

Lamar Consolidated Independent School District

Lindsey Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



Mission Statement

Every Learner. Every Day. Whatever It Takes.

Vision

We promise to be the one who will value who you are, where you have been, and where you are going

To serve as your advocate and build a meaningful relationship

To encourage, engage, and inspire you as we learn and grow

To make learning fun and share laughter everyday

To empower your growth by fostering the love of learning in a safe environment

We will persevere TOGETHER!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Kathleen Joerger Lindsey Elementary opened in the fall of 2017 as a Pre-K - 5th grade campus in Lamar Consolidated 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 continued substantial growth is imminent. Our current enrollment is 1,115 students which is growing by the day.

Enrollment data reveals the white student population continues to be the largest group with 38% followed by 27% Hispanic, 17% Black or African American, 14% Asian, 4% Two or More Races, and .5% American Indian Alaskan-Native.

19% of our students are receiving ESL services, 7% of students are GT, 13% of our students are served under the special education umbrella, and 3% are 504 eligible.

Demographics Strengths

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. We utilize an extended learning time to focus on specific academic areas of growth, sentence stems, and a coaching model to assist all ESL students. 88% of our grade level teams are ESL certified. Parent conferences are scheduled throughout the year to discuss student progress. Translators were provided as needed for our families. We currently have 31 languages spoken in our school and a total of 216 EB students.

Lindsey is home to two Early Childhood Special Education Classrooms and two Structured Learning Classrooms. These four self-contained special education classrooms offer all of our students an opportunity to collaborate and grow as a community of learners.

Problem Statements Identifying Demographics Needs

Problem Statement 1: All Lindsey students participated in extended learning time which includes intervention and enrichment. Differentiated instruction and high rigor are an expectation in all Tier 1 lessons and lesson plans. Some of the new to Lindsey students require remediation to cover curriculum gaps due to lack of exposure and educational opportunity. **Root Cause:** The students are moving to LCISD from other schools across the country and the world causing curriculum gaps due to lack of exposure.

Student Learning

Student Learning Summary

Lindsey Elementary is an A rated campus with a score of 92 for Student Achievement, 93 for Student Progress, and 96 for Closing the Gap. The campus earned two Distinctions Designations in Comparative Academic Growth and Comparative Closing the Gaps.

3rd Grade Reading Assessment Data

2021-2022

Level	STAAR 2019	STAAR 2021	Benchmark 2022	STAAR 2022	Increase
Approaches	90%	84%	85%	94%	10%
Meets	63%	59%	54%	71%	12%
Masters	41%	32%	25%	43%	11%

4th Grade Reading Assessment Data

2021-2022

Level	STAAR 2019	STAAR 2021	Benchmark 2022	STAAR 2022	Increase
Approaches	85%	71%	83%	92%	21%
Meets	50%	41%	47%	73%	32%
Masters	22%	15%	26%	45%	30%

5th Grade Reading Assessment Data

2021-2022

Level	STAAR 2019	STAAR 2021	Benchmark 2022	STAAR 2022	Increase
Approaches	95%	89%	70%	93%	4%
Meets	76%	73%	36%	82%	9%
Masters	49%	41%	12%	60%	19%

3rd Grade Math Assessment Data**2021-2022**

Level	STAAR 2019	STAAR 2021	Benchmark 2022	STAAR 2022	Increase
Approaches	92%	81%	79%	96%	15%
Meets	66%	48%	34%	67%	19%
Masters	33%	20%	14%	33%	13%

4th Grade Math Assessment Data**2021-2022**

Level	STAAR 2019	STAAR 2021	Benchmark 2022	STAAR 2022	Increase/Decrease
Approaches	86%	86%	71%	83%	-3%
Meets	58%	47%	35%	54%	7%
Masters	34%	19%	22%	33%	14%

5th Grade Math Assessment Data**2021-2022**

Level	STAAR 2019	STAAR 2021	Benchmark 2022	STAAR 2022	Increase/Decrease
Approaches	97%	91%	88%	92%	1%
Meets	73%	65%	56%	68%	3%
Masters	36%	31%	29%	25%	-6%

5th Grade Science Assessment Data**2021-2022**

Level	STAAR 2019	STAAR 2021	Benchmark 2022	STAAR 2022	Increase
Approaches	90%	79%	70%	84%	5%

5th Grade Science Assessment Data

2021-2022

Meets	66%	41%	36%	53%	12%
Masters	35%	15%	12%	28%	13%

Student Learning Strengths

On the 2022 5th grade reading STAAR, students showed a 4% increase in approaches, 9% increase in meets, and a 19% increase in the masters levels when compared to the 2021 5th grade reading STAAR results

On the 2022 4th grade reading STAAR, students showed a 21% increase in approaches, 32% increase in meets, and a 30% increase in the masters levels when compared to the 2021 5th grade reading STAAR results

On the 2022 3rd grade reading STAAR, students showed an 8% increase in approaches, 15% increase in meets, and a 13% increase in masters levels when compared to the 2021 3rd grade STAAR results.

On the 2022 5th grade math STAAR, students showed a % increase in approaches, % increase in meets, and a % increase in the masters levels when compared to the 2021 5th grade math STAAR results.

On the 2022 4th grade math STAAR, students showed a % increase in approaches, % increase in meets, and a % increase in the masters levels when compared to the 2021 5th grade math STAAR results.

On the 2022 3rd grade math STAAR, students showed a % increase in approaches, % increase in meets, and a % increase in the masters levels when compared to the 2021 5th grade math STAAR results.

On the 2022 5th grade science STAAR, students showed a 5% increase in approaches, 12% increase in meets, and a 13% increase in the masters levels when compared to the 2021 5th grade math STAAR results.

With a focus on Tier 1 instruction, goal setting, continued refinement of our remediation and extension PAWS Time, and the continuation of Instructional Rounds we closed the COVID gaps. In 2019 3rd, 4th, and 5th grade reading 90% approached, 67% meet, and 37% mastered. On the 2022 STAAR we exceeded our pre covid gaps with an increase in 3% approaches, 8% meets, and 12% masters on the 3rd, 4th, and 5th grade reading STAAR.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: When looking at our special education students in 3rd, 4th and 5th grades the STAAR passing rate in reading was 77% as compared to our general education students passing rate of 93%. In math the sped passing rate was 73% compared to the general education students passing rate of 90% **Root Cause:** Special Education students struggled to close the COVID gaps and keep up with the current content at the same rate as our general education students. As a result we believe our staff increased scaffolding to offer more assistance and failed to scaffold back and promote independence.

School Processes & Programs

School Processes & Programs Summary

Throughout the school year, student assessments (both formative and summative) played a pivotal role in the learning outcomes of our students. A variety of assessments were utilized, including multiple-choice, open-ended student response, student production, turn and talk, conferring, ticket out, and rubrics. Focus was placed on students' ability to apply their learning in a variety of ways. This was done primarily through small group instruction where teachers continuously responded to student learning needs. Teachers worked diligently to place emphasis on asking questions in multiple ways so that students were able to apply their thinking regardless of the type of assessment used. Guided Reading Rubrics were utilized in first and second grade to monitor student progress and provide feedback to parents. Common assessments were given in grades first through five twice each nine weeks to track alignment from instruction to applied learning.

All formative and summative data was analyzed twice a nine weeks to identify areas of strength and growth for the grade level, class, and the individual students. An action plan was developed to address the targeted TEKS and these objectives were spiraled into large and small group instruction. Students created and tracked goals based off their individualized data. When they reached their goals, we celebrated their success and raised the bar by setting new goals.

Students in grades 4-5 who did not meet standard on the Reading and/or Math STAAR received 30 hours of accelerated instruction before, after, and/or during PAWS time.

Through the MTSS process, student progress was measured throughout the school year during Kid Chat meetings. Kid Chats included grade level teams, administrators, facilitators, coaches, counselors, and special education staff. Classroom teachers were responsible for inputting individual student data into a grade level spreadsheet including reading levels, STAAR scores, grades on common assessments, MAP, benchmarks, number of sight words, etc. depending on the grade. The core team set the minimum criteria when sorting student data for each meeting. All stakeholders discussed the data presented in the spreadsheet and worked to create an action plan for students whose data fell below the minimum criteria. These action plans prompted a move from TIER I to TIER II in MTSS. For TIER II intervention, students received 30 minutes of intervention for a minimum of 3 days per week during extended learning time delivered by a grade level teacher. The purpose of the intervention was to work on spiraling TEKS the students were struggling on in order to be successful with current grade level content.

Students that did not demonstrate success at TIER II were moved to TIER III on a case-by-case basis. For TIER III intervention, students received 30 minutes of intervention for a minimum of 4 days per week during extended learning time delivered by an academic facilitator. The purpose of the intervention was to work on critical foundational TEKS the students were missing in order to be successful with current grade level content. When a student was moved to TIER III intervention, a Student Support Team Meeting was held. These meetings included the academic facilitator, teachers, and the parents. It was important for the team to learn how the child was supported at home, share the details of the intervention with the parent, and answer any questions they might have.

School Processes & Programs Strengths

We continually strive to maintain a strong connection with our parents and community stakeholders. The Lindsey staff, parents, and community worked collaboratively to continue to build the Friends of Lindsey Organization. The purpose of the organization was, and continues to be, to bring families closer together and work towards common goals for the betterment of our students.

Throughout the school year, there were multiple opportunities for families and the school community to attend virtual and in person events. This included: Meet the Teacher, Curriculum Night, Fall Festival, Veteran's Day Program, Spirit Nights, Red Ribbon Week, 4th grade Choir concert, 3rd and Choir's Winter Program, Running Club, Book Character Parade, Golden Paw awards, Winter and End of Year Class Parties, Celebrations of Learning, 5th grade drive thru celebration, Field Day, STREAM Night, International Festival, Father/Daughter Dance, Mother/Son Event, Mommy Makeover, and Lion Dash.

The campus communicated consistently through weekly campus newsletters, Canvas, call outs, emails, maintaining school website, Twitter, Facebook, Instagram, phone calls, and

parent conferences. During the school year teachers, administrators, and counselors reached out to parents and students to check on our families. We were able to assist with social and emotional wellness and offer resource assistance through various organizations for our families in need.

As a growing campus, it was essential to recruit a staff of highly qualified and talented professionals that shared a common vision for all vacant positions. This was done by conducting purposeful interviews and through collaboration with teams. As a staff, it was essential to continue to align our vision and goals to meet the evolving needs of the students at Lindsey Elementary. Through weekly planning sessions with the campus facilitators, Learning Meetings, Instructional Rounds, Texas Reading Academy, Learning Walks, and Teachers Observing Teachers staff members worked collaboratively to refine their craft. It was, and continues to be, a priority that staff members feel valued for the work they do. We celebrated successes and provided opportunities for staff shout outs during learning meetings and in our weekly staff newsletter.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students participated in goal setting throughout the year, but it did not become consistent until the second semester. As a result we saw huge growth leading up to the STAAR test which left us wondering what we could have accomplished if goal setting was implemented with fidelity from day one. **Root Cause:** Teachers lacked confidence in creating SMART goals with students, so they hesitated to get started.

Perceptions

Perceptions Summary

According to the end of the year Student Guidance Survey Report completed in May 2022, 44% of 3rd – 5th grade students reported feeling anxious and/or stressed out at some point during the school year.

When asked if students adapt to changes easily the following results were recorded on the 2021 - 2022 School Climate Survey.

2021 – 2022 School Climate Survey Results			
Group	Strongly Agree/ Agree	Disagree	Strongly Disagree
Parents	75%	19%	5%
Students	60%	13%	7%

When asked if students handle frustrations well the following was recorded on the 2021-2022 School Climate Survey.

2021 – 2022 School Climate Survey Results			
Group	Strongly Agree/ Agree	Disagree	Strongly Disagree
Parents	69%	29%	2%
Students	39%	23%	12%

OSS DATA		
REASON	DAYS	NUMBER OF INCIDENTS
Fighting	2	1
Threat to Student	1	1
ISS DATA		
REASON	DAYS	NUMBER OF INCIDENTS
Unacceptable Bus Conduct	1	1
Destruction of Schl/Priv Prop.	1	1
Elopement-Leave Campus	1	1
Fail to follow Rules/Regulations	5	4
Fighting	3	3
Inappropriate touching	1	1
Abusive Lang/Profanity/Gesture	1	1
Non-compliance	3	3

OSS DATA		
Physical Conflict/Confrontation	14	12
Stealing/Theft	4	2
Threat to Student	1	1
Threat to Teacher or Staff	1	1
Physical Conflict/Confrontation	1	1

Perceptions Strengths

As one of the fastest growing campuses in the district, it was imperative to maintain a strong connection with our students, parents, and community stakeholders. With the constant influx of new students enrolling, we felt like it was important for all students to learn and review the 3 R's of our campus: Be Respectful, Be Responsible, and Be Ready. We have worked to refine our PBIS program over the last five years. Expectations for every part of our building were clearly defined, voice levels were implemented in all common areas, and whole-body listening was taught and modeled to maximize instruction. Class Do Jo was utilized by all teachers to reinforce positive behavior and students were given the opportunity to purchase items from a prize cart weekly. Students who met the set criteria for the given nine weeks were able to attend a PBIS party.

Students also learned about our PRIDE Essentials, which are 24 social skills that we believe are the key to success. These essentials were taught and reinforced throughout the school year during individual classroom Monday Morning Meetings. Every student and staff member participated in a "Den Reveal" in which our new students were randomly assigned a "den" that focused on our core values including: Courage, Compassion, Integrity, Generosity, Determination, and Gratitude. The dens were heterogeneously grouped K-5. The purpose of our den system was to develop a school climate where students were excited to learn the necessary skills to become life-long learners and productive citizens. Using the Den system, students had the opportunity to earn points for their den through Den Challenges and by demonstrating our 3Rs and core values throughout the school day. The Golden Paw awards were given to one student from each class that demonstrated exceptional citizenship. Golden Paw awards were also presented to staff members to demonstrate appreciation for their hard work and dedication to the school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Based on the data collected from various surveys, students are experiencing more stress and anxiety than last year. **Root Cause:** With the changing world we are living in students are experiencing more stress and anxiety than ever before. Students are struggling to manage their emotions in a positive way which is negatively impacting them socially and academically.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: By June 2023, the percentage of 3rd, 4th, and 5th grade students earning Meets Grade Level as indicated on Reading STAAR, will increase from 75% to at least 80%.

Performance Objective 1: Provide differentiated reading and writing instruction for all Pre-Kindergarten - 5th grade learners based on student performance data.

HB3 Goal

Evaluation Data Sources: GRA, TX-KEA, MAP, benchmarks, campus based assessments, Education Galaxy, and STAAR.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize common formative and summative assessments for all courses and disaggregate, analyze, and share results in PLC-data talk meetings twice a nine weeks and Kid Chats once every six weeks to drive small and large group instructional targets.</p> <p>Strategy's Expected Result/Impact: Assessment data is an accurate reflection of what students do and do not know. Data is used to drive instructional decisions both in large and small group, and scores on summative assessments increase as a result.</p> <p>Staff Responsible for Monitoring: All Teachers Instructional Coaches ESL Coach Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize coteach models in all In Class Support classrooms to provide special education students with additional targeted reading and writing instruction.</p> <p>Strategy's Expected Result/Impact: Reinforce the first teach and reduce scaffolding which will help students apply objectives taught resulting in growth on GRA levels, MAP, Education Galaxy, campus and district assessments.</p> <p>Growth on STAAR from 43% meets to 50%.</p> <p>Staff Responsible for Monitoring: All ICS Teachers SPED Teacher</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize team planning to design data driven targeted remediation, intervention and extension instruction for all students to take place during PAWS time.</p> <p>Strategy's Expected Result/Impact: Demonstrated growth on GRA levels, MAP, Education Galaxy, campus, district, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches ESL Coach SPED teachers Academic Facilitator State Comp Ed Tutor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Literacy Coach - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$12,177</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide accelerated learning instruction possibly before, during, or after school (HB4545) for 4th and 5th grade students who did not achieve Approaches on STAAR Reading.</p> <p>Strategy's Expected Result/Impact: Demonstrated growth on GRA levels, MAP, Education Galaxy, campus, district, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Teachers Academic Facilitators Instructional Coaches ESL Coach Academic Tutor Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide extension opportunities for all EB students to develop in the four language domains: listening, speaking, reading, and writing through the use of Summit K12, Flip Grid, and shelter instruction strategies which focus on vocabulary development.</p> <p>Strategy's Expected Result/Impact: Growth in composite TELPAS levels in 3rd - 5th grades will increase from 50% to 55%.</p> <p>Growth in composite TELPAS levels in 1st-2nd grades will increase from 35% to 40%.</p> <p>Staff Responsible for Monitoring: Teacher ESL Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Supplies - 199 PIC 25 State Bilingual/ESL - 1990-11-6399-00-141-25-0 - \$4,110</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Kinder- 5th grade teachers will utilize the inquiry model to develop cross curricular units focused on targeted TEKS, vocabulary, listening, speaking, and writing during PAWS time.</p> <p>Strategy's Expected Result/Impact: Growth in TELPAS scores, academic language, GRA, MAP, and STAAR Reading, Math, and</p>	Formative		
	Nov	Feb	June

Science

Staff Responsible for Monitoring: All Teachers Kinder- 5th

TEA Priorities:

Build a foundation of reading and math



No Progress



Accomplished



Continue/Modify



Discontinue





Goal 1: By June 2023, the percentage of 3rd, 4th, and 5th grade students earning Meets Grade Level as indicated on Reading STAAR, will increase from 75% to at least 80%.

Performance Objective 2: Implement grade level, class, and individual student goal setting based off of data to support student growth.

HB3 Goal

Evaluation Data Sources: SMART goals will be written and tracked for all assessments including GRA, TX-KEA, MAP, benchmarks, campus based assessments, Education Galaxy, and STAAR.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Create and implement a goal setting folder for K-5 students to set and track SMART goals based on objectives throughout the year.</p> <p>Strategy's Expected Result/Impact: SMART goals will be achieved and growth will be demonstrated in all assessments including GRA, TX-KEA, MAP, benchmarks, campus based assessments, Education Galaxy, and STAAR.</p> <p>Staff Responsible for Monitoring: All Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students and staff will utilize learning progressions to set, track, and advance student goals.</p> <p>Strategy's Expected Result/Impact: SMART goals will be achieved and growth will be demonstrated in all assessments including GRA, TX-KEA, MAP, benchmarks, campus based assessments, Education Galaxy, and STAAR.</p> <p>Staff Responsible for Monitoring: All Teachers Instructional Coaches ESL Coach Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement teacher-student led conferences in 2nd - 5th, so students have the opportunity to discuss glows, grows, and their action plan with parents.</p> <p>Strategy's Expected Result/Impact: SMART goals will be achieved and growth will be demonstrated in all assessments including GRA, TX-KEA, MAP, benchmarks, campus based assessments, Education Galaxy, and STAAR.</p> <p>Increase parent participation in prescribed action plan.</p> <p>Staff Responsible for Monitoring: All Teachers Instructional Coaches ESL Coach Administrators</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 2: By June 2023, the percentage of 3rd, 4th, and 5th grade students earning Meets Grade Level as indicated on Math STAAR, will increase from 61% to at least 70%.

Performance Objective 1: Provide differentiated math instruction for all Pre-Kindergarten - 5th grade learners based on student performance data.

HB3 Goal

Evaluation Data Sources: TX-KEA, MAP, benchmarks, campus based assessments, Education Galaxy, and STAAR.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize common formative and summative assessments for all courses and disaggregate, analyze, and share results in PLC-data talk meetings twice a nine weeks and Kid Chats once every six weeks to drive small and large group instructional targets.</p> <p>Strategy's Expected Result/Impact: Assessment data is an accurate reflection of what students do and do not know. Data is used to drive instructional decisions, and scores on summative assessments increase as a result.</p> <p>Staff Responsible for Monitoring: All Teachers Instructional Coaches ESL Coach Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize coteach models in all In Class Support classrooms to provide special education students with additional targeted math instruction.</p> <p>Strategy's Expected Result/Impact: Reinforce the first teach and reduce scaffolding which will help students apply objectives taught resulting in growth on MAP, Education Galaxy, campus and district assessments.</p> <p>Growth on STAAR from 34% meets to 40%.</p> <p>Staff Responsible for Monitoring: All ICS Teachers SPED Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide accelerated learning instruction (HB4545) for 4th and 5th grade students who did not achieve Approaches on STAAR Math.</p> <p>Strategy's Expected Result/Impact: Demonstrated growth on MAP, Education Galaxy, campus, district, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Teachers Academic Tutor Instructional Coach ESL Coach Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize team planning to design data driven targeted remediation, intervention and extension instruction for all students to take place during PAWS time.</p> <p>Strategy's Expected Result/Impact: Demonstrated growth on MAP, Education Galaxy, campus, district, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: All Teachers Instructional Coaches ESL Coach Academic Facilitator State Comp Ed Tutor</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 2: By June 2023, the percentage of 3rd, 4th, and 5th grade students earning Meets Grade Level as indicated on Math STAAR, will increase from 61% to at least 70%.

Performance Objective 2: Implement grade level, class, and individual student goal setting based off of data to support student growth.

HB3 Goal

Evaluation Data Sources: SMART goals will be written and tracked for all assessments including GRA, TX-KEA, MAP, benchmarks, campus based assessments, Education Galaxy, and STAAR.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Create and implement a goal setting folder for K-5 students to set and track SMART goals based on objectives throughout the year.</p> <p>Strategy's Expected Result/Impact: SMART goals will be achieved and growth will be demonstrated in all assessments including TX-KEA, MAP, benchmarks, campus based assessments, Education Galaxy, and STAAR.</p> <p>Staff Responsible for Monitoring: All Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students and staff will utilize learning progressions to set, track, and advance student goals.</p> <p>Strategy's Expected Result/Impact: SMART goals will be achieved and growth will be demonstrated in all assessments including GRA, TX-KEA, MAP, benchmarks, campus based assessments, Education Galaxy, and STAAR.</p> <p>Staff Responsible for Monitoring: All Teachers Instructional Coaches ESL Coach Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement teacher-student led conferences in 2nd - 5th, so students have the opportunity to discuss glows, grows, and their action plan with parents.</p> <p>Strategy's Expected Result/Impact: SMART goals will be achieved and growth will be demonstrated in all assessments including TX-KEA, MAP, benchmarks, campus based assessments, Education Galaxy, and STAAR.</p> <p>Increase parent participation in prescribed action plan.</p> <p>Staff Responsible for Monitoring: All Teachers Instructional Coaches ESL Coach Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement differentiated math stations with student accountability in Kindergarten - 5th Grade based off of student SMART goals.</p> <p>Strategy's Expected Result/Impact: Growth in MAP, Education Galaxy, campus, district, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: All Teachers Instructional Coaches ESL Coach Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: By June 2023, the percentage of 5th grade students earning Meets Grade Level as indicated on Science STAAR, will increase from 53% to at least 60%.

Performance Objective 1: Improve Tier 1 instruction in every Science classroom, grades Kindergarten - 5th grade by utilizing the 5 E model.

Evaluation Data Sources: Common and district science assessments, benchmarks, MAP, and STAAR





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students in grades Kindergarten - 5th will participate in hands on Science labs at least 70% of the time.</p> <p>Strategy's Expected Result/Impact: Improvement in Tier 1 instruction through hands on learning experiences. Increase in percentage of meets and masters on campus common assessments, MAP, benchmarks, and STAAR.</p> <p>Staff Responsible for Monitoring: All Teachers Instructional Coaches ESL Coach Administrators</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement interactive science notebooks 2nd - 5th grade to monitor student learning and record important science concepts and vocabulary.</p> <p>Strategy's Expected Result/Impact: Use of science notebooks will improve retention of important science concepts. Increase in percentage of meets and masters on campus common science assessments, benchmarks, MAP, and STAAR.</p> <p>Staff Responsible for Monitoring: All Teachers Instructional Coaches ESL Coach</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide visual representations of science vocabulary through the use of anchor charts, interactive word walls, total physical response, interactive notebooks, and hands on opportunities.</p> <p>Strategy's Expected Result/Impact: Build academic vocabulary through hands on learning and science content knowledge. Increase in percentage meets and masters on campus common science assessments, benchmarks, MAP, and STAAR.</p> <p>Staff Responsible for Monitoring: All Teachers Instructional Coaches ESL Coach Administrators</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize Stem Scopes to support science instruction K-5.</p> <p>Strategy's Expected Result/Impact: Build academic vocabulary through hands on learning and science content knowledge. Increase in percentage meets and masters on campus common science assessments, benchmarks, MAP, and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: By June 2023, the percentage of 5th grade students earning Meets Grade Level as indicated on Science STAAR, will increase from 53% to at least 60%.

Performance Objective 2: Implement grade level, class, and individual student goal setting based off of data to support student growth.





Evaluation Data Sources: SMART goals will be written and tracked for all assessments including MAP, benchmarks, campus based assessments, Education Galaxy, and STAAR.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Create and implement a goal setting folder for 3-5 students to set and track SMART goals based on objectives throughout the year.</p> <p>Strategy's Expected Result/Impact: SMART goals will be achieved and growth will be demonstrated in all assessments including MAP, benchmarks, campus based assessments, Education Galaxy, and STAAR.</p> <p>Staff Responsible for Monitoring: All Teachers</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement teacher-student led conferences in 3rd - 5th, so students have the opportunity to discuss glows, grows, and their action plan with parents.</p> <p>Strategy's Expected Result/Impact: SMART goals will be achieved and growth will be demonstrated in all assessments including TX-KEA, MAP, benchmarks, campus based assessments, Education Galaxy, and STAAR.</p> <p>Increase parent participation in prescribed action plan.</p> <p>Staff Responsible for Monitoring: All Teachers Instructional Coaches ESL Coach Administrators</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: By June 2023, the number of 3rd, 4th, and 5th grade students reporting feeling stressed or anxious on the end-of-the-year Student Guidance Survey Report will reduce from 44% to 35% or below.

Performance Objective 1: Students will receive more direct instruction in stress and anxiety management.





Evaluation Data Sources: Student Guidance Survey Report- beginning of the year and the end of the year, Student, Parent, and Staff Climate Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will attend lessons with the guidance counselor to understand what is stress and anxiety and to practice techniques on managing stress and anxiety.</p> <p>Strategy's Expected Result/Impact: Decreased number students who are feeling stress and anxiety. Students will reach personal and academic goals.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Small group counseling opportunities will be offered to students who are experiencing stress and anxiety.</p> <p>Strategy's Expected Result/Impact: Provide Socio-Emotional supports to students based on tier-level needs.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teach students to be self-managers of their feelings and goals as delivered and discussed in the Monday Morning Meetings throughout the year.</p> <p>Strategy's Expected Result/Impact: Less reports from teachers and students indicating emotional needs.</p> <p>Staff Responsible for Monitoring: All Teachers Counselors</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: By June 2023, the number of 3rd, 4th, and 5th grade students reporting feeling stressed or anxious on the end-of-the-year Student Guidance Survey Report will reduce from 44% to 35% or below.

Performance Objective 2: Students will learn and practice strategies that allow them to express their feelings to others in an appropriate way.

Evaluation Data Sources: Student Guidance Survey Report- beginning of the year and the end of the year

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collect data on the number of students who are anxious and stressed throughout the school year using a private online survey.</p> <p>Strategy's Expected Result/Impact: Online survey data shows decreased number of stress and anxiety in students.</p> <p>Staff Responsible for Monitoring: All Teachers Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Guidance, small group counseling, and Monday Morning Meeting topics will be changed and adapted based on the survey check-in results and teacher observation.</p> <p>Strategy's Expected Result/Impact: Online survey data shows decreased number of stress and anxiety instances.</p> <p>Staff Responsible for Monitoring: All Teachers Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize Solution Focused strategies with students who are struggling to achieve self - created goals for success.</p> <p>Strategy's Expected Result/Impact: Students change behavior and learning techniques to manage their feelings and behaviors in an appropriate way.</p> <p>Staff Responsible for Monitoring: All Teachers Counselors Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Lindsey Elementary

Total SCE Funds: \$12,177.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

State Comp Ed money will be utilized to pay for a tutor to serve our Tier 3 students to close the academic gaps to our most at-risk students.

Personnel for Lindsey Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Harvey	Pre-K Aide	1
Brenda Gennuso	Pre-K Aide	1
Mariah Marin	Pre-K Aide	1

Site-Based Decision Making Committee

Committee Role	Name	Position
Parent	Whitney Wagner	Member
Administrator	Heather Williams	Principal
Administrator	Robin Stover	Assistant Principal
Classroom Teacher	Megan Davis	Kindergarten Teacher
Classroom Teacher	Crystal Mitchell	1st Grade Teacher
Classroom Teacher	Kat Reiser	2nd Grade Teacher
Classroom Teacher	Jennifer Pena	4th Grade Teacher
Classroom Teacher	Gelela Yamane	Pre K Teacher
Parent	Gokce Leisher	Parent
Parent	Ashley Brown	Parent
Parent	Tiffany Wilson	Parent
Parent	Katie Yousef	Parent
Paraprofessional	Sharon Spurrier	Paraprofessional
Community Representative	April Vaden	Community Representative
Classroom Teacher	Shawn Smith	3rd Grade Teacher
Classroom Teacher	Stefanie Jones	Special Education
Classroom Teacher	Kasey Vasquez	5th grade teacher

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Literacy Coach		\$12,177.00
Sub-Total					\$12,177.00
Budgeted Fund Source Amount					\$12,177.00
+/- Difference					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Supplies	1990-11-6399-00-141-25-0	\$4,110.00
Sub-Total					\$4,110.00
Budgeted Fund Source Amount					\$4,110.00
+/- Difference					\$0.00
Grand Total Budgeted					\$16,287.00
Grand Total Spent					\$16,287.00
+/- Difference					\$0.00