# Lamar Consolidated Independent School District

# Lindsey Elementary

# 2023-2024 Campus Improvement Plan

# 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, three of which are not built out, so the potential for continued substantial growth is imminent. Our current enrollment is 1,203 students, which is growing by the day.

Our campus reached capacity on August 1, 2023. From this date forward, new K-5 students zoned to Lindsey will attend Morgan Elementary.

| Lindsey Elementary | Total | **1,204** |
|---|---|---|
| **Gender** | | |
| Female | 614 | 51.00% |
| Male | 590 | 49.00% |
| **Ethnicity** | | |
| American Indian - Alaskan | 6 | 0.50% |
| Asian | 218 | 18.11% |
| Black - African American | 190 | 15.78% |
| Native Hawaiian - Pacific Islander | 0 | 0.00% |
| White | 433 | 35.96% |
| Two-or-More | 43 | 3.57% |
| | | |

| **Student Programs** | | |
|---|---|---|
| Dyslexia | 22 | 1.83% |
| Gifted and Talented | 91 | 7.56% |
| Regional Day School Program for the Deaf Section 504 | 0 | 0% |
| Section 504 | 40 | 3.32% |
| Special Education (SPED) | 160 | 13.29% |
| Bilingual/ESL | | |
| Emergent Bilingual (EB) | 322 | 26.74% |
| Bilingual | 0 | 0% |
| English as a Second Language (ESL) | 295 | 24.5% |

| Student Programs | | |
|---|---|---|
| Alternative ESL Language Program | 26 | 2.16% |
| | | |

**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 worldwide, 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 growth areas, sentence stems, and a coaching model to assist all EB students. 84% of our grade-level teachers are ESL certified. Parent conferences are scheduled throughout the year to discuss student progress, and in grades 3-5, student-led conferences are utilized to encourage student ownership over their learning. Translators are provided as needed for our families. We currently have 31 languages spoken in our school and 254 EB students.

Lindsey has two Early Childhood Special Education Classrooms and two Structured Learning Classrooms. These four self-contained special education classrooms offer 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 included intervention and enrichment. Differentiated instruction and high rigor are an expectation in all Tier 1 lessons and lesson plans. Some of the new Lindsey students require remediation to cover curriculum gaps due to a lack of exposure and educational opportunity. **Root Cause:** The students are moving to LCISD from other schools across the country and from various locations around the world, causing curriculum gaps due to a lack of exposure.

# Student Learning

**Student Learning Summary**

| 3rd Grade Reading Assessment Data 2022-2023 | | | | | |
|---|---|---|---|---|---|
| Level | STAAR 2021 | Benchmark 2022 | STAAR 2022 | Benchmark 2023 | STAAR 2023 | Increase/ Decrease |
| Approaches | 84% | 85% | 94% | 85% | 91% | -3% |
| Meets | 59% | 54% | 71% | 47% | 72% | 1% |
| Masters | 32% | 25% | 43% | 22% | 35% | -8% |

| 4th Grade Reading Assessment Data 2022-2023 | | | | | |
|---|---|---|---|---|---|
| Level | STAAR 2021 | Benchmark 2022 | STAAR 2022 | Benchmark 2023 | STAAR 2023 | Increase/ Decrease |
| Approaches | 71% | 83% | 92% | 91% | 97% | 5% |
| Meets | 41% | 47% | 73% | 59% | 69% | -4% |
| Masters | 15% | 26% | 45% | 24% | 36% | -9% |

| 5th Grade Reading Assessment Data 2022-2023 | | | | | |
|---|---|---|---|---|---|
| Level | STAAR 2021 | Benchmark 2022 | STAAR 2022 | Benchmark 2023 | STAAR 2023 | Increase/ Decrease |
| Approaches | 89% | 70% | 93% | 93% | 97% | 4% |
| Meets | 73% | 36% | 82% | 56% | 78% | -4% |
| Masters | 41% | 12% | 60% | 34% | 49% | -11% |

| 3rd Grade Math Assessment Data 2022-2023 | | | | | |
|---|---|---|---|---|---|
| Level | STAAR 2021 | Benchmark 2022 | STAAR 2022 | Benchmark 2023 | STAAR 2023 | Increase/ Decrease |
| Approaches | 81% | 79% | 97% | 79% | 85% | -12% |
| Meets | 48% | 34% | 68% | 32% | 61% | -7% |
| Masters | 20% | 14% | 27% | 7% | 30% | 3% |

## 4th Grade Math Assessment Data
## 2022-2023

| Level | STAAR 2021 | Benchmark 2022 | STAAR 2022 | Benchmark 2023 | STAAR 2023 | Increase/ Decrease |
|---|---|---|---|---|---|---|
| Approaches | 86% | 71% | 82% | 81% | 89% | 7% |
| Meets | 47% | 35% | 50% | 29% | 56% | 6% |
| Masters | 19% | 22% | 28% | 5% | 24% | -4% |

## 5th Grade Math Assessment Data
## 2022-2023

| Level | STAAR 2021 | Benchmark 2022 | STAAR 2022 | Benchmark 2023 | STAAR 2023 | Increase/ Decrease |
|---|---|---|---|---|---|---|
| Approaches | 91% | 88% | 92% | 96% | 97% | 5% |
| Meets | 65% | 56% | 65% | 64% | 68% | 3% |
| Masters | 31% | 29% | 23% | 26% | 36% | 13% |

## 5th Grade Science Assessment Data
## 2022-2023

| Level | STAAR 2021 | Benchmark 2022 | STAAR 2022 | Benchmark 2023 | STAAR 2023 | Increase/ Decrease |
|---|---|---|---|---|---|---|
| Approaches | 79% | 70% | 84% | 69% | 83% | -1% |
| Meets | 41% | 36% | 53% | 34% | 53% | 0% |
| Masters | 15% | 12% | 28% | 10% | 25% | -3% |

## KINDERGARTEN

| CAMPUS | 2020-2021 | | | 2021-2022 | | | 2022-2023 | | | 2023-2024 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | MOY % BL | EOY % BL | % Difference | MOY % BL | EOY % BL | % Difference | MOY % BL | EOY % BL | % Difference | MOY % BL | EOY % BL | % Difference |
| Lindsey | 33.03% | 39.29% | -6.26 | 27.74% | 24.28% | 3.26% | 19.39% | 17.09% | 2.30% | | | |

## FIRST GRADE

| CAMPUS | 2020-2021 | | | 2021-2022 | | | 2022-2023 | | | 2023-2024 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | BOY % BL | EOY % BL | % Difference | BOY % BL | EOY % BL | % Difference | BOY % BL | EOY % BL | % Difference | BOY % BL | EOY % BL | % Difference |
| Lindsey | 45.45% | 11.56% | 33.89% | 39.84% | 18.52% | 21.23% | 34.07% | 8.33% | 25.74% | 23.20% | | |

| | KINDERGARTEN | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SECOND GRADE | | | | | | | | | | | | |
| **CAMPUS** | **2020-2021** | | | **2021-2022** | | | **2022-2023** | | | **2023-2024** | | |
| | BOY % BL | EOY % BL | % Difference | BOY % BL | EOY % BL | % Difference | BOY % BL | EOY % BL | % Difference | BOY % BL | EOY % BL | % Difference |
| **Lindsey** | 24.74% | 14% | 10.74% | 18.12% | 13.71% | 4.41% | 18.95% | 12.58% | 6.37% | 7.11% | | |

**Student Learning Strengths**

We closed the COVID gaps with a focus on Tier 1 instruction, goal setting, continued refinement of our remediation and extension PAWS Time, and the continuation of Instructional Rounds. In 2019 3rd, 4th, and 5th-grade reading, 90% approached, 67% met, and 37% mastered. On the 2022 STAAR, we exceeded our pre-COVID gaps by increasing 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 2021-2022 3rd, 4th, and 5th-grade STAAR passing rate, in comparison to our 2022-2023 scores, our ELAR Meets grade level scores declined from 75% to 74%, and our Math Meets grade level scores dropped from 64% to 62%.   **Root Cause:** TEA developed a STAAR redesign to improve alignment with the classroom experience by offering new question types, cross-curricular passages, and evidence-based writing, which allows students more ways to show their understanding. Due to this change, we believe students needed additional practice and exemplars to become proficient at the new item types.

# 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 two times per nine weeks to identify areas of strength and growth for the grade level, class, and 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 on 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 the 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 with in order to be successful with current grade-level content.

Students who 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 instructional coach/interventionist. 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 has moved to TIER III intervention, a Student Support Team Meeting is held. These meetings included the instructional coach/interventionist, teachers, and 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, 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 and Mother/Son Events, Mommy Makeover, Donuts with Dad, and Lion Dash.

The campus communicated consistently through weekly campus newsletters, Canvas, call-outs, emails, maintaining the 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 shoutouts during learning meetings and in our weekly staff newsletter.

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Teachers created and developed learning objectives and success criteria; however, the scaffolding within the success criteria did not allow students to identify their learning needs to enhance their educational outcomes.   **Root Cause:** Teachers implemented visual learning but struggled to disseminate the learning progression in smaller daily objectives and in student-friendly language.

# Perceptions

**Perceptions Summary**

According to the end-of-the-year Climate Survey for Parents/Guardians completed in February of 2023, parents felt they did not have the necessary tools to help their learners form home; the following results were recorded on the 2022-2023 School Climate Survey.

| 2022-2023 Climate Survey for Parents/Guardians | | | | | |
|---|---|---|---|---|---|
| | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
| 1. Teachers give timely and helpful feedback on my student's schoolwork. | 41% | 37% | 16% | 5% | 2% |
| 2. Teachers give me useful information on how to help my student do well in school. | 36% | 41% | 17% | 5% | 2% |

| OSS DATA 2022-2023 | | |
|---|---|---|
| **REASON** | **DAYS** | **NUMBER OF INCIDENTS** |
| Inappropriate touching | 1 | 1 |
| Threat to Students | 2 | 1 |
| Assault of Student | 3 | 3 |
| **ISS DATA 2022-2023** | | |
| **REASON** | **DAYS** | **NUMBER OF INCIDENTS** |
| Unacceptable Bus Conduct | 11 | 5 |
| Physical Conflict/ Confrontation | 14 | 13 |
| Fail to follow Rules/ Regulations | 1 | 1 |
| Fighting | 7 | 5 |
| Stealing/Theft | 1 | 1 |
| Non-compliance | 2 | 2 |
| Abusive Lang/Profanity/ Gesture | 4 | 3 |
| Serious and Persistent Level 3 | 0 | 0 |

**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 DoJo 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 Campus 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, parents would like more resources to support their learners.   **Root Cause:** There are a plethora of resources available to parents via Classlink and Canvas, however, parents are not comfortable accessing and navigating the learning management systems.

# 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
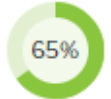
# Goals

**Goal 1:** By June of 2024, 91% of our students in each grade level Kindergarten - 2nd grade will be at or above the district reading level expectations as measured by the GRA Assessment.

**Performance Objective 1:** Implement daily instruction that aligns with The Science of Teaching Reading.

**HB3 Goal**

**Evaluation Data Sources:** GRA, TX-KEA, MAP, benchmarks, and campus based assessments

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Implement daily phonemic awareness instruction and practice in every large and small group lesson. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Apply the knowledge and mastery of manipulating individual sounds in words to create new words to increase GRA reading levels. | **Nov** | **Feb** | **June** |
| **Staff Responsible for Monitoring:** Pre-Kindergarten - 2nd grade teachers <br> Instructional coaches <br> ESL coach <br><br> **TEA Priorities:** <br> Build a foundation of reading and math | 40% | 65% | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Utilize sound walls daily to support students in matching articulation of phonemes to the graphemes that represent those sounds. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Apply the knowledge and mastery of phonemes, graphemes, and the six syllable types to reading and writing to increase GRA reading levels. | **Nov** | **Feb** | **June** |
| **Staff Responsible for Monitoring:** Pre-Kindergarten - 2nd grade teachers <br> Instructional coaches <br> ESL coach <br><br> **TEA Priorities:** <br> Build a foundation of reading and math | 40% | 65% | |

| **Strategy 3 Details** | **Formative Reviews** | | |
|---|---|---|---|
| **Strategy 3:** Increase number of leveled readers and decodable books in every Pre-Kindergarten - 2nd grade classroom. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Students will be exposed to various text structures and genres. Decoding and fluency will improve.<br><br>**Staff Responsible for Monitoring:** Pre-Kindergarten - 2nd grade teachers<br>Instructional coaches<br>ESL coach<br>Librarian<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | **Nov** | **Feb** | **June** |
| | 40% | 65% | |

| **Strategy 4 Details** | **Formative Reviews** | | |
|---|---|---|---|
| **Strategy 4:** Explicitly teach phonological awareness skills to support Kindergarten early literacy readiness in Pre-Kindergarten. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Increase knowledge of letters and sounds, which will ultimately lead to students entering Kindergarten as readers, or at a minimum will have pre-reading skills necessary to be readers.<br><br>**Staff Responsible for Monitoring:** Pre-Kindergarten teachers<br>Instructional coaches<br>ESL coach<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | **Nov** | **Feb** | **June** |
| | 40% | 65% | |

| **Strategy 5 Details** | **Formative Reviews** | | |
|---|---|---|---|
| **Strategy 5:** Utilize the inquiry model in Kindergarten - 2nd grade to develop cross curricular units focused on targeted TEKS, vocabulary, listening, speaking, and writing during PAWS time. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Growth in TELPAS scores, academic language, GRA, and MAP.<br><br>**Staff Responsible for Monitoring:** All teachers kindergarten - 2nd grade<br>Instructional coaches<br>ESL coach<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | **Nov** | **Feb** | **June** |
| | 40% | 65% | |

0% No Progress          100% Accomplished          ➡ Continue/Modify          ✖ Discontinue

**Goal 1:** By June of 2024, 91% of our students in each grade level Kindergarten - 2nd grade will be at or above the district reading level expectations as measured by the GRA Assessment.

**Performance Objective 2:** Kindergarten - 2nd grade teachers will receive continued appropriate professional development in The Science of Teaching Reading.

**HB3 Goal**

**Evaluation Data Sources:** GRA, Next Steps Forward to Guided Reading, Lesson Plans, teacher observations, rubrics

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Provide professional learning in Next Steps Forward in Guided Reading instruction and how to administer GRA and Running Assessments for students. | Formative | | |
| | **Nov** | **Feb** | **June** |
| **Strategy's Expected Result/Impact:** Increase in GRA levels, differentiated lesson plans and small group instruction, increase in TX-KEA proficiency scores in kindergarten<br>**Staff Responsible for Monitoring:** Pre-Kindergarten - 2nd grade teachers<br>Instructional coaches<br>ESL coach<br>Administrators<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**Funding Sources:** Pre-K Personnel (instructional aides) - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $126,849.46 | 45% | 65% | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Provide professional learning on utilizing sound walls to implement phonics in a systematic and explicit way. | Formative | | |
| | **Nov** | **Feb** | **June** |
| **Strategy's Expected Result/Impact:** Apply the knowledge and mastery of phonemes, graphemes, and the six syllable types to reading and writing to increase GRA reading levels.<br>**Staff Responsible for Monitoring:** Pre-Kindergarten - 2nd grade teachers<br>Instructional coaches<br>ESL coach<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | 45% | 65% | |

| **Strategy 3 Details** | **Formative Reviews** | | |
|---|---|---|---|
| **Strategy 3:** New Kindergarten - 3rd grade teachers will participate in the Reading Academy cohort as part of House Bill 3. | **Formative** | | |
| **Strategy's Expected Result/Impact:** 91% of students reading on or above grade level. | **Nov** | **Feb** | **June** |
| **Staff Responsible for Monitoring:** Kindergarten - 3rd grade teachers<br>Administrators<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | 40% | 65% | |

| **Strategy 4 Details** | **Formative Reviews** | | |
|---|---|---|---|
| **Strategy 4:** Provide professional learning opportunities to Pre-Kindergarten - 2nd grade teachers on UFLI Foundations (University of Florida Literacy Institutes) which introduces students to the foundational reading skills necessary for proficient reading. | **Formative** | | |
| | **Nov** | **Feb** | **June** |
| **Strategy's Expected Result/Impact:** 91% of students reading on or above grade level.<br>**Staff Responsible for Monitoring:** Kindergarten - 3rd grade teachers<br>Instructional coaches<br>ESL coach<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | 40% | 60% | |

| **Strategy 5 Details** | **Formative Reviews** | | |
|---|---|---|---|
| **Strategy 5:** Provide feedback to teachers through coaching, modeling, lesson plan review, and classroom walkthroughs on a weekly basis. | **Formative** | | |
| **Strategy's Expected Result/Impact:** 91% of students reading on or above grade level. | **Nov** | **Feb** | **June** |
| **Staff Responsible for Monitoring:** Instructional Coaches<br>ESL Coach<br>Administration<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | 40% | 60% | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✖ Discontinue |
|---|---|---|---|

**Goal 1:** By June of 2024, 91% of our students in each grade level Kindergarten - 2nd grade will be at or above the district reading level expectations as measured by the GRA Assessment.

**Performance Objective 3:** Kindergarten - 2nd grade teachers will identify and intervene with our striving readers.

    **Evaluation Data Sources:** GRA, TX-KEA, MAP, campus based assessments

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Hire highly qualified Kindergarten - 2nd grade interventionist to provide in school tutoring for our striving students. | **Formative** | | |
|     **Strategy's Expected Result/Impact:** Increase in GRA reading levels, MAP scores, and TX-KEA proficiencies | **Nov** | **Feb** | **June** |
|     **Staff Responsible for Monitoring:** Administrators<br>Instructional coaches<br><br>    **TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math | 40% | 65% | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** 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. | **Formative** | | |
| | **Nov** | **Feb** | **June** |
|     **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.<br>    **Staff Responsible for Monitoring:** All Teachers<br>Instructional Coaches<br>ESL Coach<br>Administrators<br><br>    **TEA Priorities:**<br>Build a foundation of reading and math | 40% | 60% | |

| Strategy 3 Details | Formative Reviews |
|---|---|

| Strategy 3: Utilize coteach models in all In Class Support classrooms to provide special education students with additional targeted reading and writing instruction. | Formative | | |
|---|---|---|---|
| | **Nov** | **Feb** | **June** |
| **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, campus and district assessments.<br><br>**Staff Responsible for Monitoring:** All ICS Teachers<br>SPED Teacher<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | 40% | 65% | |

| Strategy 4 Details | Formative Reviews |
|---|---|

| Strategy 4: Utilize team planning to design data driven targeted remediation, intervention and extension instruction for all students to take place during PAWS time. | Formative | | |
|---|---|---|---|
| | **Nov** | **Feb** | **June** |
| **Strategy's Expected Result/Impact:** Demonstrated growth on GRA levels, MAP,  campus, and district assessments.<br><br>**Staff Responsible for Monitoring:** Teachers<br>Instructional Coaches<br>ESL Coach<br>SPED teachers<br>State Comp Ed Tutor<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math | 40% | 60% | |

| Strategy 5 Details | Formative Reviews |
|---|---|

| 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 Flip Grid, and shelter instruction strategies which focus on vocabulary development. | Formative | | |
|---|---|---|---|
| | **Nov** | **Feb** | **June** |
| **Strategy's Expected Result/Impact:** Growth in composite TELPAS levels in 1st-2nd grades will increase from 35% to 40%.<br><br>**Staff Responsible for Monitoring:** Teacher<br>ESL Coach<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | 40% | 60% | |

| Strategy 6 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 6:** Provide Beanstack, a reading incentive program, and Waggle, an intervention program, to students to encourage and support reading. | Formative | | |
| | **Nov** | **Feb** | **June** |
| **Strategy's Expected Result/Impact:** 91% of students reading on or above grade level.<br>**Staff Responsible for Monitoring:** Librarian<br>Kindergarten - 3rd grade teachers<br>Instructional Coaches<br>ESL Coach<br>Administration | 40% | 75% | |

| Strategy 7 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 7:** Provide hands on opportunities for parents to learn how to access and navigate our learning management systems within Classlink. | Formative | | |
| | **Nov** | **Feb** | **June** |
| **Strategy's Expected Result/Impact:** Parents can access all available resources to assist their child in their learning.<br>**Staff Responsible for Monitoring:** Teachers<br>Administrators<br>Instructional Coaches<br>EB Coach<br>Librarian<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | 40% | 60% | |

| Strategy 8 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 8:** Conduct parent teacher conferences in PK - 5th, so teachers have the opportunity to discuss glows, grows, and their action plan with parents. | Formative | | |
| | **Nov** | **Feb** | **June** |
| **Strategy's Expected Result/Impact:**<br>SMART goals will be achieved and growth will be demonstrated in all assessments including TX-KEA, MAP, benchmarks, campus based assessments, and STAAR. Increase parent participation in prescribed action plan.<br>**Staff Responsible for Monitoring:** All Teachers<br>Instructional Coaches<br> ESL Coach<br>Administrators<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | 40% | 60% | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✖ Discontinue |
|---|---|---|---|

**Goal 2:** By June 2024, the percentage of 3rd, 4th, and 5th grade students earning Meets Grade Level as indicated on Reading STAAR, will increase from 74% to at least 80%.

**Performance Objective 1:** Provide differentiated reading and writing instruction for all 3rd - 5th grade learners based on student performance data.

**HB3 Goal**

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

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **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. | **Formative** | | |
| | **Nov** | **Feb** | **June** |
| **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.<br>**Staff Responsible for Monitoring:** All Teachers<br>Instructional Coaches<br>ESL Coach<br>Administrators<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | 40% | 65% | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Utilize coteach models in all In Class Support classrooms to provide special education students with additional targeted reading and writing instruction. | **Formative** | | |
| | **Nov** | **Feb** | **June** |
| **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, campus and district assessments.<br>**Staff Responsible for Monitoring:** All ICS Teachers<br>SPED Teacher<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | 40% | 65% | |

| **Strategy 3 Details** | **Formative Reviews** | | |
|---|---|---|---|
| **Strategy 3:** Utilize team planning to design data driven targeted remediation, intervention and extension instruction for all students to take place during PAWS time. Differentiated instruction and interventions based on did not met, approaches, meets, and masters. | **Formative** | | |
| | **Nov** | **Feb** | **June** |
| **Strategy's Expected Result/Impact:** Demonstrated growth on GRA levels, MAP, campus, district, and STAAR assessments.<br>**Staff Responsible for Monitoring:** Teachers<br>Instructional Coaches<br>ESL Coach<br>SPED teachers<br>State Comp Ed Tutor<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**Funding Sources:** Literacy Coach - 199 PIC 24 State Compensatory Ed (SCE) Accelerated | 40% | 65% | |

| **Strategy 4 Details** | **Formative Reviews** | | |
|---|---|---|---|
| **Strategy 4:** Provide accelerated learning instruction during school (HB1416) for 4th and 5th grade students who did not achieve Approaches on STAAR Reading. | **Formative** | | |
| | **Nov** | **Feb** | **June** |
| **Strategy's Expected Result/Impact:** Demonstrated growth on GRA levels, MAP, campus, district, and STAAR assessments.<br>**Staff Responsible for Monitoring:** Teachers<br>Instructional Coaches<br>ESL Coach<br>Academic Tutor<br>Administrators<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | 40% | 65% | |

| **Strategy 5 Details** | **Formative Reviews** | | |
|---|---|---|---|
| **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. | **Formative** | | |
| | **Nov** | **Feb** | **June** |
| **Strategy's Expected Result/Impact:** Growth in composite TELPAS levels in 3rd - 5th grades will increase from 50% to 55%.<br>**Staff Responsible for Monitoring:** Teacher<br>ESL Coach<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**Funding Sources:** Supplies - 199 PIC 25 State Bilingual/ESL - 1990-11-6399-00-141-25-0 - $4,110 | 40% | 70% | |

| **Strategy 6 Details** | **Formative Reviews** | | |
|---|---|---|---|
| **Strategy 6:** 3rd- 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. | **Formative** | | |
| | **Nov** | **Feb** | **June** |
| **Strategy's Expected Result/Impact:** Growth in TELPAS scores, academic language, GRA, MAP, and STAAR Reading, Math, and Science<br>**Staff Responsible for Monitoring:** All Teachers Kinder- 5th<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | 40% | 65% | |

| **Strategy 7 Details** | **Formative Reviews** | | |
|---|---|---|---|
| **Strategy 7:** Provide feedback to teachers through coaching, modeling, lesson plan review, and classroom walkthroughs on a weekly basis. | **Formative** | | |
| | **Nov** | **Feb** | **June** |
| **Strategy's Expected Result/Impact:** Demonstrated growth on GRA levels, MAP, campus, district, and STAAR assessments.<br>**Staff Responsible for Monitoring:** Instructional Coaches<br>ESL Coach<br>Administration | 40% | 65% | |

0% No Progress        100% Accomplished        ➡ Continue/Modify        ❌ Discontinue

**Goal 2:** By June 2024, the percentage of 3rd, 4th, and 5th grade students earning Meets Grade Level as indicated on Reading STAAR, will increase from 74% 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, and STAAR.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Create and implement a goal setting tracker for K-5 students to set and track SMART goals based on objectives throughout the year. | Formative | | |
| | Nov | Feb | June |
| **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, and STAAR.<br>**Staff Responsible for Monitoring:** All Teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | 40% | 65% | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Utilize learning progressions to set, track, and advance student goals. | Formative | | |
| **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, and STAAR. | Nov | Feb | June |
| **Staff Responsible for Monitoring:** All Teachers<br>Instructional Coaches<br>ESL Coach<br>Administrators<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | 40% | 65% | |

| **Strategy 3 Details** | **Formative Reviews** | | |
|---|---|---|---|
| **Strategy 3:** Provide hands on opportunities for parents to learn how to access and navigate our learning management systems within Classlink. | **Formative** | | |
| | **Nov** | **Feb** | **June** |
| **Strategy's Expected Result/Impact:** Parents can access all available resources to assist their child in their learning. **Staff Responsible for Monitoring:** Teachers<br>Administrators<br>Instructional Coaches<br>EB Coach<br>Librarian | 40% | 60% | |

| **Strategy 4 Details** | **Formative Reviews** | | |
|---|---|---|---|
| **Strategy 4:** Conduct parent teacher conferences in PK - 5th, so teachers have the opportunity to discuss glows, grows, and their action plan with parents. | **Formative** | | |
| | **Nov** | **Feb** | **June** |
| **Strategy's Expected Result/Impact:**<br>SMART goals will be achieved and growth will be demonstrated in all assessments including TX-KEA, MAP, benchmarks, campus based assessments, and STAAR. Increase parent participation in prescribed action plan.<br>**Staff Responsible for Monitoring:** All Teachers<br>Instructional Coaches<br> ESL Coach<br>Administrators | 40% | 65% | |

| 0% No Progress | 100% Accomplished | ➡️ Continue/Modify | ❌ Discontinue |
|---|---|---|---|

**Goal 2:** By June 2024, the percentage of 3rd, 4th, and 5th grade students earning Meets Grade Level as indicated on Reading STAAR, will increase from 74% to at least 80%.

**Performance Objective 3:** Implement differentiated independent and group work in 3rd-5th grade Reading based on students' targeted areas of growth.

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

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Utilizing student data, teachers will develop small group instruction based on the needs of their students. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Growth in MAP, benchmarks, campus based assessments, and STAAR. | **Nov** | **Feb** | **June** |
| **Staff Responsible for Monitoring:** All Teachers<br>Instructional Coaches<br>ESL Coach<br>State Comp Ed Tutor<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | 40% | 60% | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Utilize team planning to design data driven differentiated individual TEKS boxes for all students. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Growth in MAP, benchmarks, campus based assessments, and STAAR. | **Nov** | **Feb** | **June** |
| **Staff Responsible for Monitoring:** All Teachers<br>Instructional Coaches<br>ESL Coach<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | 40% | 60% | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Provide Beanstack, a reading incentive program, and Waggle, an intervention program, to students to encourage and support reading. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Growth in MAP, benchmarks, campus based assessments, and STAAR. | **Nov** | **Feb** | **June** |
| **Staff Responsible for Monitoring:** Librarian<br>3rd - 5th grade teachers<br>Instructional Coaches<br>ESL Coach<br>Administration | 40% | 60% | |

| Strategy 4 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 4:** Conduct campus and district learning walks during instruction to increase teacher capacity. | Formative | | |
| **Strategy's Expected Result/Impact:** Teachers will complete an observation rubric to reflect upon areas of growth for their own instruction. | **Nov** | **Feb** | **June** |
| **Staff Responsible for Monitoring:** Classroom Teachers<br>Administrators<br>Instructional Coaches<br>ESL Coach<br>District Reading Facilitators<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | 40% | 60% | |

0% No Progress          100% Accomplished          ➡ Continue/Modify          ❌ Discontinue
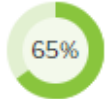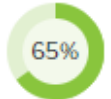
**Goal 3:** By June 2024, the percentage of 3rd, 4th, and 5th grade students earning Meets Grade Level as indicated on Math STAAR, will increase from 62% to at least 68%.

**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, Dreambox, and STAAR.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **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. | **Formative** | | |
| | **Nov** | **Feb** | **June** |
| **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. <br> **Staff Responsible for Monitoring:** All Teachers <br> Instructional Coaches <br> ESL Coach <br> Administrators <br><br> **TEA Priorities:** <br> Build a foundation of reading and math | 40% | 65% | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Utilize coteach models in all In Class Support classrooms to provide special education students with additional targeted math instruction. | **Formative** | | |
| | **Nov** | **Feb** | **June** |
| **Strategy's Expected Result/Impact:** Reinforce the first teach and reduce scaffolding which will help students apply objectives taught resulting in growth on MAP, Dreambox, benchmarks, campus and STAAR assessments. <br> **Staff Responsible for Monitoring:** All ICS Teachers <br> SPED Teachers <br><br> **TEA Priorities:** <br> Build a foundation of reading and math | 40% | 65% | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|

**Strategy 3:** Provide accelerated learning instruction (HB1416) for 4th and 5th grade students who did not achieve Approaches on STAAR Math.

| | Formative | | |
|---|---|---|---|
| | **Nov** | **Feb** | **June** |

**Strategy's Expected Result/Impact:** Demonstrated growth on MAP, Dreambox, benchmarks, campus, and STAAR assessments.

**Staff Responsible for Monitoring:** All Teachers
Academic Tutor
Instructional Coach
ESL Coach
Administrators

**TEA Priorities:**
Build a foundation of reading and math

| | 40% | 65% | |
|---|---|---|---|

| Strategy 4 Details | Formative Reviews | | |
|---|---|---|---|

**Strategy 4:** Utilize team planning to design data driven targeted remediation, intervention, and extension instruction for all students to take place during PAWS time. Differentiated instruction and interventions based on did not met, approaches, meets, and masters.

| | Formative | | |
|---|---|---|---|
| | **Nov** | **Feb** | **June** |

**Strategy's Expected Result/Impact:** Demonstrated growth on MAP, Dreambox, benchmarks, campus, and STAAR assessments.

**Staff Responsible for Monitoring:** All Teachers
Academic Tutor
Instructional Coach
ESL Coach
Administrators

**TEA Priorities:**
Build a foundation of reading and math

**Funding Sources:** Tutors and supplemental materials - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $14,322

| | 40% | 65% | |
|---|---|---|---|

| Strategy 5 Details | Formative Reviews | | |
|---|---|---|---|

**Strategy 5:** Conduct campus and district learning walks during instruction to increase teacher capacity.

| | Formative | | |
|---|---|---|---|
| | **Nov** | **Feb** | **June** |

**Strategy's Expected Result/Impact:** Teachers will complete an observation rubric to reflect upon areas of growth for their own instruction.

**Staff Responsible for Monitoring:** Classroom Teachers
Administrators Instructional
Coaches
ESL Coach
 District Math Facilitators

**TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math

| | 40% | 65% | |
|---|---|---|---|

| Strategy 6 Details | Formative Reviews |
|---|---|

| Strategy 6: Provide feedback to teachers through coaching, modeling, lesson plan review, and classroom walkthroughs on a weekly basis. | Formative | | |
|---|---|---|---|
| | Nov | Feb | June |
| **Strategy's Expected Result/Impact:** Demonstrated growth on MAP, Dreambox, benchmarks, campus, and STAAR assessments.<br>**Staff Responsible for Monitoring:** Instructional Coaches<br>ESL Coach<br>Administration<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | 40% | 65% | |

| | | | | |
|---|---|---|---|---|
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue | |

**Goal 3:** By June 2024, the percentage of 3rd, 4th, and 5th grade students earning Meets Grade Level as indicated on Math STAAR, will increase from 62% to at least 68%.

**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, Dreambox, and STAAR.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Create and implement a goal setting tracker for K-5 students to set and track SMART goals based on objectives throughout the year.<br>**Strategy's Expected Result/Impact:**<br>SMART goals will be achieved and growth will be demonstrated in all assessments including TX-KEA, MAP, benchmarks, campus based assessments, Dreambox, and STAAR.<br>**Staff Responsible for Monitoring:** All Teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | Formative | | |
| | Nov | Feb | June |
| | 40% | 65% | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Utilize the Lindsey learning scale so that students can determine their personal mastery within the progression of math concepts.<br>**Strategy's Expected Result/Impact:**<br>SMART goals will be achieved and growth will be demonstrated in all assessments including TX-KEA, MAP, benchmarks, campus based assessments, Dreambox, and STAAR.<br>**Staff Responsible for Monitoring:** All Teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | Formative | | |
| | Nov | Feb | June |
| | 40% | 65% | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Provide hands on opportunities for parents to learn how to access and navigate our learning management systems within Classlink. | Formative | | |
| | Nov | Feb | June |
| **Strategy's Expected Result/Impact:** Parents can access all available resources to assist their child in their learning.<br>**Staff Responsible for Monitoring:** Teachers<br>Administrators<br>Instructional Coaches<br>EB Coach<br>Librarian | 40% | 65% | |

| Strategy 4 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 4:** Conduct parent teacher conferences in PK - 5th, so teachers have the opportunity to discuss glows, grows, and their action plan with parents. | Formative | | |
| | Nov | Feb | June |
| **Strategy's Expected Result/Impact:**<br>SMART goals will be achieved and growth will be demonstrated in all assessments including TX-KEA, MAP, benchmarks, campus based assessments, and STAAR.<br><br> Increase parent participation in prescribed action plan.<br>**Staff Responsible for Monitoring:** All Teachers<br>Instructional Coaches<br> ESL Coach<br>Administrators | 40% | 65% | |

| | | | | |
|---|---|---|---|---|
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue | |

**Goal 3:** By June 2024, the percentage of 3rd, 4th, and 5th grade students earning Meets Grade Level as indicated on Math STAAR, will increase from 62% to at least 68%.

**Performance Objective 3:** Implement differentiated math stations with student accountability in Kindergarten - 5th grade based off of student SMART goals.

**HB3 Goal**

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

| Strategy 1 Details | Formative Reviews | | |
| --- | --- | --- | --- |
| **Strategy 1:** Utilizing student data, teachers will develop small group instruction based on the needs of their students. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Growth in MAP, Dreambox, benchmarks, campus based assessments and STAAR. | **Nov** | **Feb** | **June** |
| **Staff Responsible for Monitoring:** All Teachers<br>Instructional Coaches<br>ESL Coach<br>State Comp Ed Tutor<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | 40% | 65% | |

| Strategy 2 Details | Formative Reviews | | |
| --- | --- | --- | --- |
| **Strategy 2:** Teachers will use the CRA model to provide activities based on the students needs. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Growth in MAP, Dreambox, campus, benchmarks, and STAAR assessments. | **Nov** | **Feb** | **June** |
| **Staff Responsible for Monitoring:** All Teachers<br>Instructional Coaches<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | 40% | 65% | |

| Strategy 3 Details | Formative Reviews |
|---|---|

| **Strategy 3:** Utilize team planning to design data driven differentiated math stations for all students to take place during instructional time. | Formative | | |
|---|---|---|---|
| **Strategy's Expected Result/Impact:** Growth in MAP, Dreambox, campus, benchmarks, and STAAR assessments. | Nov | Feb | June |
| **Staff Responsible for Monitoring:** All Teachers<br>Instructional Coaches<br>ESL Coach<br>State Comp Ed Tutor<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | 40% | 65% | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

**Goal 4:** By June 2024, the percentage of 5th grade students earning Meets Grade Level as indicated on Science STAAR, will increase from 53% to at least 58%.

**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 | | |
|---|---|---|---|
| **Strategy 1:** Students in grades Kindergarten - 2nd grade will participate in hands on science labs at least 80% of the time.  Students in grades 3rd - 5th will participate in hands on science labs at least 60% of the time. | Formative | | |
| | **Nov** | **Feb** | **June** |
| **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.<br>**Staff Responsible for Monitoring:** All Teachers<br>Instructional Coaches<br>ESL Coach<br>Administrators<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | 40% | 65% | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Implement interactive science notebooks 2nd - 5th grade to monitor student learning and record important science concepts. | Formative | | |
| | **Nov** | **Feb** | **June** |
| **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.<br>**Staff Responsible for Monitoring:** All Teachers<br>Instructional Coaches<br>ESL Coach<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | 40% | 65% | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Utilize STEMscopes and Generation Genius to support science instruction K-5. | Formative | | |
| **Strategy's Expected Result/Impact:** Build science content knowledge through hands on learning. Increase in percentage meets and masters on campus common science assessments, benchmarks, MAP, and STAAR. <br> **Staff Responsible for Monitoring:** Teachers <br><br> **TEA Priorities:** <br> Build a foundation of reading and math | **Nov** | **Feb** | **June** |
| | 40% | 65% | |

| | | | | | |
|---|---|---|---|---|---|
| 0% No Progress | | 100% Accomplished | | Continue/Modify | ✕ Discontinue |

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**Goal 4:** By June 2024, the percentage of 5th grade students earning Meets Grade Level as indicated on Science STAAR, will increase from 53% to at least 58%.

**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, and STAAR.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Create and implement a goal setting tracker for grades 3-5 students to set and track SMART goals based on objectives throughout the year. | **Formative** | | |
| | **Nov** | **Feb** | **June** |
|     **Strategy's Expected Result/Impact:** SMART goals will be achieved and growth will be demonstrated in all assessments including MAP, benchmarks, campus based assessments, and STAAR. <br>     **Staff Responsible for Monitoring:** All Teachers <br><br>     **TEA Priorities:** <br> Build a foundation of reading and math | 40% | 65% | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Conduct parent teacher conferences in PK - 5th, so teachers have the opportunity to discuss glows, grows, and their action plan with parents. | **Formative** | | |
| | **Nov** | **Feb** | **June** |
|     **Strategy's Expected Result/Impact:** <br> SMART goals will be achieved and growth will be demonstrated in all assessments including TX-KEA, MAP, benchmarks, campus based assessments, and STAAR. <br><br> Increase parent participation in prescribed action plan. <br>     **Staff Responsible for Monitoring:** All Teachers <br> Instructional Coaches <br> ESL Coach <br> Administrators <br><br>     **TEA Priorities:** <br> Build a foundation of reading and math | 40% | 65% | |

| Strategy 3 Details | Formative Reviews |
|---|---|

| | Formative |
|---|---|

**Strategy 3:** Utilize the Lindsey learning scale so that students can determine their personal mastery within the progression of science concepts.

| | Nov | Feb | June |
|---|---|---|---|

**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, and STAAR.

| | 40% | 65% | |
|---|---|---|---|

**Staff Responsible for Monitoring:** All Teachers
Instructional Coaches
ESL Coach
Administrators

**TEA Priorities:**
Build a foundation of reading and math

| Strategy 4 Details | Formative Reviews |
|---|---|

| | Formative |
|---|---|

**Strategy 4:** Provide hands-on opportunities for parents to learn how to access and navigate our learning management systems within Classlink.

| | Nov | Feb | June |
|---|---|---|---|

**Strategy's Expected Result/Impact:** Parents can access all available resources to assist their child and their learning.

| | 40% | 65% | |
|---|---|---|---|

**Staff Responsible for Monitoring:** Teachers
Administrators
Instructional Coach
Librarian
EB Coach

**TEA Priorities:**
Build a foundation of reading and math

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

**Goal 4:** By June 2024, the percentage of 5th grade students earning Meets Grade Level as indicated on Science STAAR, will increase from 53% to at least 58%.

**Performance Objective 3:** Improve Tier 1 instruction in every Science classroom, grades Kindergarten - 5th grade by utilizing visual representations of science vocabulary.

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

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Provide visual representations of science vocabulary through the use of anchor charts and interactive word walls. | **Formative** | | |
| **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. | **Nov** | **Feb** | **June** |
| **Staff Responsible for Monitoring:** All Teachers<br>Instructional Coaches<br>ESL Coach<br>Administrators<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | 40% | 65% | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Provide visual representations of science vocabulary through the use of total physical response and hands on opportunities | **Formative** | | |
| **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. | **Nov** | **Feb** | **June** |
| **Staff Responsible for Monitoring:** All Teachers<br>Instructional Coaches<br>ESL Coach<br>Administrators<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | 40% | 65% | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Provide visual representations of science vocabulary through the use of interactive notebooks. | Formative | | |
| **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. | **Nov** | **Feb** | **June** |
| **Staff Responsible for Monitoring:** All Teachers<br>Instructional Coaches<br>ESL Coach<br>Administrators<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | 40% | 65% | |

| Strategy 4 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 4:** Conduct campus and district learning walks during instruction to increase teacher capacity. | Formative | | |
| **Strategy's Expected Result/Impact:** Teachers will complete an observation rubric to reflect upon areas of growth for their own instruction. | **Nov** | **Feb** | **June** |
| **Staff Responsible for Monitoring:** Classroom Teachers<br>Administrators<br>Instructional Coaches<br>ESL Coach<br>District Science Facilitators<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals | 40% | 65% | |

| Strategy 5 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 5:** Provide feedback to teachers through coaching, modeling, lesson plan review, and classroom walkthroughs on a weekly basis. | Formative | | |
| **Strategy's Expected Result/Impact:** Common and district science assessments, benchmarks, MAP, and STAAR | **Nov** | **Feb** | **June** |
| **Staff Responsible for Monitoring:** Instructional Coaches<br>ESL Coach<br>Administration | 40% | 65% | |

| 0% No Progress | 100% Accomplished | ➡ Continue/Modify | ✖ Discontinue |
|---|---|---|---|

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**Goal 4:** By June 2024, the percentage of 5th grade students earning Meets Grade Level as indicated on Science STAAR, will increase from 53% to at least 58%.

**Performance Objective 4:** Provide enrichment and intervention opportunities for students struggling and striving in Science

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

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Host a family STREAM night to provide enrichment activates for families. | Formative | | |
| **Strategy's Expected Result/Impact:** Increased performance on major assessments, benchmarks, MAP, and STAAR | **Nov** | **Feb** | **June** |
| **Staff Responsible for Monitoring:** Teachers<br>Instructional Coach<br>Administrators | 40% | 100% | 100% |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Provide a lunch and learn for struggling 5th grade students to have an additional hands on opportunity to work on science labs. | Formative | | |
| **Strategy's Expected Result/Impact:** Increased performance on major assessments, benchmarks, MAP, and STAAR | **Nov** | **Feb** | **June** |
| **Staff Responsible for Monitoring:** Science Lab Teacher<br>Administration | 40% | 65% | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Provide differentiated science instruction and small groups for all Pre-Kindergarten - 5th grade learners based on student performance data. | Formative | | |
| **Strategy's Expected Result/Impact:** TX-KEA, MAP, benchmarks, campus based assessments, Dreambox, and STAAR. | **Nov** | **Feb** | **June** |
| **Staff Responsible for Monitoring:** Teachers<br>Instructional Coaches<br>Administration | 40% | 65% | |

| | | | |
|---|---|---|---|
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✖ Discontinue |

# State Compensatory

## Budget for Lindsey Elementary

**Total SCE Funds:** $14,322.00
**Total FTEs Funded by SCE:** 4
**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

| Name | Position | FTE |
|---|---|---|
| Alicia Davis | Pre-K Aide | 1 |
| Eimy Urdaneta | Pre-K Aide | 1 |
| Keri Middleton | Pre-K Aide | 1 |
| Mariah Marin | Pre-K Aide | 1 |

# Site-Based Decision Making Committee

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Robin Stover | Principal |
| Classroom Teacher | Megan Davis | Kindergarten Teacher |
| Classroom Teacher | Crystal Mitchell | 1st Grade Teacher |
| Classroom Teacher | Kat Reiser | 2nd Grade Teacher |
| Classroom Teacher | Barbara Andrzejewski | 4th Grade Teacher |
| Community Representative | Jaclyn Warner | Community Representative |
| Classroom Teacher | Shawn Smith | 3rd Grade Teacher |
| Classroom Teacher | Stefanie Jones | Special Education |
| Classroom Teacher | Corry Brown | 5th grade teacher |
| Administrator | Raquel Perez | Assistant Principal |
| Classroom Teacher | Emily Hartzog | 4th Grade Teacher |
| District-level Professional | Amy Nordstrom | District Reading Facilitator |
| Parent | Shaily Patil | Parent |
| Parent | Ginny Gayle | Parent |
| Parent | Amy Hunt | Parent |
| Parent | Newton DeAndrea | Parent |
| Parent | Catherine Trimble | Parent |
| Parent | Anupama Umachandar | Parent |
| Parent | Kent Wilson | Parent |
| Paraprofessional | Sharon Spurier | Paraprofessional |
| Business Representative | Heather Nelson | Business Representative |

# Campus Funding Summary

| 199 PIC 24 State Compensatory Ed (SCE) Accelerated | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 2 | 1 | Pre-K Personnel (instructional aides) | | $126,849.46 |
| 2 | 1 | 3 | Literacy Coach | | $0.00 |
| 3 | 1 | 4 | Tutors and supplemental materials | | $14,322.00 |
| | | | | **Sub-Total** | $141,171.46 |
| | | | | **Budgeted Fund Source Amount** | $141,171.46 |
| | | | | **+/- Difference** | $0.00 |
| 199 PIC 25 State Bilingual/ESL | | | | | |
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 2 | 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** | $145,281.46 |
| | | | | **Grand Total Spent** | $145,281.46 |
| | | | | **+/- Difference** | $0.00 |