

Spring Independent School District
Anderson Elementary
2018-2019 Campus Improvement Plan



Mission Statement

The mission of Anderson Elementary is to empower every child to contribute to our world as life-long learners, community leaders, and responsible citizens.

Vision

Unlocking the greatness of every child through innovative, high quality instruction in a positive learning environment.

Core Beliefs

We are committed to high student expectations for learning, behavior and citizenship.

We are committed to work collaboratively with colleagues, parents, students, and the community to advance the mission and vision of our school.

We are committed to modeling kindness, understanding, integrity, and respect.

We are committed to recognize and celebrate the cultural diversity of our student body and our community.

We are committed to providing a safe learning environment for all students and staff.

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Comprehensive Needs Assessment

Revised/Approved: July 03, 2018

Demographics

Demographics Summary

Anderson Elementary is a 39 year old, PK-5th grade Title I campus in Spring ISD. Our enrollment stays steady, right around 600. For the 2017-2018 school year our enrollment was at 615. Additionally Anderson's ethnic distribution was as follows for the 2017-2018 school year: 21% African American, 50% Hispanic, 22% White. Asian students make up 1% and Pacific Islanders make up 1%. There are 1% American Indians and 4% Two or More Races.

The 17% student mobility rate for Anderson Elementary is around the state average of 17% and below our district average of 22%. Our overall attendance rate increased slightly last year to 96.6%, after dipping a bit in the previous year. Anderson Elementary's student groups include 22% English Language Learners (ELLs), 7% Gifted and Talented, and 9% Special Education. Additionally, 69% are economically disadvantaged and 55% are At-Risk.

Demographics Strengths

Anderson Elementary has many strengths. Some of the most notable demographic strengths include:

- Many families move into our community or use a district transfer just to attend Anderson.
- Students at Anderson are very accepting of new students regardless of race or ethnicity.
- Stable student enrollment - generally right around 600 (615 for the 17-18 school year, 605 for the 16-17 school year, 593 for the 15-16 school year)
- Diverse student ethnic population
- 83% stability rate; 17% mobility rate
- Staff diversity increased from last year, beginning to be a closer reflection of our community demographics

Problem Statements Identifying Demographics Needs

Problem Statement 1: Overall attendance percentage for 2017-2018 was 96.4%. Our goal each year is 97%. **Root Cause:** Specific families with attendance issues are negatively impacting the entire campus data as their absences are excessive and have not responded to intervention from the campus. Some families were impacted by Harvey and displaced from their homes. This also negatively affected our attendance.

Problem Statement 2: Anderson's needs a more diverse staff (male and minority). We have made improvements in this area, and hope to increase our diversity even more, particularly by recruiting and attracting qualified Hispanic teachers. **Root Cause:** There has been a lack of highly qualified applicants for elementary schools and there has been low turnover of current staff for a number of years.

Problem Statement 3: High percentage of students labeled At-Risk. **Root Cause:** Most students are labeled at-risk due to failing state tests or reading readiness tests in the early grades.

Problem Statement 4: Data from parent survey reveals that parents want timely feedback. regarding student progress such as grades. **Root Cause:** All teachers do not post grades and send home papers in a timely manner.

Student Academic Achievement

Student Academic Achievement Summary

Our STAAR scores this year showed a few areas of improvement, as well as several areas where growth is needed. Our passing (Approaching) rate was higher than the district average in all most areas. On the 2018 STAAR, our Index 1 passing (Approaching) rates are as follows:

All Subjects - 73%

3rd Reading - 76% (district 65%) - improved from 2017

3rd Math - 72% (district 67%) - improved from 2017

4th Reading - 56% (district 57%) - decreased from 2017

4th Math - 71% (district 68%) - decreased from 2017

4th Writing - 55% (district 48%) - decreased from 2017

5th Reading - 84% (district 73%) - increased from 2017

5th Math - 90% (district 79%) - increased from 2017

5th Science - 72% (district 64%) - decreased from 2017

In comparing our passing rates to last year's data, we made significant improvements in 3rd grade reading and math, and slight improvements in 5th grade reading and math. All of our 4th grade scores had significant decreases, and 5th grade science decreased slightly from last year.

One area where we did not grow as much as we had hoped was raising our students from "Approaching" grade level to "Meets" grade level. This will be a focus for the upcoming year.

Student Academic Achievement Strengths

Our 3rd grade reading "Approaching" rate is 11 points higher than it was last year.

Our 3rd grade math "Approaching" rate is 9 points higher than it was last year.

Our 5th grade reading and math "Approaching" rates are slightly higher than last year.

Our 5th grade "Masters" level scores are improved over last year (27% in reading, 22% in math).

Eco-Dis students had passing rates within 3 percentage points of the general population in EVERY subject and grade level.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 4th grade scores in all areas were much lower than expected, with huge decreases from last year. **Root Cause:** Last year, our 3rd grade scores were much lower than expected in both reading and writing, indicating that this particular group of students is not getting the instruction they need to achieve satisfactory results due to student progress not being monitored closely enough by teachers and leadership.

Problem Statement 2: Our Domain 3 overall score was a 59, which earned us an "Improvement Required" rating. **Root Cause:** The data appears to show that we do not have high enough numbers of students testing at "Meets" grade level. We also do not have all demographic groups performing at the target level set by the state. Of all the recognized groups, only our Hispanic, Eco Dis, SPED, and ELL populations met the target in reading. No groups met the target in math.

Problem Statement 3: Special Ed students have an overall passing rate of approximately 27% in reading and 21% in math. We met our state target in reading, but not math, however, both of these rates are significantly below the general population. **Root Cause:** Even with specific pull out and specially designed intervention, students continue to need more time to master grade level skills, and struggle with the stamina to focus and be successful on the STAAR test.

Problem Statement 4: Overall Index 1 passing rate was 73%, a 3 point decrease from last year. **Root Cause:** Our fourth grade and fifth grade science passing rates dropped significantly from last year, bringing our overall average down.

School Processes & Programs

School Processes & Programs Summary

Anderson Elementary is a Title I school that provides extensive support and programs for students and staff. Staff are supported through professional development opportunities and a teacher mentoring programs that provide opportunities for growth through observations and coaching. Teachers are also provided support and assistance by their literacy and math coaches through PLC coaching cycles. In addition to professional development, the weekly PLC meetings reinforce what they are learning by analyzing data, discussing trainings, discussing implementation and sharing articles, etc. Teachers observe each other in the spirit of learning.

We are a Leader in Me school. This was an initiative that we implemented last year, and has great support from our community. Our teachers teach and discuss the 7 habits of happy kids daily. Leadership opportunities are provided to students throughout the year, and students are encouraged to "apply" for various jobs that interest them.

Our commitment is to keep students at the center of all actions and decisions. Adjustments are made in instruction as needed to ensure the success of all students. Because we value the whole child, students are provided opportunities through after-school programs such as choir, drama, athletics, cheer, dance, Spanish Club and other clubs.

School Processes & Programs Strengths

- Leader in me School - staff, students, and community are highly supportive of this program
- Highly qualified staff
- Strong loyalty to the school and the history of the school with high expectations set for all
- Strong bilingual staff
- After-school clubs allowing more than 150 students to participate in extra-curricular activities.
- Instructional coaches to lead professional development and administrators to provide timely feedback
- Curriculum planning times for teams and with opportunities for collaboration
- Strong co-teaching partnerships

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There needs to be continuing training on the T-TESS system to provide clarity on teacher expectations. **Root Cause:** We have many new staff this year, so we need to make sure we clearly define our expectations and give them lots of opportunity to receive coaching feedback.

Problem Statement 2: Students lack accountability for their learning and therefore need to monitor their own learning through the use of data folders. **Root Cause:** Teachers do not hold students accountable for consistently setting goals and tracking progress.

Problem Statement 3: There needs to be active collaboration with a vertical-planning team to ensure prerequisite skills are mastered in preparation for the following grade. **Root Cause:** Leadership needs to schedule vertical alignment meetings in the yearly calendar.

Problem Statement 4: Level of training for Leader in Me is varied across staff. **Root Cause:** Many new staff members have not attended year 1 training.

Problem Statement 5: Students are not achieving at the highest levels of their potential. **Root Cause:** Teachers are not teaching TEKS to the depth and level of rigor that is necessary to move students beyond the "Approaches" grade level on STAAR.

Perceptions

Perceptions Summary

A core strength of Anderson Elementary is that we foster a sense of community with our students, parents, and staff. This environment is felt by anyone who walks into our building and is heavily supported in our parent surveys. It is a healthy place to work and our students and staff feel safe and respected here on campus. To ensure that this positive climate and culture continues we evaluate our needs and seek the appropriate training. Our parents are welcomed, supported and invited to be a part of the school community.

Perceptions Strengths

- Our Title I Parent Survey revealed that parents feel welcomed here at Anderson
- Our K12 Parent Surveys indicate that our parents are appreciative of the amount and quality of after school programs that we have
- We have several volunteer opportunities available for parents and community members such as Kid's Hope and Watch DOGS
- We have an active & supportive PTO that provide engaging and enjoyable opportunities for students, parents and staff
- We translate all materials into Spanish because it is our 2nd largest language represented
- Slight increase with the number of overall referrals but it continues to be a very low percentage based on student enrollment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: As indicated by our parent survey, parents feel as if they are not invited to participate **Root Cause:** PTO is not reaching all parents wanting to be involved

Problem Statement 2: The majority of our discipline referrals come from a small group of students. **Root Cause:** We need to improve our processes to work with and change behaviors of students with a history of behavior issues.

Problem Statement 3: The majority of parental participation opportunities are not as a participant but as a spectator **Root Cause:** The majority of our opportunities for parents that we provide are more spectator in nature

Problem Statement 4: Our parents are not involved in supporting campus activities that involve academics **Root Cause:** We have not created a group of parents that would be involved in supporting academics

Problem Statement 5: As indicated by our parent survey, parents feel as if our instruction is not connected to real life **Root Cause:** Relevancy may not be stressed in each lesson as much as it should be

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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

Goals

Goal 1: Reach every student.







Performance Objective 1: In grades 3-5, 81% of all student groups will approach standard while 50% will meet or master passing standards on the STAAR assessments.

Evaluation Data Source(s) 1: 2019 STAAR scores

District Benchmarks
Campus Assessments
MAP scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Implement bi-weekly instructional PLC with coaches for development, training, and curriculum planning.		classroom teachers, Literacy & Math Coaches	lesson plans, student achievement on benchmarks, checkpoints, and teacher-made tests				
	Problem Statements: Student Academic Achievement 4						
2) Schoolwide after school tutoring program that runs Feb - May, focusing on STAAR subjects.		classroom teachers, coaches	student grades, test scores				
	Problem Statements: Student Academic Achievement 4 Funding Sources: 199 State SCE - State Compensatory Education (PIC - 11000.00)						
Comprehensive Support Strategy 3) Bilingual intervention in reading, writing, and math provided by bilingual certified tutor during the school day		ELL Campus coordinator, administrators, bilingual interventionist	Increased passing rate of bilingual students on local and state assessments thus enabling us to meet our target goal in math for our Hispanic and EL population.				
	Funding Sources: 263 Title III, LEP - 18500.00						
Critical Success Factors CSF 1 4) Reading and math intervention for struggling students as determined by district assessments.	2.4	Instructional Interventionist, ELL Campus Coordinator, BIL Interventionist, Student Support Specialist	Increased passing rates on district and state assessments thus allowing us to meet our target goal in reading and math in all demographics.				
	Funding Sources: 211 Title I, Part A - 64000.00						

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Train and implement TLAC strategies-Threshold, Board Configuration, Strong Start, Check for Understanding to improve daily delivery of instruction thus positively impacting our Academic Achievement Status.</p>	2.4, 2.5, 2.6	Teachers, Administrators, Literacy & Math Coaches, Instructional Leadership Team	Students will increase achievement by improving district benchmark scores each administration. Increased math and reading STAAR scores for our continuously enrolled & Non-Continuously enrolled students.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>6) Utilize technology based platform, Education Galaxy, to practice and assess skills as well as monitor progress in K-5 reading & math and 4th writing and 5th science.</p>	2.4	Instructional Leadership Team, Teachers	Increase timely feedback on student assessments in order to drive weekly intervention.				
<p>Funding Sources: 211 Title I, Part A - 3950.00</p> <p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

<p>Student Academic Achievement</p>
<p>Problem Statement 4: Overall Index 1 passing rate was 73%, a 3 point decrease from last year. Root Cause 4: Our fourth grade and fifth grade science passing rates dropped significantly from last year, bringing our overall average down.</p>

Goal 1: Reach every student.

Performance Objective 2: 70% of 4th grade students will approach grade level passing standard on the writing STAAR.

Evaluation Data Source(s) 2: 2019 STAAR scores

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
Critical Success Factors CSF 1 1) Teachers will implement daily warm-up to spiral in revising & editing skills and strategies.	2.4	Classroom teachers	Students will apply revising & editing skills successfully on formative assessments.				
Critical Success Factors CSF 1 2) All 4th grade teachers will implement "Camp Write S'more", an engaging 2-week comprehensive writing review unit prior to STAAR test. This will take place across all subject areas.	2.4	classroom teachers, literacy coach	STAAR scores				
Funding Sources: 211 Title I, Part A - 500.00							

Goal 1: Reach every student.

Performance Objective 3: 80% of all students will approach grade level on the math STAAR while at least 50% will meet and or master grade level standard.

Evaluation Data Source(s) 3: 2019 STAAR scores

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) We will use Education Galaxy to support math standards and intervention for all student populations including Special Education students.		Classroom teachers, math coach	Students master skills through the program, and that success carries over to other assignments. Increased number of special education students meeting targets for STAAR.				
Funding Sources: 199 State SCE - State Compensatory Education (PIC - 58000.00)							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Small group intervention for Tier 2 and Tier 3 students that focus on their specific gaps in reading, writing, and math.</p>	2.4	Classroom teachers, Instructional Interventionist, ELL Campus Coordinator, SSS	Progress monitoring to track student growth. Increased percentage of students in all demographics, including economically disadvantaged, meeting target goal on STAAR.				

Goal 1: Reach every student.

Performance Objective 4: Attendance for all grades above 97%

Evaluation Data Source(s) 4: PEIMS; weekly attendance reports, eSchool reports

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 4</p> <p>1) Classroom incentives for daily/weekly attendance 2) School wide incentives for individual and classroom attendance 3) Attendance Leaders (Leader in Me)</p>	2.5	Classroom teachers, administration, Instructional Leaders, SEMS Clerk, Attendance Clerk	Increased attendance percentage thus positively impacting student achievement.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Implement an RTI intervention block that is embedded in the daily schedule to assist students that are struggling in reading and math.</p>	2.4, 2.5, 2.6	Classroom teachers, SSS, Instructional Leaders	Improved growth on reading and math targets as measured by STAAR. Students will increase individual MAP results by moving to the next leveled performance and/or increasing in current performance level by 10%.				
Problem Statements: Student Academic Achievement 2, 3							
							

Performance Objective 4 Problem Statements:


Student Academic Achievement
<p>Problem Statement 2: Our Domain 3 overall score was a 59, which earned us an "Improvement Required" rating. Root Cause 2: The data appears to show that we do not have high enough numbers of students testing at "Meets" grade level. We also do not have all demographic groups performing at the target level set by the state. Of all the recognized groups, only our Hispanic, Eco Dis, SPED, and ELL populations met the target in reading. No groups met the target in math.</p>
<p>Problem Statement 3: Special Ed students have an overall passing rate of approximately 27% in reading and 21% in math. We met our state target in reading, but not math, however, both of these rates are significantly below the general population. Root Cause 3: Even with specific pull out and specially designed intervention, students continue to need more time to master grade level skills, and struggle with the stamina to focus and be successful on the STAAR test.</p>

Goal 1: Reach every student.

Performance Objective 5: All students grades PK-5 will track 100% of their attendance and academic performance through the use of a data folder.

Evaluation Data Source(s) 5: Student data folders

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Through Leader In Me training, teachers will develop classroom goals and structures for academic success. Students will develop personal academic, attendance, and behavioral goals for each grading period. Parent/teacher conferences will be student-led using their data folders to present information concerning their progress.		Teachers	Data folders goal-setting sheets STAAR iStation DRA Parent-Teacher conferences				
Critical Success Factors CSF 1	2.4, 2.5	Media Specialist Administrative Team	Improved reading comprehension scores on DRAs, Benchmarks, and STAAR.				
2) Utilize full time Media Specialist to support KG-5 ELA Curriculum through engaging literacy lessons focused on genre.	Problem Statements: Student Academic Achievement 1, 2, 3, 4						
							

Performance Objective 5 Problem Statements:

Student Academic Achievement
Problem Statement 1: 4th grade scores in all areas were much lower than expected, with huge decreases from last year. Root Cause 1: Last year, our 3rd grade scores were much lower than expected in both reading and writing, indicating that this particular group of students is not getting the instruction they need to achieve satisfactory results due to student progress not being monitored closely enough by teachers and leadership.
Problem Statement 2: Our Domain 3 overall score was a 59, which earned us an "Improvement Required" rating. Root Cause 2: The data appears to show that we do not have high enough numbers of students testing at "Meets" grade level. We also do not have all demographic groups performing at the target level set by the state. Of all the recognized groups, only our Hispanic, Eco Dis, SPED, and ELL populations met the target in reading. No groups met the target in math.
Problem Statement 3: Special Ed students have an overall passing rate of approximately 27% in reading and 21% in math. We met our state target in reading, but not math, however, both of these rates are significantly below the general population. Root Cause 3: Even with specific pull out and specially designed intervention, students continue to need more time to master grade level skills, and struggle with the stamina to focus and be successful on the STAAR test.


Problem Statement 4: Overall Index 1 passing rate was 73%, a 3 point decrease from last year. **Root Cause 4:** Our fourth grade and fifth grade science passing rates dropped significantly from last year, bringing our overall average down.

Goal 2: Excellence in every school

Performance Objective 1: All teachers will collaborate 3 times every 2 weeks with coaches during a structured 55 minute PLC time.

Evaluation Data Source(s) 1: BOY and EOY benchmark testing, DRAs, curriculum scope and sequence, PLC agendas, weekly classroom assessments

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) A PLC model and schedule will be implemented for teachers to collaborate, plan, analyze TEKS, compare data, and practice instruction.		Administrative Team Instructional Leaders Literacy & Math Coaches Teachers	Growth and positive impact on student achievement as measured by BOY, MOY, and EOY screeners and assessments.				
							

Goal 2: Excellence in every school

Performance Objective 2: Discipline referrals will decrease by 22% so that the total number of incidents decreases from 127 to under 100.

Evaluation Data Source(s) 2: Eschool disciplinary reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Train all staff on the implementation of CHAMPS strategies. Monitor and coach on these strategies during classroom walk-throughs. 2) All classrooms will teach weekly lessons covering The 7 Habits for Happy Kids and model these habits daily.	2.5	Administrative Team Literacy and Math Coaches Instructional Leaders Counselor	Decreased overall disciplinary referrals by 22%.				

Goal 2: Excellence in every school

Performance Objective 3: Foster a culture of community, trust, and accountability to increase staff retention by 10%.

Evaluation Data Source(s) 3: K12 Insight Survey
Human Resources retention data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Bi-weekly faculty meetings that include relationship building and employee recognition.		Administrative Team Counselor Team Leaders	Increased teacher attendance by 15%. Increased teacher retention by 10%.				

Goal 3: High Performance from every employee

Performance Objective 1: Utilize T-Tess coaching model to give teachers feedback to improve their daily instruction. Provide T-Tess training to make sure teachers understand the rubric and expectations.

Evaluation Data Source(s) 1: Teacher evaluations and the percentage of teachers meeting their professional goals and at or above the proficiency level in their summative evaluation.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) T-TESS training in August with emphasis on reflection of practices and previous evaluations. Staff will then begin planing their professional goals.		Instructional Leadership and administration.	Teachers making growth on their professional goals at BOY, MOY and Summative conferences.				

Goal 3: High Performance from every employee

Performance Objective 2: The Leader in Me training for all staff to increase student and staff leadership and goal setting, and decrease discipline referrals by

Evaluation Data Source(s) 2: Discipline data MOY and EOY.
 Student achievement data and advancement on school goals (WIGS)

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 1) All staff will participate in 3 days of Leader in Me training. August 9th, and two days for mentor training TBD.	2.5	Teachers Instructional Leaders Administrators	Implementation of The Leader in Me program as evidenced through coaching visits, goal setting and discipline data.				

Goal 3: High Performance from every employee

Performance Objective 3: Coaches will coach PK-2 ELA and 3-5 math teachers daily, giving immediate feedback to improve instruction, and monitoring data to track student achievement to support overall school rating of "B".

Evaluation Data Source(s) 3: teacher observations, student assessment data

Summative Evaluation 3:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 1) Literacy & Math Coaches will implement Spring Way PLC method three times bi-weekly.	2.4, 2.5, 2.6	Principal Assistant Principal Literacy & Math Coaches	MAP assessment scores will increase by 15%. 81% of all student groups will approach standard on STAAR.				

Goal 4: Engaged stakeholders in every community

Performance Objective 1: Grades and discipline are consistently reported in a timely manner to 100% of our parents.

Evaluation Data Source(s) 1: Progress reports, report cards, graded papers, weekly conduct folders, parent-teacher conferences (supplemented with emails, phone calls or notes home as needed)

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Grades uploaded weekly for parents to view 2. Conduct sent home weekly in Friday folders; conduct folders should include graded papers, etc. 3. Continued communication as needed to update parents of student progress</p>		teachers, administrators	well-informed parents; increased rating on parent survey in these areas				
<p>Critical Success Factors CSF 5</p> <p>2) Teacher communicate consistently and provide timely information for behavior and learning.</p>		Teachers	Positive feedback from parents throughout the year, K12 surveys, Title 1 surveys.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: Engaged stakeholders in every community

Performance Objective 2: Support PTO in increasing the numbers of parents who are invited to participate in PTO activities by 10%.

Evaluation Data Source(s) 2: Title I Parent Survey, K-12 Survey, Volunteer Logs

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Promote PTO membership, support, and sponsorship throughout the year in communication from the school and at all school programs.		Instructional Leaders	Increase enrollment in PTO membership and participation in the Executive PTO Board.				
2) PEL (Parent Engagement Liaison) will support schools by encouraging parents to attend parent workshops and events throughout the year to increase their knowledge of school curriculum and strategies to help their child increase their academic success.		Shawna Smith Principal	Increase parent participation and knowledge of school curriculum and student academic success.				
	Funding Sources: 211 Title I, Part A - 2000.00						
Critical Success Factors CSF 5 CSF 6	3.1	Shawna Smith Principal	Increase parent participation and compliance with ESSA				
3) PEL (Parent Engagement Liaison) will attend parent involvement workshop to fully implement new ESSA guidelines, and support PTO recruitment.	Funding Sources: 211 Title I, Part A - 400.00						
Critical Success Factors CSF 5 CSF 6	3.2	Principal-Kristin Falcon Parent Engagement Liaison-Shawna Smith	Increased parental participation at all functions due to improved sense of belonging and community relations. Enhanced community perceptions of campus.				
4) Principal will schedule, promote, and host monthly "Coffee Talk With Kristin" in order to obtain parental feedback and strengthen community relations.	Funding Sources: 211 Title I, Part A - 250.00						
							

Goal 4: Engaged stakeholders in every community

Performance Objective 3: 100% of our parents will be provided reading and math activities to ensure that students stay academically engaged at home.

Evaluation Data Source(s) 3: Increased results on EOY 2018/2019 data from BOY 2018/2019 data as well as favored opinion from parents on EOY Parent & Community Survey.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Select students will receive a workbook complete with activities for reading and math summer work.		SSS & Parent Engagement Liaison	Limited regression of academic student data from EOY to BOY.				
Problem Statements: Demographics 3 Funding Sources: 211 Title I, Part A - 550.00							

Performance Objective 3 Problem Statements:

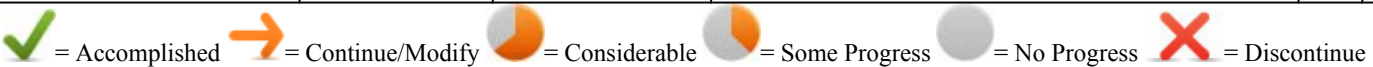
Demographics
Problem Statement 3: High percentage of students labeled At-Risk. Root Cause 3: Most students are labeled at-risk due to failing state tests or reading readiness tests in the early grades.

Goal 5: Opportunities and choice for every family.

Performance Objective 1: Transition support for pre-k students moving to kindergarten and for 5th grade students going to 6th grade.

Evaluation Data Source(s) 1: Enrollment in kindergarten classes, pre-k schedule and reflection, and 5th grade feedback as they enroll for classes and extracurricular programs at the middle school level.

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Full day pre-k schedule providing an entire school day experience for our 4 year old students. 2) Collaboration with pre-kinder and kindergarten teachers to ensure progression of skills to prepare pre-k students for the challenges of kinder.		Pre-k teachers Kindergarten Teachers	Full enrollment and students meeting the expectations of learning for their curriculum.				
							

Goal 5: Opportunities and choice for every family.

Performance Objective 2: The Leader in Me program provides opportunities for students to set goals and to share their goals and progress with their parents at conferences and throughout the school year.

Evaluation Data Source(s) 2: Participation in student led conferences.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Full staff trained in Seven Habits in order to effectively implement The Leader in Me program, which will positively impact student achievement and campus culture.		Principal, Lighthouse Committee	Student leadership development through seven habits instruction				
Funding Sources: 211 Title I, Part A - 7500.00							
							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	3	Bilingual intervention in reading, writing, and math provided by bilingual certified tutor during the school day

State Compensatory

Budget for Anderson Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
6118.TU	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$6,000.00
6100 Subtotal:		\$6,000.00
6300 Supplies and Services		
6321.00	6390 Supplies and Materials - General	\$3,000.00
6399.00	6391 General Supplies - Locally Defined	\$2,000.00
6300 Subtotal:		\$5,000.00

Personnel for Anderson Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Carbo	Student Support Specialist	6119	
Linda Hoppas	Math Coach	6119	
Paola Turner	Pre-K Aide	6119	

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allison Culbertson	Literacy Coach		
Ashley Richardson	.5 Intervention		
Shawna Smith	.5 Intervention		

2018-2019 Campus Advisory Council

Committee Role	Name	Position
Administrator	Kristin Falcon	Principal
Administrator	LaToya Patterson	Asst. Principal
Non-classroom Professional	Amy Carbo	Student Success Specialist
Classroom Teacher	Allison Johnson	2nd grade teacher
Parent	John Lopez	parent
Classroom Teacher	Cheryl Wilson	K teacher
Business Representative	Jennifer Carouthers	Business partner
Non-classroom Professional	Shawna Smith	ELL Coordinator/Intervention
District-level Professional	Turkessa Taylor	District Campus Testing Coordinator

Campus Funding Summary

199 State SCE - State Compensatory Education (PIC)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	tutoring materials, teachers, supplies	6118.TU, 6321.00, 6399.00	\$11,000.00
1	3	1	Technology based math program		\$0.00
1	3	1	Math Coach	6119	\$58,000.00
Sub-Total					\$69,000.00
Budgeted Fund Source Amount					\$69,000.00
+/- Difference					\$0
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Instructional Interventionist-part time		\$32,000.00
1	1	4	ELL Campus Coordinator		\$32,000.00
1	1	6	Education Galaxy		\$3,950.00
1	2	2	materials, literacy coach		\$500.00
4	2	2	PEL	6117	\$2,000.00
4	2	3	Title I Parent & Community Engagement Workshop-Frisco, TX.	6399.PI	\$400.00
4	2	4	Light Snacks & paper for advertising		\$250.00
4	3	1	Parent informational magazines from Channing-Bete	6321.PI	\$550.00
5	2	1	Seven Habits and Leader in Me training for all staff, Leader in Me teacher and student materials,	6299	\$7,500.00
Sub-Total					\$79,150.00
Budgeted Fund Source Amount					\$87,905.00
+/- Difference					\$8,755.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	bilingual certified tutor		\$18,500.00

	Sub-Total	\$18,500.00
	Budgeted Fund Source Amount	\$185,000.00
	+/- Difference	\$166,500.00
	Grand Total	\$166,650.00