lindsey.

Provide all staff members with necessary resources to maintain a safe environment for all. Included are: safety “Go Bags” in every classroom; LCISD identification badges worn by all staff; use of Raptor System to safeguard our students, faculty, staff, and parents; Morning Meetings conducted every Monday emphasizing the Lindsey core essential skills and anti-bullying; and provide a school-wide Emergency Response Plan coordinated by the assistant principal and the Safety Committee.

## Technology

Every classroom in Lindsey Elementary is equipped with a desk top computer, a Promethean Board, a Front Row System, a document camera, a teacher laptop with a docking station and at least 5 iPads. The campus is also equipped with 3 mobile laptop carts, and a computer lap with 28 computers. Our teachers are looking forward to planning and designing lessons with our Campus Instructional Technology Specialist throughout the year. Several teachers participated in INTERACT this summer where teachers were provided the opportunities to learn about new tools which could be used to enhance their instruction and student learning.

Encourage students Kindergarten – 5th grades to bring their own mobile learning devices to support learning in the classroom and to reduce the ratio of students to devises.

## Identified Needs

## Priorities Based off of Identified Needs

### Demographics

<p>Kathleen Joerger Lindsey Elementary is opening in the fall of 2017 as a Pre-K - 5th grade campus in Lamar Consolidate ISD. The need for Lindsey Elementary is a direct result of the fast growth on the northern side of the district. We serve four subdivisions none of which are built out, so the potential for substantial growth is imminent. Our current enrollment is 457 students of which approximately 215 students were rezoned from Huggins Elementary. Enrollment data reveals the white student population continues to be the largest group with 37.6%. The campus has two student groups that are almost equal in size: 27.1% Hispanic and 20.5% Black or African American. Asian students make up 8.5% of the population, American Indian is at .4%, and Two or More Races represents 5.9%.</p>	<p>The rich cultural diversity of our school is a direct reflection of the diversity of Fort Bend County. Our students have lived and traveled throughout the world and their worldly knowledge is a strength in daily classroom discussions. Many students are bilingual with English ranking as the second acquired language.</p> <p>We will utilize an extended learning time to focus on specific academic areas of improvement. 75% of our grade level teams are ESL certified. Parent conferences will be scheduled throughout the year to discuss student progress. Translators will be provided as needed for our families. We currently have 15 languages spoken in our school and a total of 85 ESL students.</p>
<p>Utilize Kid Chats to closely monitor all students (LEP, special education, At-Risk, low socioeconomic, and general education) to ensure growth is made by each child at each grade level.</p>	<p>Hold Kid Chat meetings once every 6 weeks in grades K-5th to review all data on all students. Create an action plan for students who are not showing the expected growth in the classroom.</p>
<p>Closely monitor all LEP students to ensure growth on TELPAS and STAAR.</p>	<p>Utilize LEP funds to tutors and purchase additional research based instructional materials. Utilize professional development money to train teachers on strategies to assist language learners.</p>

### Student Achievement

<p>The staff at Lindsey Elementary will continually strive to refine instruction and to address student achievement needs so that every student achieves 100% mastery of the TEKS. Once that goal is achieved, we will continue to address students' needs to take every child to higher levels of academic success. From our data analysis, we have identified the following as our most current, critical student achievement needs.</p> <p>Lindsey Elementary staff will work collaboratively using a strength model framework to target small group instruction to address the needs of our students and their diverse educational backgrounds.</p>	<p>Use collaborative planning approach to create differentiated small group lessons for all students.</p> <p>Training teachers to look at what a student can do to address a child's deficits by developing a deep understanding of how TEKS are built from one grade level to the next.</p>
<p>Seek and find experts to deliver differentiated professional development opportunities for teachers to address our students' growth areas so that 100% mastery of TEKS at each grade level is achieved.</p>	<p>Provide professional learning for staff members in the areas of: Reading Workshop, Writing Workshop, numeracy continuum, Cognitive Guided Math Instruction, effective use of differentiated guided math groups, use of 5E model in science planning and delivery, 3D word walls across the curriculum, attributes of effective team planning, and development of grade level common assessments.</p>
<p>Increase the percentage of all students, in all subject areas Mastering Grade Level on STAAR by 25%. 100% of all Special Education, LEP, and AT-Risk students will reach a level above where they performed on STAAR the year before with 100% meeting Approaches Grade Level status on all STAAR tested subjects.</p>	<p>Reading</p> <ul style="list-style-type: none"> <li>-Utilize reading workshop daily with fidelity in grades K-5.</li> <li>-Increase the volume students are reading in a school year.</li> <li>-Over the course of the year increase each student's stamina in grades K-5.</li> <li>-Teach reading strategies that can be applied across texts, genres and subjects.</li> <li>-Teachers set personal reading goals with students and frequently confer with students to provide quality feedback.</li> </ul> <p>As student's master goals, new goals are set.</p>

	<p>Writing</p> <ul style="list-style-type: none"><li>-Utilize a workshop model daily with fidelity in grades K-5.</li><li>-Throughout the year increase the volume and stamina through various methods such as flash drafts.</li><li>-Connect reading and writing by using mentor texts to model what great authors do to what we can do in our writing too.</li><li>- Teachers set personal writing goals with students and frequently confer with students to provide quality feedback. As student's master goals, new goals are set.</li></ul> <p>Science</p> <ul style="list-style-type: none"><li>-Utilize the 5E model for science lessons.</li><li>-Students are engaged in hands-on science lab opportunities at least 75% of their designated science time.</li><li>-Bridge reading strategies into science content.</li></ul> <p>Math</p> <ul style="list-style-type: none"><li>-Utilize Guided Math daily with fidelity in grades K-5.</li><li>-During small group instruction focus on building a strong foundation in numeracy and place value so students understand how numbers are built.</li><li>-Develop a math fluency program to assist in the accuracy and automaticity of facts. (1-5)</li><li>-While in small group the focus will follow a CRA (Concrete, Representational and Abstract) model to assist students in bridging the bare number problems to problem solving.</li><li>-Incorporate process standards into word problems on a daily basis.</li></ul>
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## School Culture and Climate

<p>Implement Monday Morning Meetings to teach weekly school-wide Social Skills Lessons and build classroom relationships.</p>	<p>Train teachers prior to the beginning of school how to conduct a Morning Meeting.            Conduct a basic introduction to the Lindsey Core Essentials the first week of school.            Implement Morning Meetings every Monday schoolwide, Pre-K-5th grade, focusing on two essentials a week.            Reteach essentials throughout the year as needed.</p>
<p>Implement Den System which allows for various leadership and mentoring opportunities for our students.</p>	<p>All staff members and all students Kindergarten – 5th grade will be placed in one of 6 Dens for the remainder of their career at Lindsey.            Designate early release days as Den Days. These multi-aged Dens will meet to complete special pay it forward projects, conduct team builders, celebrate student success, practice various leadership and mentoring opportunities.            Twice a month teachers and students work together as a team to complete Den Challenges.</p>
<p>Provide opportunities for the Dens to lead the school in activities designed to complete the process of earning Lindsey a “No Place for Hate” designation.</p>	<p>Utilize the multiage level Dens to complete the No Place For Hate activities.            Apply to become designated as a No Place for Hate school.</p>

*Please Note: Activities funded through federal programs or State Compensatory Education must be identified in the priorities section above.*

## Identified Needs

## Priorities Based off of Identified Needs

### Staff Quality, Recruitment, and Retention

<p>Provide first year teachers with an on-campus mentor. Utilize staff members' strengths to maximize and enhance the quality of each team.</p>	<p>Mentors will meet with first year teachers at least once every two weeks to check in and discuss upcoming events and answer questions. Utilize Facilitators to collaboratively team plan and model lessons across content areas. Create opportunities for Teachers to Observe other Teachers (TOTS) both vertically across grade levels and horizontally within their grade levels to refine and identify growth areas.</p>
<p>Publicly acknowledge staff members who have made a positive contribution and who have gone above and beyond expectations.</p>	<p>Recognize staff members in the ROAR (Staff Newsletter), during Learning Meetings, and During Den Celebrations. Seek weekly input from staff for the ROAR so that thank you's and celebrations can be recognized.</p>
<p>Effectively implement T-TESS and Student Learning Objective with 1st grade.</p>	<p>Utilize resources to implement TTESS and Student Learning Objective.</p>

### Curriculum, Instruction, and Assessment

<p>Begin a common assessment process that values student responses and the alignment with TEKS while using a variety of methods to assess instruction or demonstrate learning.</p>	<p>Collaboratively teachers and facilitators create a grade level balanced assessment approach to assess the full mastery of TEKS taught. Grade levels design grading opportunities which focus on quality over quantity so grades are representational of what a student has truly mastered.</p>
<p>Utilize PLC's to desegregate data to make informed decisions on curriculum targets for students.</p>	<p>Hold PLC meetings four times a year to complete a deep data dig to drive instructional decisions for classroom small groups and intervention groups.</p>

	Conduct professional development trainings based on growth areas for students.
Implement reading, writing and guided math workshop with fidelity in Kindergarten – 5th grade.	Admin team monitor the implementation across the building. Continue to provide training and opportunities for teachers to learn more and refine the workshop model.

### Community and Student Engagement

Provide a variety of opportunities to involve families and the community in the school setting.	Implement the Watch DOGS program and encourage fathers to participate. Provide opportunities for parents to share their expertise and teach students about various science concepts via hands-on K-5 Science Lab program, beginning in the spring semester. Encourage parent and/or community volunteers to teach the K-5 Junior Achievement program.
Begin building a parent, teacher, and community organization for Lindsey.	Encourage 100% participation of staff and parents in Friends of Lindsey membership, meetings, and events. Create opportunities for the community to become involved in school events.

### School Organization

Provide all staff members with necessary skills to maintain a safe environment for all.	Train all staff on the LCISD district emergency response procedures prior to school starting. Conduct monthly fire drills and disaster drills to prepare staff and students in the event of an emergency. Training administrators and special education teachers and paras in CPI techniques.
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	<p>Teacher anti-bullying activities and guidance lessons emphasizing positive character traits and making great decisions.</p> <p>Incorporate and explicitly teach digital citizenship, cyber safety, and anti-cyber bullying lessons throughout the year.</p> <p>Train staff members on the use of an EpiPen and AED.</p>
Provide leadership opportunities for teachers and staff.	<p>Create a team leader team.</p> <p>Identify strengths and find opportunities for teachers and staff to utilize those strengths in a leadership capacity.</p>

### Technology

Encourage staff participation in a minimum of three technology professional learning opportunities throughout the year with a focus on technology integration.	Provide professional development including: “Appy Hour” where various instructional apps are shared, CITS and INTERACT teachers provide technology integration ideas for upcoming topics for content areas.
Implement Maker Space during library rotation to promote real world problem solving.	Integrate a variety of technology into the Maker Space rotations as a means of problem solving and creating.

*Please Note: Activities funded through federal programs or State Compensatory Education must be identified in the priorities section above.*

## Improvement Plan Goals

Goal 1: By June 2018, 100% of Lindsey Elementary students will read at or above grade level in grades Kindergarten – 5th grades.

Goal 2: By June 2018, all 4th and 5th grade Lindsey Elementary students will achieve a level above where they performed on the STAAR the year before with 100% meeting Approaches Grade Level status on Reading and Math STAAR.

Goal 3: By June 2018, 100% of 4th graders will achieve Meets Grade Level on STAAR Writing.

Goal 4: By June 2018, 100% of Lindsey Elementary LEP students will make a year's growth on TELPAS.

Goal 5: By June 2018, Lindsey will demonstrate that we provide a supportive and effective learning community as evidenced by the 2017-2018 staff survey reflecting at least 90% of the teachers agree they receive relevant feedback.

## Goal 1

<b>Goal Statement:</b> By June 2018, 100% of Lindsey Elementary students will read at or above grade level in grades Kindergarten – 5th grades.	<b>CNA Area of Need:</b> Student Achievement
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**Performance Objective:** 100% of Kindergarten - 2<sup>nd</sup> grade students will read at or above grade level expectations.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Teachers will utilize reading workshop daily with fidelity, and work collaboratively to target the small group instruction to address the specific needs of all learners. Students will read self selected texts for independent reading time, on their independent level. They will use these books to apply and practice the skills taught during the minilessons or small group.	Teachers	Daily	Reading Materials Local Funds	Teacher small group binders which include anecdotal notes, student goals, student strengths and areas of continual growth. DRA/F&P levels and running records
Teachers incorporate phonics, fluency and word study as a part of the balanced literacy approach.	Teachers	Daily	Reading Materials Local Fund	Teacher small group binders which include anecdotal notes, student goals, student strengths and areas of continual growth. DRA/F&P levels and running records
We will utilize Kid Chats to review reading data on every student Kindergarten - 2 <sup>nd</sup> grade to ensure growth. If a student falls below expectations in reading a comprehensive RTI plan is put into place to address a student's specific need. The most at-risk students are pulled into targeted small groups during PAWS Time (extended learning time) and serviced by supplemental	Principal, Assistant Principal, Counselor, Teachers, Facilitators	Every 6 Weeks	State Comp Ed \$1,600.50 State Comp Ed FTE- Reading Facilitator	Kid Chat Spreadsheets with a variety of data collected over a 6 week period, RTI progress monitoring, lesson plans.

personnel such as the reading facilitator and part time tutor.				
Students who are identified as reading at or above grade level will attend PAWS Time with their teacher. The focus is on Figure 19 D and Supporting TEKS. The groups are Heterogeneous across the grade level. PAWS Time Activities include: Read-a-loud (any genre), modeled think alouds and turn and talks, discourse, accountable talk, defending a position and growing an idea, independent reading with book bags, teachers conferring with readers, applied practice, deeply understanding characteristics of each genre	Teachers	Tuesday - Friday	No funded needed	Lesson plans for PAWS Time, DRA/F&P levels and running records, anecdotal records, curriculum check points, benchmarks, campus common assessments.

**Performance Objective:** 100% of 3rd - 5th grade students will read at or above grade level expectations.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Teachers will utilize reading workshop daily with fidelity, and work collaboratively to target the small group instruction to address the specific needs of all learners. Students will read self selected texts for independent reading time, on their independent level. They will use these books to apply and practice the skills or strategies taught during the minilessons or small group.	Teachers	Daily	Reading Materials Local Funds	Teacher small group binders which include anecdotal notes, student goals, student strengths and areas of continual growth. F&P levels
Teachers incorporate phonics/vocabulary, fluency and word study as a part of the balanced literacy approach.	Teachers	Daily	Reading Materials Local Funds	Teacher small group binders which include anecdotal notes, student goals, student strengths and areas of continual growth. F&P levels

<p>We will utilize Kid Chats to review reading data on every student 3<sup>rd</sup> - 5<sup>th</sup> grade to ensure growth. If a student falls below expectations in reading a comprehensive RTI plan is put into place to address a student's specific need. The most at-risk students are pulled into targeted small groups during PAWS Time (extended learning time) and serviced by supplemental personnel such as the reading facilitator and part time tutor.</p>	<p>Prinicpal, Assistant Prinicpal, Counselor, Teachers, Facilitators</p>	<p>Every 6 weeks</p>	<p>State Comp Ed \$800.25 State Comp Ed FTE- Reading Facilitator</p>	<p>Kid Chat Spreadsheets with a variety of data collected over a 6 week period,RTI progress monitoring, lesson plans.</p>
<p>Students who are identified as reading at or above grade level will attend PAWS Time with their teacher. The focus is on Figure19 D and E and Supporting TEKS. The groups are heterogeneous mixed across grade levels. The PAWS Time activities are: read-a-loud (all genres), Sign Posts (Notice and Note; Reading Nonfiction),beginning to work on using the Learning Progressions through the Reading Units of Study, modeled think alouds and turn and talk, discourse, accountable talk, defending a position and growing an idea, independent reading with classroom novel, conferring with readers.</p>	<p>Teachers</p>	<p>Tuesday - Friday</p>	<p>Reading Materials-Local Fund</p>	<p>Lesson plans for PAWS Time, DRA/F&amp;P levels and running records Lesson plans, anecdotal records, curriculum check points, benchmarks, campus common assessments.</p>

## Goal 2

<p><b>Goal Statement:</b> By June 2018, all 4th and 5th grade Lindsey Elementary students will achieve a level above where they performed on the STAAR the year before with 100% meeting Approaches Grade Level status on Reading and Math STAAR.</p>	<p><b>CNA Area of Need:</b> Student Achievement</p>
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**Performance Objective:** 100% of 4<sup>th</sup> and 5<sup>th</sup> grade students will achieve a level above where they performed on the STAAR in 2016 in Reading.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
<p>Utilize reading workshop daily with fidelity in grades K-5. Increase the volume students are reading in a school year. Over the course of the year increase each student's stamina in grades K-5.</p>	<p>Teachers</p>	<p>Daily</p>	<p>Reading Materials- Local Funds</p>	<p>Teacher small group binders which include anecdotal notes, student goals, student strengths and areas of continual growth, F&amp;P levels, reading logs.</p>
<p>We will utilize an instructional model that includes mini-lessons, strategy groups, guided reading, conferring with individual students, and goal setting as the foundation of their instructional practices. Every 4 – 6 weeks, grade level teams meet to roadmap daily mini-lessons which target the instructional standards in upcoming units. The planning process responds to the TEKS that will be taught, and addresses gaps in student learning. In addition, teachers discuss extensions for students who have already demonstrated mastery of certain identified TEKS or concepts.</p>	<p>Principal, Assistant Principal, Facilitators, and Teachers</p>	<p>Every 4 to 6 weeks</p>	<p>State Comp Ed FTE- Reading Facilitator</p>	<p>Lesson plans, teacher small group binders, long range planning calendar.</p>

<p>We will utilize a balanced assessment approach to show students can apply what they have learned in a variety of ways to raise the level of thinking. Teachers will work diligently to ask questions in multiple ways during instruction and the assessment process so that students are able to apply their thinking regardless of which type of assessment is used. Common assessments are used across grades 3-5 twice each nine weeks to help track alignment from instruction to applied learning. Summative assessments such as multiple-choice tests (common assessments and STAAR) are just one form of data collection. Campus data includes tracking performance of TEKS mastery and growth using a variety of assessment methods. In grades 3-5, teacher continually monitor student responses to open-ended questions, discussions, and other forms of formative assessments (running records, pre-assessments, District Checkpoints/Benchmarks) to track student understanding and mastery. Teachers will respond to student learning needs through the use of flexible small groups and quality differentiation. Reflection of data is done during vetical meetings, PLC's or grade level meetings.</p>	<p>Principal, Assistant Principal, Facilitators, and Teachers</p>	<p>Weekly</p>	<p>State Comp Ed FTE- Reading Facilitator</p>	<p>Common assessments-pre and post, district check points, benchmarks, anecdotal notes F&amp;P Levels.</p>
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**Performance Objective:** 100% of 4th and 5th grade students will achieve a level above where they performed on the STAAR in 2016 in Math.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Utilize Guided Math daily with fidelity in grades K-5. During small group instruction focus on building a strong foundation in numeracy and place value so students understand how numbers are built. Develop a math fluency program to assist in the accuracy and automaticity of facts. (1-5) While in small group the focus will follow a CRA (Concrete, Representational and Abstract) model to assist students in bridging the bare number problems to problem solving. Incorporate process standards into word problems on a daily basis.	Teachers, Facilitators	Daily	Math Materials- Local Funds	Lesson plans, teacher small group binders with anecdotal notes,
We will utilize Kid Chats to review math data on every student 3 <sup>rd</sup> - 5th grade to ensure growth. If a student falls below expectations in math a comprehensive RTI plan is put into place to address a student's specific need. The most at-risk students are pulled into targeted small groups during PAWS Time (extended learning time) and serviced by supplemental personnel such as the reading facilitator and part time tutor.	Principal, Assistant Principal, Counselor, Facilitators, Teachers	Every 6 weeks	State Comp Ed-Tutor \$800.25	Kid Chat Spreadsheets with a variety of data collected over a 6 week period, RTI progress monitoring, lesson plans
Students who are identified as performing at or above grade level in math will attend PAWS Time with their teacher. Math PAWS Time teaches the concepts in context by ALWAYS presenting the information in a	Teachers	Tuesday - Friday	No funding needed	Lesson plans for PAWS time, anecdotal records, curriculum check points, benchmarks, campus common assessments



<p>problem solving format. Teachers provide direct instruction on utilizing the various strategies to address our Process Standards. Students are encouraged to answer the same problem multiple ways and are expected to explain their thinking through mathematical discourse which extends and builds on what they know. Dual coded problems allow the teachers to apply different process standards to address the same skill. Students are exposed to multiple ways a specific skill could be presented. Conferencing occurs while students work in small collaborative groups in order to solve rigorous problems. The teacher moves from group to group to pose questions, take notes on students' strategy use and/or listen in to the group's math talk.</p>				
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**Performance Objective:** 100% of 4th and 5th grade special education students will achieve a level above where they performed on the STAAR in 2016 in Reading and Math.

<b>Activity / Strategy</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation</b>
<p>Lindsey staff members will work collaboratively using a strength model framework to target small group instruction to address the specific needs of each special education student.</p>	<p>General Ed. and Special Ed Teachers, Facilitators</p>	<p>Daily</p>	<p>State Comp Ed FTE- Reading Facilitator</p>	<p>Lesson plans, teacher small group binders with anecdotal notes, and collaboration teaching model.</p>
<p>Provide professional learning for staff in the areas of Collaborative Teaching Model, Units of Study for Reading and Writing, Guided Math, attributes of effective planning, refine depth and</p>	<p>Principal, Assistant Principal, Counselor, Facilitators, General Ed and Special Ed Teachers</p>	<p>Throughout the year</p>	<p>State Comp Ed FTE-Reading Facilitator</p>	<p>Implementation will be measured by direct observation, student artifacts, district and grade level common assessments, Kid</p>

complexity of common assessments and strategies that undo students' math misconceptions to solidify conceptual understanding.				Chat spreadsheets, and mastered IEP goals.
Utilize extended learning time to effectively address the learning needs by building on each student's strengths to promote growth through successful learning.	General Ed. and Special Ed Teachers, Facilitators	Tuesday - Friday	State Comp Ed FTE- Reading Facilitator	Lesson plans for PAWS time, anecdotal records, curriculum check points, benchmarks, campus common assessments, mastered IEP goals.

### Goal 3

<b>Goal Statement:</b> By June 2018, 100% of 4th graders will achieve Meets Grade Level on STAAR Writing.	<b>CNA Area of Need:</b> Student Achievement
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**Performance Objective:** Overall, 4<sup>th</sup> grade writing will achieve an increase of students who Meet Grade Level Standards from 57.78% in 2017 to 100% in 2018.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Utilize a writing workshop model daily with fidelity in grades K-5. Throughout the year increase the volume and stamina through various methods such as flash drafts in grades K-5. Connect reading and writing by using mentor texts to model what great authors do to what we can do in our writing too. Teachers set personal writing goals with students and frequently confer with students to provide quality feedback. As student's master goals, new goals are set.	Teachers and Facilitators	Daily	Writing Resources Local Funds	Lesson Plans, Collection of data using flash drafts, anecdotal records.
The writing vertical team will monitor, implement, and evaluate research-based writing instruction based on district level trainings.	Teachers, Facilitators, and Principals	Weekly	No funds needed	Sign in sheets will show 100% of writing staff was trained.
Provide training opportunities for ESL teachers to enhance writing instruction for ELL's	ESL Facilitator and Teachers	Yearly	ESL Funds and Local Funds	Lesson plans and walkthroughs, have evidence of instruction learned from training.

## Goal 4

<b>Goal Statement:</b> By June 2018, 100% of Lindsey Elementary LEP students will make a year's growth on TELPAS.	<b>CNA Area of Need:</b> Student Achievement
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<b>Performance Objective:</b> By June 2018, 100% of Lindsey Elementary LEP students will make a year's growth on TELPAS.
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Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Sheltered instruction strategies and linguistic accommodations trainings will take place throughout the year.	Principal, Assistant Principal, ESL and Academic facilitators	Periodically as training needs arise	State Comp Ed-Reading Facilitator	ELL training signature pages
The Academic and ESL Facilitators will collaborate with teachers during planning to address the needs of the ELL learners.	Principal, Assistant Principal, ESL and Academic facilitators	Weekly	No funds needed	Differentiation for ELL's noted in small group binder and anecdotal notes.
Train the teachers on the levels of TELPAS and what a student must be able to demonstrate from one level to the next to identify specific areas to target to ensure growth.	ESL Facilitator and Teachers	Fall Semester	No funds needed	Sign in sheets will show 100% of staff was trained.

<b>Performance Objective:</b> 100% of the Lindsey teachers will be ESL certified by June 2018.
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Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Inform teachers about the process for getting ESL certified, the ESL study sessions, and follow up with them to make sure that they apply for the certification once they pass the test.	Principal and Assistant Principal	Each Semester	No funds needed	100% of the teachers will be ESL certified.

## Goal 5

<p><b>Goal Statement:</b> By June 2018, Lindsey will demonstrate that we provide a supportive and effective learning community as evidenced by the 2017-2018 staff survey reflecting at least 90% of the teachers agree they receive relevant feedback.</p>	<p><b>CNA Area of Need:</b> School Culture and Climate</p>
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**Performance Objective:** By June 2018, the staff survey conducted during the 2017-2018 school year will be at least 90% or greater in strongly agree and agree combined for teachers who feel like they are provided with specific, helpful feedback.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
T-TESS pre and post conferences as well as walkthroughs and formal observations will be conducted in order to ensure that teachers are provided with specific, relevant feedback related to their goals.	Principal and Assistant Principal	Monthly	No funds needed	T-TESS conferences and evaluations
Construct the Student Learning Objective program with first grade.	Principal, Assistant Principal, Teachers	Monthly	No funds needed	SLO objectives

## Financial Summary

<b>Funding Source</b>	<b>Total Amount</b>
<b>State Comp Ed Tutoring</b>	<b>\$3,201.00</b>
<b>State Comp Ed FTE</b>	<b>\$31,794.10</b>
<b>LEP</b>	<b>\$1,329.00</b>

## SBDMC Members

<b>Name</b>	<b>Position / Role</b>
<b>Heather Williams</b>	<b>Principal</b>
<b>Bethany Cunningham</b>	<b>Assistant Principal</b>
<b>Sarah Milliman</b>	<b>Teacher</b>
<b>Melissa Freeman</b>	<b>Teacher</b>
<b>Tamela Allen</b>	<b>Teacher</b>
<b>Charlotte Rawlings</b>	<b>Teacher</b>
<b>Christina Carr</b>	<b>Teacher</b>
<b>Tracy Locke</b>	<b>Parent</b>
<b>Rebecca Calle</b>	<b>Parent</b>
<b>Melody Tagliere</b>	<b>Parent</b>
<b>Michelle August</b>	<b>Community Member</b>

TEA has identified four Strategic Priorities which will benefit student outcomes.

1. Recruiting, supporting, and retaining teachers and principals;
2. Building a foundation of math and reading;
3. Connecting high school to career and college; and
4. Improving low-performing schools.