

Campus Improvement Plan

2018 – 2019

Kathleen Joerger Lindsey Elementary



Submitted for Board Approval October 2018

Comprehensive Needs Assessment

Data Sources Reviewed

2018 STAAR Data		2017 – 2018 Parent and Staff Survey		
2018 District STAAR Data				
TELPAS Data				
DRA				
F&P				
2018 Math STAAR Data				
Grade	Groups	Approaches Grade Level	Meets Grade Level	Masters Grade Level
3rd Grade (70 students tested)	All Students	89%	51%	24%
	Eco Dis	80%	53%	13%
	LEP	80%	40%	13%
	Sped	60%	40%	20%
	Hispanic	82%	27%	18%
	Asian	100%	80%	80%
	Black or African American	94%	67%	28%
	White	90%	52%	14%
4TH Grade (65 students tested)	All Students	97%	62%	28%
	Eco Dis	100%	46%	23%
	LEP	100%	67%	17%
	Sped	75%	25%	0%
	Hispanic	100%	67%	42%
	Asian	100%	78%	56%
	Black or African American	91%	36%	9%
	White	96%	61%	25%

	Two or More Races	100%	80%	0%
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2018 Reading STAAR Data

Grade	Groups	Approaches Grade Level	Meets Grade Level	Masters Grade Level
3rd Grade (70 students tested)	All Students	87%	50%	33%
	Eco Dis	80%	33%	27%
	LEP	67%	7%	7%
	Sped	60%	60%	40%
	Hispanic	77%	36%	23%
	Asian	100%	40%	40%
	Black or African American	89%	56%	44%
	White	90%	62%	29%
4th Grade (64 students tested)	All Students	88%	69%	30%
	Eco Dis	85%	69%	18%
	LEP	100%	67%	33%
	Sped	38%	38%	13%
	Hispanic	92%	67%	25%
	Asian	100%	78%	44%
	Black or African American	73%	64%	27%
	White	89%	68%	29%

2018 Writing STAAR Data

Grade	Groups	Approaches Grade Level	Meets Grade Level	Masters Grade Level
4TH Grade (65 students tested)	All Students	83%	60%	12%
	Eco Dis	77%	46%	8%
	LEP	67%	50%	17%
	Sped	75%	13%	0%
	Hispanic	83%	58%	25%
	Asian	100%	78%	22%
	Black or African American	73%	55%	9%
	White	82%	61%	7%
	Two or More Races	80%	40%	0%

2018 Science STAAR Data

Grade	Groups	Approaches Grade Level	Meets Grade Level	Masters Grade Level
5TH Grade (68 students tested)	All Students	84%	49%	16%
	Eco Dis	91%	82%	18%
	LEP	88%	0%	0%
	Sped	29%	0%	0%
	Hispanic	82%	27%	9%
	Asian	100%	71%	29%
	Black or African American	85%	77%	23%
	White	77%	45%	18%

Identified Strengths

Student Achievement

Lindsey Met Standard and received a B rating in the Texas Accountability System.
When Comparing the 2018 STAAR data for the Lindsey students to LCISD district data, the following strengths were noted:
<ul style="list-style-type: none"> • 3rd grade Lindsey students outperformed the district in Math at the approaches level. • 3rd grade Lindsey students outperformed the district in Reading at the approaches and masters levels. • 4th grade Lindsey students outperformed the district in Math at the approaches and meets levels. • 4th grade Lindsey students outperformed the district in Reading at the approaches and meets levels. • 4th grade Lindsey students outperformed the district in Writing at the approaches and meets levels. • 5th grade Lindsey students outperformed the district in Math at the approaches level. • 5th grade Lindsey students outperformed the district in Reading at the approaches and masters levels.
Students in grades K-4 had the opportunity to participate in a summer reading program funded through State Comp Ed. We opened our library every Tuesday so students could check out leveled library books and participate in either story time or a book club depending on the age of the student.

CAMPUS	TYPE	D1 SCALED	D2A SCALED	D2B SCALED	BEST OF D1/D2	D3 SCALED	FINAL SCORE	2018 Campus / District Rating Label	2019 Possible Letter Grade
LINDSEY	ES	90	79	66	90	79	87	Met Standard	B

3rd Grade Math		
Level	Lindsey Elementary	LCISD
Approaches	89%	87%

3rd Grade Reading		
Level	Lindsey Elementary	LCISD
Approaches	87%	84%
Masters	33%	33%

4th Grade Math		
Level	Lindsey Elementary	LCISD
Approaches	97%	86%
Meets	62%	61%

4th Grade Reading		
Level	Lindsey Elementary	LCISD
Approaches	88%	79%
Meets	69%	54%

4th Grade Writing		
Level	Lindsey Elementary	LCISD
Approaches	83%	68%
Meets	60%	45%

5th Grade Math		
Level	Lindsey Elementary	LCISD
Approaches	97%	57%

5th Grade Reading		
Level	Lindsey Elementary	LCISD
Approaches	94%	91%
Masters	34%	33%

School Climate and Culture

As a new campus with students and families coming from all over the world, it was important to develop and maintain a strong connection with our students, parents, and community stakeholders. During the first few weeks of school, students learned the expectations and procedures of Lindsey Elementary. Students were introduced to the 3 R's of our campus: Be Respectful, Be Responsible, and Be Ready. 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 they 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 establishing the 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. Through the use of the Den system, students had the opportunity to participate in a Pay it Forward project of their choice. Students also had opportunities to earn points for their den through Friday Den Challenges and by demonstrating our 3Rs and core values throughout the school day. Designated Den Days were held on early release days to promote student engagement. Den celebrations were held each nine weeks. The Golden Paw award was given to one boy and one girl from each grade level that demonstrated exceptional citizenship. Golden Paw awards were also presented to staff members and school volunteers to demonstrate appreciation for their hard work and dedication to the school.

Staff Quality, Recruitment, and Retention

As a new 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 they were created. All new staff members attended professional development opportunities set forth by the district in the areas of reading, math, science, special education, and discipline, depending on their individual needs and areas of focus. Additionally, summer book studies in reading and math were held weekly for staff members. When teachers came back on contract, we worked diligently to provide specific, comprehensive training and professional development that focused on not only the logistics of opening a new campus, but also provided opportunities for team building as staff members became acquainted with each other. As a new campus, it was essential to continue to align our vision and goals to meet the needs of students at Lindsey Elementary. Through weekly planning sessions with the campus facilitators, Learning Meetings, PLCs, Vertical Team Meetings, Learning Walks, and guest speakers, 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. A Sunshine Committee was created to assist in the planning of social events for the staff, where we saw significant participation.

As a growing campus, there were several positions to fill in the spring. Team members volunteered their time to recruit applicants at the LCISD Job Fair, where the campus won “Best Decorated Table” from the Human Resources Department. We were able to hire two highly qualified and experienced teachers moving from out of state. Throughout the course of the spring and summer we worked as collaborative teams to screen, interview, and recruit the additional staff needed for our growing campus.

Curriculum, Instruction, and Assessment

Throughout the course of the school year, the staff focused on the curriculum and instructional needs of the students at Lindsey Elementary. It was essential for teachers to complete beginning of the year screeners on each and every student to adequately determine strengths and areas of needed growth. Curriculum and Instruction is guided by the TEKS and the needs of our students. Teams worked diligently to develop common assessments to check for understanding and guide future instruction. STAAR data from the 2017-2018 school year was analyzed for our fourth and fifth grade students. Emphasis was placed on critical thinking, problem solving, communication skills, creative learning collaboration, rich literature reading, hands-on science labs, and purposeful responses while utilizing the LCISD Curriculum Roadmaps. Instructional models included mini-lessons, strategy groups, guided reading and math

groups, conferring with individual students, and goal setting as the foundation of their instructional practices. Grade level teams worked collaboratively with the instructional facilitators to roadmap and long-range plan daily mini-lessons to target the instructional standards in the upcoming units. Additionally, teams worked to design extension lessons for students who had already demonstrated mastery of certain identified TEKS or concepts.

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 three through five twice each nine weeks to track alignment from instruction to applied learning.

K-2 and 3-5 PLCs were held five times throughout the school year for reading and math and included teachers, facilitators, coaches, and administration. Data was continuously reviewed and best practices were discussed to target the growth of each student.

Through the RTI process, student progress was measured throughout the school year during Kid Chat meetings. Kid Chats included grade level teams, administrators, facilitators, coaches, 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, 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 RTI. For TIER II intervention, students received 30 minutes of intervention 3 days per week delivered by the instructional facilitators. The purpose of the intervention was to work on critical foundational TEKS the students were missing in order to be successful at their grade level content. When a student was moved to TIER II intervention, a RTI Collaborative was held. These meetings included the grade level administrator, teachers, instructional facilitator 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. Students that did not demonstrate success at TIER II were moved to TIER III on a case by case basis. TIER III intervention included the student working with the instructional facilitator in a one-on-one or two-on-one basis five days a week.

Community and Student Engagement

We continually strive to maintain a strong connection with our parents and community stakeholders. The Lindsey staff, parents, and community worked collaboratively to establish a 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 events. This included: Lindsey Family Social, Lindsey Sneak Peak, Kindergarten Cub Night, Meet the Teacher, Curriculum Night, STREAM Night, Greg Tang Math Night, Veteran's Day Program, Lindsey Dedication, Grandparent's Day, Thanksgiving Lunch, Musical Performances in grades 3-5, Winter Choir Concert, Field Day, Red Ribbon Week, end of year Celebration of Learning for each grade level, Mother-Son Night, Father-Daughter Dance, and Fall and Spring Class Parties.

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

School Organization

As a new campus, our priority was to create a safe and positive environment with a strong focus on academic excellence. As a staff, we spent time planning and teaching life-long skills that build social character for students to ensure a successful future for each student. In all decisions and actions, our students were at the forefront. Learning and individual growth is a top priority for students and staff. Throughout the year, data was utilized to identify specific areas of strength and deficiency and to guide instructional decision-making. Instruction was adjusted to meet the needs of all learners, including staff. Through purposeful scheduling, we worked to guarantee that instructional time was protected and maximized. Value was placed on collaborative planning through the development and use of strong Professional Learning Community (PLCs) practices.

Staff members actively participated in a school organization through SBMT, grade level meetings, vertical team meetings, team leader meetings, and various other committees that allowed for collaboration in decision making.

All staff members received necessary resources to maintain a safe learning environment for all. This included safety "Go Bags" in every classroom, LCISD identification badges that were required to be worn at all times, use of Raptor System to screen visitors on campus, and Monday Morning Meetings to emphasize core essential skills and promote anti-bullying. Additionally, a school-wide Emergency Response Plan was developed in collaboration with the members of the core team and school safety committee.

Technology

Every classroom in Lindsey Elementary was equipped with a desk top computer, a Promethean Board, a Front Row System, a document camera, a teacher laptop with a docking station, and at least three iPads with headphones. Teachers also utilized the three mobile laptop carts and the computer lab. As a bring your own device campus, Kindergarten – 5th graders were encouraged to bring and utilize their own personal devices in class to support their learning. Lindsey’s grade level teams designed lessons in collaboration with a Campus Instructional Technology Specialist. During the Spring semester teachers participated in a Canvas course called the Technology Tour. Throughout the course teachers learned how to use new apps and technology tools with their students and posted the final products on Canvas so other teachers on campus could see how the technology tool was used in variety of ways. Teachers earned stamps on their passports for every tool they incorporated and shared. Two teachers participated in INTERACT over the summer.

Identified Needs

Priorities Based off of Identified Needs

Demographics

Kathleen Joerger Lindsey Elementary opened in the fall of 2017 as a Pre-K – 5th grade campus with 457 students enrolled. In a year the enrollment has increased by over 200 students and continues to grow every week. Our current enrollment is 677 students. Enrollment data reveals the white student population continues to be the largest group with 37%. The campus has two student groups that are almost equal in size: 26% Hispanic and 23% Black or African American. Asian students make up 9% of the population, American Indian is at 1% and Two or More Races represents 4%. We currently have 28 languages spoken in our school and a total of 126 LEP students.

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 their second or third acquired language.

76% of our grade level teams are ESL certified currently. 100% of our teachers will be ESL certified by the end of the year.

We will utilize an extended learning time to focus on specific academic areas of improvement. Parent conferences will be scheduled throughout the year to discuss student progress. Translators will be provided as needed for our families.

<p>Utilize Kid Chats to closely monitor all students (LEP, special education, At-Risk, low socioeconomic, and general education) to ensure growth is made by each child at each grade level.</p>	<p>Hold Kid Chat meetings once every six weeks in grades K-5th to review all data on students. Create an action plan for students who are not showing the expected growth in the classroom. Identify the students who need to receive Tier II and Tier III intervention/tutoring (State Comp Ed)</p>
<p>Closely monitor all LEP students to ensure growth on TELPAS and STAAR.</p>	<p>Utilize LEP funds to tutor and purchase additional research based instructional materials. Utilize professional development money to train teachers on strategies to assist language learners.</p>

Student Achievement

<p>The staff at Lindsey Elementary will continually strive to refine instruction and address student achievement needs so that 100% of our students demonstrate at least one year's growth in Reading and Math.</p>	<p>Work collaboratively using a strength model framework to target small group instruction to address the needs of our students and their diverse educational backgrounds. Training teachers to look at what a student can do to address the child's deficits by developing a deep understanding of how TEKS are built from one grade level to the next. Identify the students who understand the concepts being taught and find ways to challenge them to apply what they know in various ways.</p>
<p>90% of all 4th and 5th graders will move from one STAAR threshold to the next (Did Not Meet to Approaches; Approaches to Meets; and Meets to Masters) in reading and math</p>	<p>Reading -Utilize reading workshop daily with fidelity in grades K-5. -Increase the volume students are reading in a school year. -Over the course of the year increase each student's stamina in grades K-5. -Teach reading strategies that can be applied across texts, genres and subjects.</p>

	<p>-Teachers set personal reading goals with students and frequently confer with students to provide quality feedback. As students master goals, new goals are set.</p> <p>Math</p> <ul style="list-style-type: none"> -Utilize Guided Math daily with fidelity in grades K-5. -During small group instruction focus on building a strong foundation in numeracy and place value so students understand how numbers are built. -Develop a math fluency program to assist in the accuracy and automaticity of facts. (1-5) -While in small group the focus will follow a CRA (Concrete, Representational and Abstract) model to assist students in bridging the bare number problems to problem solving. -Incorporate process standards into word problems on a daily basis.
	<p>Writing</p> <ul style="list-style-type: none"> -Utilize a workshop model daily with fidelity in grades K-5. -Throughout the year increase the volume and stamina through various methods such as flash drafts. -Connect reading and writing by using mentor texts to model what great authors do to what we can do in our writing too. - Teachers set personal writing goals with students and frequently confer with students to provide quality feedback. As students master goals, new goals are set. -Model patterns of power sentences to improve the revising and editing.

	<p>Science</p> <ul style="list-style-type: none"> -Utilize the 5E model for science lessons. -Students are engaged in hands-on science lab opportunities at least 75% of their designated science time. -Bridge reading strategies into science content.
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School Culture and Climate

<p>Continue to implement Monday Morning Meetings and counselor lessons to teach weekly school-wide social skills lessons, build classroom relationships, and teach core essentials.</p>	<p>Counselor will develop lessons focusing on the 24 essential social skills to teach during Morning Meetings every Monday schoolwide, Pre-K-5th grade. Reteach essentials throughout the year as needed, and add to them based on students' needs.</p>
<p>Continue to implement Den System which allows for various leadership and mentoring opportunities for our students.</p>	<p>All staff members and all students Kindergarten – 5th grade will be placed in one of 6 Dens for the remainder of their career at Lindsey.</p> <p>Designate early release days as Den Days. These multi-age Dens will meet to complete special pay it forward projects, conduct team builders, celebrate student success, practice various leadership and mentoring opportunities.</p> <p>Once a month teachers and students work together as a team to complete Den Challenges.</p>
<p>Provide opportunities for the Dens to lead the school in activities designed to complete the process of earning Lindsey a “No Place for Hate” designation.</p>	<p>Utilize the multi-age level Dens to complete the No Place for Hate activities.</p> <p>Apply to continue being designated as a No Place for Hate school.</p>

Staff Quality, Recruitment, and Retention

<p>Provide first year teachers with an on-campus mentor. Utilize staff members' strengths to maximize and enhance the quality of each team.</p>	<p>Mentors will meet with first year teachers at least once every two weeks to check in and discuss upcoming events and answer questions. Utilize Facilitators to collaboratively team plan and model lessons across content areas. Create opportunities for Teachers to Observe other Teachers (TOTS) both vertically across grade levels and horizontally within their grade levels to refine and identify growth areas.</p>
<p>Publicly acknowledge staff members who have made a positive contribution and who have gone above and beyond expectations.</p>	<p>Recognize staff members in the ROAR (Staff Newsletter), during Learning Meetings, and During Den Celebrations. Seek weekly input from staff for the ROAR so that thank you's and celebrations can be recognized.</p>

Curriculum, Instruction, and Assessment

<p>Refine a common assessment process that values student responses and the alignment with TEKS while using a variety of methods to assess instruction or demonstrate learning.</p>	<p>Collaboratively teachers and facilitators will create a grade level balanced assessment approach to evaluate the full mastery of TEKS taught. Grade levels design grading opportunities which focus on quality over quantity so grades are representational of what a student has truly mastered.</p>
<p>Utilize PLC's to disaggregate data to make informed decisions on curriculum targets for students.</p>	<p>Hold PLC meetings a minimum of five times a year to complete a deep data dig to drive instructional decisions. Conduct professional development trainings based on growth areas for students and teachers.</p>
<p>Refine reading, writing and guided math workshops with fidelity in Kindergarten – 5th grade.</p>	<p>Admin team monitor the implementation of the workshop model across the building. Continue to provide training and opportunities for teachers to learn more and refine the workshop model.</p>

Community and Student Engagement

<p>Provide a variety of opportunities to involve families and the community in the school setting.</p>	<p>Continue to grow the Watch DOGS program and encourage fathers, grandfathers, or father figures to participate.</p> <p>Provide opportunities for parents to share their expertise and teach students about various science concepts via hands-on K-5 Science Lab program.</p> <p>Encourage parent and/or community volunteers to teach the K-5 Junior Achievement program.</p> <p>Encourage participation of staff and parents in the Friends of Lindsey organization, meetings, and activities. (International Festival, Mother/Son Event, Father Daughter Dance, Family Crawfish Boil and Auction, Donuts with Dads)</p> <p>Provide learning opportunities for our families. (STREAM Night, Summer Reading Program (State Comp Ed), Veteran's Day Program)</p>
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School Organization

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

Technology

Encourage staff participation in a minimum of three technology professional learning opportunities throughout the year with a focus on technology integration.	Provide professional development including: “Appy Hour” where various instructional apps are shared. (Technology committee members and Instructional Technology) Facilitator will provide technology integration ideas for upcoming topics for content areas.
Implement Canvas as a tool for the classroom.	Complete monthly trainings on Canvas to slowly implement throughout the year.
Continue to implement Maker Space during library rotation to promote real world problem solving.	Integrate a variety of technology into the Maker Space rotations as a means of problem solving and creating.

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

Improvement Plan Goals

Goal 1: By June 2019, 100% of students in 4th and 5th grade will attain the expected growth measure on STAAR.

Goal 2: By June 2019, students' STAAR scores in 3rd – 5th grades will show a minimum of 5% increase from the year before in Approaches Grade Level, Meets Grade Level, and Masters Grade Level.

Goal 3: By May 2019, 95% of Lindsey Elementary students will read at our above grade level in grades Kindergarten – 5th grades.

Goal 4: By June 2019, Lindsey will demonstrate that we provide a supportive and effective learning community as evidenced by an end of year staff survey reflecting at least 95% of the teachers stating they received relevant feedback.

Goal 5: By June 2019, 85% of parents will attend at least two school events with their children.

Goal 1

Goal Statement: By June 2019, 100% of students in 4th and 5th grade will attain the expected growth measure on STAAR.	CNA Area of Need: Student Achievement
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Performance Objective: 100% of 4 th and 5 th grade students will achieve a level above where they performed on the 2018 STAAR in Reading

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

<p>questions in multiple ways during instruction and the assessment process so that students are able to apply their thinking regardless of which type of assessment is used. Common assessments are used across grades 3-5 twice each nine weeks to help track alignment from instruction to applied learning. Summative assessments such as multiple-choice tests (common assessments and STAAR) are just one form of data collection. Campus data includes tracking performance of TEKS mastery and growth using a variety of assessment methods. In grades 3-5, teachers continually monitor student responses to open-ended questions, discussions, and other forms of formative assessments (running records, pre-assessments, District Checkpoints/Benchmarks) to track student understanding and mastery. Teachers will respond to student learning needs through the use of flexible small groups and quality differentiation.</p>				
<p>Reflection of data is done during vertical meetings, PLC's or grade level meetings. Assessment data will be analyzed for continual growth for each student. When growth is not demonstrated, teachers will develop an action plan to address the student's needs as the curriculum continues to move.</p>	<p>Principal, Assistant Principal, Reading Facilitator, Reading Interventionist, and Teachers</p>	<p>Grade Level Meetings- Once a week Vertical and PLC Meetings a minimum of five times a year.</p>	<p>State Comp Ed FTE- Reading Facilitator</p>	<p>Common assessments-pre and post, district checkpoints, benchmarks, anecdotal notes, F&P Levels. Action plans located in Guided Reading Binders.</p>
<p>We will utilize Kid Chats to review reading data on every student in K-5th grade to ensure growth. If a student falls below expectations in reading, a</p>	<p>Principal, Assistant Principal, Reading Facilitator, Reading Interventionist,</p>	<p>Every 6 Weeks- Review all students' data; RTI Tier II groups</p>	<p>State Comp Ed FTE- Reading Facilitator</p>	<p>Kid Chat Spreadsheets with a variety of data collected over a 6 week period, RTI progress monitoring, lesson plans</p>

comprehensive RTI plan is put into place to address a student's specific need. The most at-risk students are pulled into targeted small groups during PAWS Time (extended learning time) and serviced by supplemental personnel such as the reading facilitator and part-time tutor.	Reading Tutor, and Teachers	pulled Wednesday – Friday and Tier III Monday - Friday	State Comp Ed Tutor-	
Students who are identified as performing at or above grade level in reading will attend PAWS Time with their teacher. The focus is on Figure 19 D and Supporting TEKS. The groups are heterogeneously mixed across the grade level. PAWS Time Activities include: Read-aloud (any genre), modeled think aloud and turn and talk, discourse, accountable talk, defending a position and growing an idea, independent reading with book bags, teachers conferring with readers, applied practice, deeply understanding characteristics of each genre. Teachers provide direct instruction and modeling in a shared text and then require the students to apply what they have learned to their individual text.	Teachers	Wednesday – Friday	Reading Materials- Local Funding	Lesson plans for PAWS time, anecdotal records, curriculum checkpoints, benchmarks, campus common assessments

Performance Objective: 100% of 4th and 5th grade students will achieve a level above where they performed on the STAAR in 2018 in Math.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Utilize Guided Math daily with fidelity in grades K-5. During small group instruction, focus on building a strong foundation in numeracy and place	Teachers and Math Facilitator	Daily	Math Materials- Local Funds	Lesson plans, teacher small group binders with anecdotal notes

<p>value so students understand how numbers are built. Continue implementing a math fluency program to assist in the accuracy and automaticity of facts. (1-5) While in small group the focus will follow a CRA (Concrete, Representational and Abstract) model to assist students in bridging the bare number problems to problem solving. Incorporate process standards into word problems on a daily basis.</p>				
<p>We will utilize Kid Chats to review math data on every student in 3rd - 5th grade to ensure growth. If a student falls below expectations in math, a comprehensive RTI plan is put into place to address a student's specific need. The most at-risk students are pulled into targeted small groups during PAWS Time (extended learning time) and serviced by supplemental personnel such as the math facilitator and part-time tutor.</p>	<p>Principal, Assistant Principal, Math Facilitator, Math Tutor, and Teachers</p>	<p>Every 6 Weeks- Review all students' data; RTI Tier II groups pulled Wednesday – Friday and Tier III Monday - Friday</p>	<p>State Comp Ed-Tutor</p>	<p>Kid Chat Spreadsheets with a variety of data collected over a 6 week period, RTI progress monitoring, lesson plans</p>
<p>Students who are identified as performing at or above grade level in math will attend PAWS Time with their teacher. Math PAWS Time teaches the concepts in context by ALWAYS presenting the information in a problem-solving format. Teachers provide direct instruction on utilizing the various strategies to address the Process Standards. Students are encouraged to answer the same problem multiple ways and are expected to explain their thinking through mathematical discourse which extends and builds on what they know.</p>	<p>Teachers</p>	<p>Wednesday - Friday</p>	<p>Math Materials- Local Funding</p>	<p>Lesson plans for PAWS time, anecdotal records, curriculum checkpoints, benchmarks, campus common assessments</p>

<p>Dual coded problems allow the teachers to apply different process standards to address the same skill. Students are exposed to multiple ways a specific skill could be presented. Confering occurs while students work in small collaborative groups in order to solve rigorous problems. The teacher moves from group to group to pose questions, take notes on students' strategy use and/or listen in to the group's math talk.</p>				
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Performance Objective: 100% of 4th and 5th grade special education and LEP students will achieve a level above where they performed on the STAAR in 2018 in Reading and Math.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
<p>Lindsey staff members will work collaboratively using a strength model framework to target small group instruction to address the specific needs of each special education and LEP student.</p>	<p>ESL, General Ed and Special Ed Teachers, ESL Facilitator</p>	<p>Daily</p>	<p>State Comp Ed FTE- Reading Facilitator; State Comp Ed Tutor</p>	<p>Lesson plans, teacher small group binders with anecdotal notes, and collaboration teaching model.</p>
<p>Provide professional learning for staff in the areas of Collaborative Teaching Model, Units of Study for Reading and Writing, Guided Math, attributes of effective planning, refine depth and complexity of common assessments, building vocabulary, strategies that undo students' math misconceptions to solidify conceptual understanding, and the use of sentence stems.</p>	<p>Principal, Assistant Principal, Math Facilitator, Reading Facilitator, ESL Facilitator, General Ed and Special Ed Teachers</p>	<p>Throughout the year</p>	<p>State Comp Ed FTE- Reading Facilitator; ESL Facilitator</p>	<p>Implementation will be measured by direct observation, student artifacts, district and grade level common assessments, Kid Chat spreadsheets, and mastered IEP goals.</p>
<p>Utilize extended learning time to effectively address the learning needs by building on each student's</p>	<p>General Ed. and Special Ed Teachers, Facilitators</p>	<p>Tier II: Wednesday – Friday Tier III: Monday - Friday</p>	<p>State Comp Ed FTE- Reading Facilitator</p>	<p>Lesson plans for PAWS time, anecdotal records, curriculum checkpoints, benchmarks, campus common</p>

strengths to promote growth through successful learning.			State Comp Ed-Tutor	assessments, mastered IEP goals.
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Goal 2

<p>Goal Statement: By June 2019, students' STAAR scores in 3rd – 5th grades will show a minimum 5% increase from the year before in Approaches Grade Level, Meets Grade Level, and Masters Grade Level.</p>	<p>CNA Area of Need: Student Achievement</p>
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<p>Performance Objective: Students Reading STAAR scores in grades 3rd – 5th will show a minimum of 5% increase from the year before.</p>		
<p>3rd Grade: Approaches: 92%</p>	<p>Meets: 55%</p>	<p>Masters: 38%</p>
<p>4th Grade: Approaches: 92%</p>	<p>Meets: 55%</p>	<p>Masters: 38%</p>
<p>5th Grade: Approaches: 95%</p>	<p>Meets: 74%</p>	<p>Masters: 35%</p>

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

<p>We will utilize a balanced assessment approach to show students can apply what they have learned in a variety of ways to raise the level of thinking. Teachers will work diligently to ask questions in multiple ways during instruction and the assessment process so that students are able to apply their thinking regardless of which type of assessment is used. Common assessments are used across grades 3-5 twice each nine weeks to help track alignment from instruction to applied learning. Summative assessments such as multiple-choice tests (common assessments and STAAR) are just one form of data collection. Campus data includes tracking performance of TEKS mastery and growth using a variety of assessment methods. In grades 3-5, teachers continually monitor student responses to open-ended questions, discussions, and other forms of formative assessments (running records, pre-assessments, District Checkpoints/Benchmarks) to track student understanding and mastery. Teachers will respond to student learning needs through the use of flexible small groups and quality differentiation.</p>	<p>Principal, Assistant Principal, Reading Facilitator, Reading Interventionist, and Teachers</p>	<p>Weekly</p>	<p>State Comp Ed FTE- Reading Facilitator</p>	<p>Common assessments-pre and post, district checkpoints, benchmarks, anecdotal notes, F&P Levels.</p>
<p>Reflection of data is done during vertical meetings, PLC's or grade level meetings. Assessment data will be analyzed for continual growth for each student. When growth is not demonstrated teachers will develop an action plan to address the student's</p>	<p>Principal, Assistant Principal, Reading Facilitator, Reading Interventionist, and Teachers</p>	<p>Grade Level Meetings- Once a week Vertical and PLC Meetings a minimum of five times a year.</p>	<p>State Comp Ed FTE- Reading Facilitator</p>	<p>Common assessments-pre and post, district checkpoints, benchmarks, anecdotal notes, F&P Levels. Action plans located in Guided Reading Binders.</p>

needs as the curriculum continues to move.				
We will utilize Kid Chats to review math data on every student in K - 5th grade to ensure growth. If a student falls below expectations in math a comprehensive RTI plan is put into place to address a student's specific need. The most at-risk students are pulled into targeted small groups during PAWS Time (extended learning time) and serviced by supplemental personnel such as the math facilitator and part time tutor.	Principal, Assistant Principal, Reading Facilitator, Reading Interventionist, Reading Tutor, and Teachers	Every 6 Weeks- Review all students' data; RTI Tier II groups pulled Wednesday – Friday and Tier III Monday - Friday	State Comp Ed FTE- Reading Facilitator State Comp Ed Tutor-	Kid Chat Spreadsheets with a variety of data collected over a 6 week period, RTI progress monitoring, lesson plans
Students who are identified as performing at or above grade level in reading will attend PAWS Time with their teacher. The focus is on Figure 19 D and Supporting TEKS. The groups are heterogeneously across the grade level. PAWS Time Activities include: Read-aloud (any genre), modeled think aloud and turn and talk, discourse, accountable talk, defending a position and growing an idea, independent reading with book bags, teachers conferring with readers, applied practice, deeply understanding characteristics of each genre. Teachers provide direct instruction and modeling in a shared text and then require the students to apply what they have learned to their individual text.	Teachers	Wednesday – Friday	Reading Materials- Local Funding	Lesson plans for PAWS time, anecdotal records, curriculum checkpoints, benchmarks, campus common assessments

Performance Objective: Students Math STAAR scores in grades 3rd – 5th will show a minimum of 5% increase from the year before.

3rd Grade: Approaches: 94% Meets: 56% Masters: 30%

4th Grade: Approaches: 94% Meets: 56% Masters: 30%
 5th Grade: Approaches: 100% Meets: 67% Masters: 34%

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
<p>Utilize Guided Math daily with fidelity in grades K-5. During small group instruction focus on building a strong foundation in numeracy and place value so students understand how numbers are built. Continue implementing a math fluency program to assist in the accuracy and automaticity of facts. (1-5) While in small group, the focus will follow a CRA (Concrete, Representational and Abstract) model to assist students in bridging the bare number problems to problem solving. Incorporate process standards into word problems on a daily basis.</p>	<p>Teachers and Math Facilitator</p>	<p>Daily</p>	<p>Math Materials- Local Funds</p>	<p>Lesson plans, teacher small group binders with anecdotal notes</p>
<p>We will utilize Kid Chats to review math data on every student in 3rd - 5th grade to ensure growth. If a student falls below expectations in math, a comprehensive RTI plan is put into place to address a student's specific need. The most at-risk students are pulled into targeted small groups during PAWS Time (extended learning time) and serviced by supplemental personnel such as the math facilitator and part-time tutor.</p>	<p>Principal, Assistant Principal, Math Facilitator, Math Tutor, and Teachers</p>	<p>Every 6 Weeks- Review all students' data; RTI Tier II groups pulled Wednesday – Friday and Tier III Monday - Friday</p>	<p>State Comp Ed-Tutor</p>	<p>Kid Chat Spreadsheets with a variety of data collected over a 6 week period, RTI progress monitoring, lesson plans</p>
<p>Students who are identified as performing at or above grade level in math will attend PAWS Time with their teacher. Math PAWS Time teaches the concepts in context by ALWAYS presenting the information in a problem-solving format. Teachers provide direct instruction on utilizing the various strategies to address the</p>	<p>Teachers</p>	<p>Wednesday - Friday</p>	<p>Math Materials- Local Funding</p>	<p>Lesson plans for PAWS time, anecdotal records, curriculum checkpoints, benchmarks, campus common assessments</p>

<p>Process Standards. Students are encouraged to answer the same problem multiple ways and are expected to explain their thinking through mathematical discourse which extends and builds on what they know. Dual coded problems allow the teachers to apply different process standards to address the same skill. Students are exposed to multiple ways a specific skill could be presented. Confering occurs while students work in small collaborative groups in order to solve rigorous problems. The teacher moves from group to group to pose questions, take notes on students' strategy use and/or listen in to the group's math talk.</p>				
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Performance Objective: Students Writing STAAR scores in grade 4 will show a minimum of 5% increase from the year before.
 4th Grade: Approaches: 88% Meets: 65% Masters: 17%

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
<p>Utilize a writing workshop model daily with fidelity in grades K-5. Throughout the year volume and stamina will increase through various methods such as flash drafts in grades K-5. Connect reading and writing by using mentor texts to model what great authors do and connect student writing. Teachers set personal writing goals with students and frequently confer with students to provide quality</p>	<p>Teachers and Reading Facilitator</p>	<p>Daily</p>	<p>Teachers and Facilitators</p>	<p>Lesson Plans, collection of data using flash drafts, anecdotal records, and district writing assessments.</p>

feedback. As student's master goals, new goals are set.				
Provide training opportunities for ESL teachers to enhance writing instruction for ELL's	ESL Facilitator and Teachers	Throughout the year	ESL Funds and Local Funds	Lesson plans and walkthroughs- looking for evidence of instruction learned from training.
Implement Patterns of Power in grades K-5 to reinforce grammar skills to increase revision and editing practice.	Teachers	Daily	Local Funds	Lesson plans and walkthroughs- looking for evidence of instruction learned from training.

Performance Objective: Students Science STAAR scores in grade 5 will show a minimum of 5% increase from the year before.
 5th Grade: Approaches: 89% Meets: 54% Masters: 21%

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Students in grades Kindergarten – 5 th will participate in hands on science labs at least 70% of the time.	Teachers, Math Facilitator	Throughout the year	Science Materials- Local Funds	Evidence of labs will be in lesson plans and seen during walkthroughs.
Students will continue to use the claim, evidence, reasoning writing strategy during all science units. Teachers will model how to write in this format, and give feedback to students as they utilize the strategy.	Teachers	Throughout the year	None	Students writing, lesson plans, walkthroughs
Explicitly teach the science vocabulary in the context of the unit.	Teachers	Throughout the year	None	Student performance on common assessments, lesson plans, walkthroughs.
Utilize Stem Scopes and Gizmos to assist with science concepts both at school and home.	Teachers, Math Facilitator	Throughout the year	Local Funds	Lesson plans, walkthroughs, homework

Goal 3

Goal 3: By May 2019, 95% of Lindsey Elementary students will read at our above grade level in grades Kindergarten – 5 th grades.	CNA Area of Need: Student Achievement
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Performance Objective: 100% of Kindergarten - 2nd grade students will read at or above grade level expectations.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Teachers will utilize reading workshop daily with fidelity and work collaboratively to target the small group instruction to address the specific needs of all learners. Students will read self-selected texts on their independent level. They will use these books to apply and practice the skills taught during the minilessons or small group.	Teachers	Daily	Reading Materials- Local Funds	Teacher small group binders which include anecdotal notes, student goals, student strengths and areas of continual growth. DRA/F&P levels and running records
Teachers incorporate phonics, fluency, and word study as a part of the balanced literacy approach.	Teachers	Daily	Reading Materials- Local Funds	Teacher small group binders which include anecdotal notes, student goals, student strengths and areas of continual growth. DRA/F&P levels and running records. Dibels and iRead reports.
We will utilize Kid Chats to review reading data on every student Kindergarten - 2nd grade to ensure growth. If a student falls below expectations in reading, a comprehensive RTI plan is put into place to address a student's specific need. The most at-risk students are pulled into targeted small groups	Principal, Assistant Principal, Counselor, Teachers, Reading Facilitator, Reading Interventionist	Every 6 Weeks	State Comp Ed Tutor \$6,633.00 State Comp Ed FTE- Reading Facilitator	Kid Chat Spreadsheets with a variety of data collected over a 6 week period, RTI progress monitoring, lesson plans.

during PAWS Time (extended learning time) and serviced by supplemental personnel such as the reading facilitator and part time tutor.				
Students who are identified as reading at or above grade level will attend PAWS Time with their teacher. The focus is on Figure 19 D and Supporting TEKS. The groups are Heterogeneous across the grade level. PAWS Time Activities include: Read-aloud (any genre), modeled think aloud and turn and talk, discourse, accountable talk, defending a position and growing an idea, independent reading with book bags, teachers conferring with readers, applied practice, deeply understanding characteristics of each genre.	Teachers	Wednesday - Friday	Reading Materials- Local Funds	Lesson plans for PAWS Time, DRA/F&P levels and running records, anecdotal records, curriculum checkpoints, benchmarks, campus common assessments.
Continue the Summer Blast Reading Program for the summer of 2019. Students will have an opportunity to check out library books, leveled library books, and participate in story time where the focus is a different genre and reading strategy every week. Students have an opportunity to earn prizes for participating.	Teachers, Reading Facilitator, Reading Interventionist, Librarian.	Tuesdays during the summer	State Comp Ed	Compare end of year reading levels to beginning of the year levels for students who participated to ensure there was no regression over the summer and hopefully we will see improving reading levels.

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

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Teachers will utilize reading workshop daily with fidelity and work collaboratively to target the small group instruction to address the specific needs of all learners. Students will read self-selected texts on their	Teachers	Daily	Reading Materials- Local Funds	Teacher small group binders which include anecdotal notes, student goals, student strengths and areas of continual growth, F&P levels

independent level. They will use these books to apply and practice the skills or strategies taught during the minilessons or small group.				
Teachers incorporate phonics/vocabulary, fluency and word study as a part of the balanced literacy approach.	Teachers	Daily	Reading Materials- Local Funds	Teacher small group binders which include anecdotal notes, student goals, student strengths and areas of continual growth, F&P levels, and Dibels
We will utilize Kid Chats to review reading data on every student 3rd - 5th grade to ensure growth. If a student falls below expectations in reading a comprehensive RTI plan is put into place to address a student's specific need. The most at-risk students are pulled into targeted small groups during PAWS Time (extended learning time) and serviced by supplemental personnel such as the reading facilitator and part time tutor.	Principal, Assistant Principal, Counselor, Teachers, Reading Facilitator, Reading Tutor	Every 6 weeks	State Comp Ed- Reading Facilitator; State Comp Ed- Tutor	Lesson plans for PAWS Time, DRA/F&P levels, running records, anecdotal records, curriculum checkpoints, benchmarks, campus common assessments.
Students who are identified as reading at or above grade level will attend PAWS Time with their teacher. The focus is on Figure 19 D and E and Supporting TEKS. The groups are heterogeneously mixed across grade levels. The PAWS Time activities are: read-aloud (all genres), Sign Posts (Notice and Note; Reading Nonfiction), beginning to work on using the Learning Progressions through the Reading Units of Study, modeled think aloud and turn and talk, discourse, accountable talk, defending a position and growing an idea, independent reading with classroom novel, conferring with readers.	Teachers	Wednesday - Friday	Reading Materials- Local Funds	Lesson plans for PAWS Time, DRA/F&P levels and running records, anecdotal records, curriculum checkpoints, benchmarks, campus common assessments.

Goal 4

<p>Goal 4: By June 2019, Lindsey will demonstrate that we provide a supportive and effective learning community as evidenced by an end of year staff survey reflecting at least 95% of the teachers stating they received relevant feedback.</p>	<p>CNA Area of Need: School Culture and Climate</p>
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Performance Objective: By June 2019, the staff survey conducted during the 2018-2019 school year will be at least 95% or greater in strongly agree and agree combined for teachers who feel like they are provided with specific, helpful feedback.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
<p>T-TESS pre and post conferences, as well as walkthroughs and formal observations will be conducted in order to ensure that teachers are provided with specific, relevant feedback related to their goals and growth areas.</p>	<p>Principal and Assistant Principal</p>	<p>Throughout the year</p>	<p>No funds</p>	<p>TTESS conferences, evaluations, and coaching conferences.</p>
<p>Implement the Student Learning Objective part of TTESS building wide. Utilize SLO to provide feedback on teacher performance.</p>	<p>Principal, Assistant Principal, Teachers</p>	<p>Throughout the year</p>	<p>No funds</p>	<p>TTESS conferences, evaluations, and coaching conferences.</p>

Goal 5

<p>Goal 5: By June 2019, 85% of parents will attend at least two school events with their children.</p>	<p>CNA Area of Need: Community and Student Engagement</p>
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Performance Objective: 85% of parents will attend at least two school events during the 2018 – 2019 school year with their child.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Create learning opportunities where students and parents can interact and participate together such as: STREAM Night, Veteran’s Day, Guest Readers, International Festival, and Hands-on Science.	Principal, Assistant Principal, Teachers, Reading Facilitator, Math Facilitator, ESL Facilitator, and Reading Interventionist, FOL	Throughout the year	State Comp Ed-Reading Facilitator Resources- Local Funding	Sign in sheets for participation, Survey at the end of the night.
Create opportunities/events where families can connect with one another and with other families in our school community. Examples include: Father Daughter Dance, Mother Son Event, Choir Performances throughout the year, Watch DOGS, Muffins with Mom, and Donuts with Dads.	Principal, Assistant Principal, Teachers, Reading Facilitator, Math Facilitator, ESL Facilitator, and Reading Interventionist, FOL	Throughout the year	State Comp Ed-Reading Facilitator Resources- Local Funding, FOL Funds	Sign in sheets for participation, Survey at the end of the night.

Financial Summary

Funding Source	Total Amount
State Comp Ed Tutoring	\$6,633.00
State Comp Ed FTE	\$116,570.89
LEP	\$2628.00

SBDMC Members

Name	Position
Heather Williams	Principal
Bethany Cunningham	Assistant Principal
Tamela Allen	Teacher
Sarah Milliman	Teacher
Hannah Simpson	Teacher
Susan Patterson	Professional
Tracy Locke	Business Member
Tiffany Lee	Parent
Rebecca Callie	Parent
Melody Tagliere	Parent
Michelle August	Parent
Theresa Gage	District Personnel
Brett Bartlett	Community Member

The contents of this plan support the Texas Education Agency Strategic Priorities and Enablers

Every child, prepared for success in college, a career or the military.

Strategic priorities



Recruit, support,
and retain
teachers and
principals



Build a foundation
of reading and
math



Connect high
school to career
and college



Improve low-
performing
schools

Enablers



Increase transparency, fairness and rigor in district and campus academic and financial performance



Ensure compliance, effectively implement legislation and inform policymakers



Strengthen organizational foundations
(resource efficiency, culture, capabilities, partnerships)