

Spring Independent School District

Anderson Elementary

2023-2024 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

Demographics

Demographics Summary

Anderson Elementary is a 44 year old, PK-5th grade Title I campus in the northeastern corner of Spring ISD. When the school opened, the surrounding community was a suburban/rural area. Our school was named after George Anderson, who was a WWII veteran, and an engineer who worked in the oil and gas industry for many years before retiring in 1986. Mr. Anderson was a Spring ISD school board member for 10 years. His family has mostly left the Spring community, but his daughter Martha Baker attended Anderson's 40th anniversary celebration in February 2020 in honor of her father.

Our school community has changed greatly over the last decade, and the community is now considered to be a suburban/urban area. Our student body reflects the diversity of the community. Anderson's ethnic distribution was as follows for the 2022-2023 school year: 25% African American, 55% Hispanic, 15% White. Asian students make up 1%, and 4% are listed as Two or More Races. Our enrollment last year was around 520 students, which was about 100 students less than our enrollment prior to the Covid pandemic of 2020. The 17% student mobility rate for Anderson Elementary is around the state average of 16% and below our district average of 21%. 83% of our students are classified as economically disadvantaged and 50% are At-Risk

Demographics Strengths

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

- Experienced staff, with about 70% of our teachers having more than 3 years of teaching experience.
- Many campus and district employees choose to send their children to Anderson. Last year, approximately 25 students were children of district employees (approximately 5% of enrollment)
- Diverse student ethnic population
- 83% stability rate; 17% mobility rate
- Staff diversity increased from last year, moving towards a closer reflection of our community demographics

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Overall attendance percentage for 2022-2023 was 93%. Our goal each year is 97%. **Root Cause:** Campus attendance systems (daily calls, etc) did not effectively address attendance issues. A few families had very high absences, which negatively impacted our overall percentage. We are still feeling the after effects of the Covid 19 pandemic. Families are fearful of contagious illnesses and tend to keep students at home for minor symptoms more often than prior to 2020.

Problem Statement 2: Our student enrollment decreased by about 15% over the past 2 years, from around 600 students in 2019-2020 to around 500 students in 2021-2022, and 520 in 2022-2023. **Root Cause:** The Covid 19 pandemic had a profound impact on our student enrollment. Some families chose to withdraw their students from public school and enroll them in charter schools.

Student Learning

Student Learning Summary

Our STAAR scores this year showed many areas where growth is needed. Our passing (Approaching) rate was similar to the district average in almost all content areas and grade levels. We fell below the district average in 4th grade math, and above the district average in 3rd grade reading.

All Subjects - 76% Approaches

3rd Reading - 72% Approaches (SISD 62%), 31% Meets (SISD 33%), 8% Masters (SISD 10%) - decreased from 2022

3rd Math - 70% Approaches (SISD 72%), 29% Meets (SISD 29%), 7% Masters (SISD 11%) - decreased from 2022

4th Reading - 63% Approaches (SISD 65%), 32% Meets (SISD 31%), 11% Masters (SISD 9%) - decreased from 2022

4th Math - 49% Approaches (SISD 57%), 22% Meets (SISD 31%), 1% Masters (SISD 10%) - decreased from 2022

5th Reading - 75% Approaches (SISD 74%), 44% Meets (SISD 42%), 19% Masters (SISD 15%) - decreased from 2022

5th Math - 67% Approaches (SISD 69%), 36% Meets (SISD 37%), 6% Masters (SISD 12%) - decreased from 2022

5th Science - 64% Approaches (SISD 49%), 29% Meets (SISD 21%), 11% Masters (SISD 8%) - increased from 2021

All content areas and grade levels showed improvement at the Approaches and Meets level from 2021 to 2022.

MAP Reading Data reflects the following changes in our achievement percentile from BOY to EOY::

3rd grade increased from 43% to 54%

4th grade increased from 69% to 72%

5th grade increased from 43% to 56%

MAP Math Data reflects the following changes in our achievement percentile from BOY to EOY:

Kinder decreased from 55% to 51%

1st grade increased from 29% to 31%.

2nd grade increased from 14% to 29%.

3rd grade increased from 19% to 52%.

4th grade increased 41% to 63%

5th grade increased from 20% to 50%.

CIRCLE test data shows that pre-k students improved from BOY to EOY in the following categories:

Rapid Letter Naming 46.7% to 91.7%

Letter Sound Correspondence 0% to 83.3%

Phonological Awareness 13.3% to 66.7%

Overall Math 78.6% to 100%

TELPAS student growth from 2019 to 2021 (no data from 2020):

current 2nd graders grew an avg. of 2 years

current 3rd graders grew an avg. of .5 year

current 4th graders grew an avg. 1 of year

current 5th graders grew an avg. of .5 year

*no growth data on K-1 students because they did not take TELPAS in 2019 or 2020.

Student Learning Strengths

Our 3rd grade reading STAAR scores fell 10% above the district average. Although our 3rd grade reading Approaches percentage is lower than last year, our percentage of Meets and Masters is higher than last year.

In reading, the percentage of students scoring at least Approaches is very similar in all demographic groups (Hispanic, Black, White, Eco Dis, and LEP) for grades 3-5. In math, the percentage of students scoring at least Approaches is similar across demographic groups. We have made significant progress toward equitable achievement between our student groups.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 4th grade scores in math were lower than the district average at the Approaches, Meets, and Masters levels. **Root Cause:** The campus needs to ensure strong Tier 1 instruction is taking place in all classrooms, along with progress monitoring.

Problem Statement 2 (Prioritized): Our African American student population is scoring below other student groups in math in 4th and 5th grades. (In 3rdgrade, all groups had

similar scores.) **Root Cause:** The campus needs to provide additional training and/or support to ensure appropriate differentiation, 'just in time feedback', and implicit bias awareness training

Problem Statement 3: We do not have a high enough percentage of students reaching "Masters" level in any content area. **Root Cause:** The campus needs to ensure students have frequent opportunities for higher order thinking and activities and that high expectations are communicated often to students, teachers, and parents.

Problem Statement 4: Kindergarten and 1st grade MAP scores in Math do not show as much growth from BOY to EOY as other grade levels. **Root Cause:** The campus needs to ensure rigorous instruction is occurring in all classrooms and progress is monitored for all students.

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 campus and district coaches that provide opportunities for growth through observations and coaching. Teachers are also provided support and assistance by administrators through PLC coaching cycles and T-TESS walk-throughs. 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 practice strategies, and receive feedback from their team.

Our commitment is to keep students at the center of all actions and decisions. In past years, Anderson students were provided opportunities through after-school programs such as choir, drama, athletics, cheer, dance, Spanish Club and other clubs. During 2020 and 2021, we were not able to offer these opportunities due to the Covid pandemic. During the 2021-2022 school year, we started bringing back some of our student activities, and last year, we were proud to offer a large number of student clubs and programs including choir, dance, volleyball, soccer, basketball, student council, and safety patrols.

School Processes & Programs Strengths

- Highly qualified staff
- Strong loyalty to the school and the history of the school with high expectations set for all
- Strong bilingual staff
- 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
- Involved PTO that supports community events

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Data tracking and goal setting has not been implemented with fidelity. **Root Cause:** Campus leaders have not developed/implemented/communicated or monitored (not sure which area) a comprehensive data tracking system for students.

Problem Statement 2 (Prioritized): 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. We often have visitors tell us that our campus has a warm and inviting feeling from the moment they walk in the door. This is a perception we are proud of, and one that we work to maintain. Last year, we were not able to welcome visitors to our school events, but we look forward to seeing our families and working more closely with our community in the coming year.

Anderson has a presence on social media through Twitter and Facebook. We use both forums to share our monthly newsletters, important announcements, and student pictures and "brags" several times a week. Maintaining our social media sites is a responsibility that is shared between the principal, assistant principal, counselor, and Digital Learning Coach.

Perceptions Strengths

- Our Title I Parent Survey revealed that parents feel welcomed here at Anderson
- 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
- Discipline referrals decreased slightly this year, with very few referrals resulting in out of school suspensions.
- We held 2 choir concerts, a 5th grade music program, and an in-person 5th grade graduation program. This was the first time since 2019 we were able to have these events in person.
- We had a volleyball camp for 4th/5th grade girls in the fall, basketball and soccer camps for 4/5 boys and girls, and field day in the spring.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a parental perception that they are not invited to attend/participate in campus events. **Root Cause:** The campus PTO needed additional support to ensure timely and/or effective communication was in place.

Problem Statement 2: A small group of students have repeated discipline incidents. **Root Cause:** The campus hasn't identified the most effective interventions to mitigate student discipline infractions.

Problem Statement 3 (Prioritized): The parental events and activities with a great academic focus have a lower turnout than activities perceived as "fun". **Root Cause:** The campus needs to incorporate and/or communicate the "fun" aspects of academic events.

Priority Problem Statements

Problem Statement 1: 4th grade scores in math were lower than the district average at the Approaches, Meets, and Masters levels.

Root Cause 1: The campus needs to ensure strong Tier 1 instruction is taking place in all classrooms, along with progress monitoring.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our African American student population is scoring below other student groups in math in 4th and 5th grades. (In 3rdgrade, all groups had similar scores.)

Root Cause 2: The campus needs to provide additional training and/or support to ensure appropriate differentiation, 'just in time feedback', and implicit bias awareness training

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Overall attendance percentage for 2022-2023 was 93%. Our goal each year is 97%.

Root Cause 3: Campus attendance systems (daily calls, etc) did not effectively address attendance issues. A few families had very high absences, which negatively impacted our overall percentage. We are still feeling the after effects of the Covid 19 pandemic. Families are fearful of contagious illnesses and tend to keep students at home for minor symptoms more often than prior to 2020.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Students are not achieving at the highest levels of their potential.

Root Cause 4: 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.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: The parental events and activities with a great academic focus have a lower turnout than activities perceived as "fun".

Root Cause 5: The campus needs to incorporate and/or communicate the "fun" aspects of academic events.

Problem Statement 5 Areas: Perceptions

Goals

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 1: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Reading assessment will increase performance by 3% at the Approaches and Meets performance levels.





By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters level on the 2024 Spring STAAR Reading assessment.

Performance Level 2023 % 2024 %

| | | | |
|------------|-----|----|-----|
| Approaches | 72% | to | 75% |
| Meets | 35% | to | 38% |
| Masters | 11% | to | 14% |

Evaluation Data Sources: District Reading Checkpoint
District Reading Benchmark

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Grades 3-5 will implement 100% of the Amplify curriculum daily for 120 minutes in third grade and 90 minutes in fourth and fifth grades.</p> <p>Strategy's Expected Result/Impact: Q1: 25% of all students will reach Meets and 20% of GT students will reach Masters Q2: 35% of all students will reach Meets and 30% of all GT students will reach Masters Q3: 45% of all students will reach Meets and 40 % of all GT students will reach Masters Q4: 50% of all students will reach Meets and 40% of all GT students will reach Masters</p> <p>Staff Responsible for Monitoring: Administration, Reading Interventionists, Academic Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 2: Daily intervention for Tier 2 and Tier 3 students provided by Reading interventionists.</p> <p>Strategy's Expected Result/Impact: Students are expected to show 1.5 years of growth through targeted daily interventions.</p> <p>Q1: 25% of all students will reach Meets and 20% of GT students will reach Masters</p> <p>Q2: 35% of all students will reach Meets and 30% of all GT students will reach Masters</p> <p>Q3: 45% of all students will reach Meets and 40 % of all GT students will reach Masters</p> <p>Q4: 50% of all students will reach Meets and 40% of all GT students will reach Masters</p> <p>Staff Responsible for Monitoring: Administration, Reading Interventionists, Academic Coach</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Provide intervention to bilingual students with a certified bilingual tutor</p> <p>Strategy's Expected Result/Impact: Q1: 25% of all students will reach Meets and 20% of GT students will reach Masters</p> <p>Q2: 35% of all students will reach Meets and 30% of all GT students will reach Masters</p> <p>Q3: 45% of all students will reach Meets and 40 % of all GT students will reach Masters</p> <p>Q4: 50% of all students will reach Meets and 40% of all GT students will reach Masters</p> <p>Staff Responsible for Monitoring: principal, EL coordinator</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p> <p>Funding Sources: - 263 Title III, LEP - \$13,066</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|--|
| <p>Problem Statement 1: Overall attendance percentage for 2022-2023 was 93%. Our goal each year is 97%. Root Cause: Campus attendance systems (daily calls, etc) did not effectively address attendance issues. A few families had very high absences, which negatively impacted our overall percentage. We are still feeling the after effects of the Covid 19 pandemic. Families are fearful of contagious illnesses and tend to keep students at home for minor symptoms more often than prior to 2020.</p> |
| Student Learning |
| <p>Problem Statement 1: 4th grade scores in math were lower than the district average at the Approaches, Meets, and Masters levels. Root Cause: The campus needs to ensure strong Tier 1 instruction is taking place in all classrooms, along with progress monitoring.</p> |

Student Learning

Problem Statement 2: Our African American student population is scoring below other student groups in math in 4th and 5th grades. (In 3rdgrade, all groups had similar scores.)
Root Cause: The campus needs to provide additional training and/or support to ensure appropriate differentiation, 'just in time feedback', and implicit bias awareness training

School Processes & Programs

Problem Statement 2: 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.

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 2: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Math Assessment will increase performance by 3% at the Approaches and Meets performance level.





By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Math Assessment.

Performance Level 2023 % 2024 %

| | | | |
|------------|-----|----|-----|
| Approaches | 62% | to | 65% |
| Meets | 29% | to | 32% |
| Masters | 5% | to | 8% |

Evaluation Data Sources: District Benchmarks
District Checkpoints

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Grades 3-5 will implement 100% of the Eureka curriculum for 60 minutes daily.</p> <p>Strategy's Expected Result/Impact: Q1: 25% of all students will reach Meets and 20% of GT students will reach Masters</p> <p>Q2: 35% of all students will reach Meets and 30% of all GT students will reach Masters</p> <p>Q3: 45% of all students will reach Meets and 40 % of all GT students will reach Masters</p> <p>Q4: 50% of all students will reach Meets and 40% of all GT students will reach Masters</p> <p>Staff Responsible for Monitoring: Administration, PLC leaders, Team leaders</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 2: Daily intervention for Tier 2 and Tier 3 students provided by Math interventionist.</p> <p>Strategy's Expected Result/Impact: Q1: 25% of all students will reach Meets and 20% of GT students will reach Masters Q2: 35% of all students will reach Meets and 30% of all GT students will reach Masters Q3: 45% of all students will reach Meets and 40 % of all GT students will reach Masters Q4: 50% of all students will reach Meets and 40% of all GT students will reach Masters</p> <p>Staff Responsible for Monitoring: Administration, Math Interventionists</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: After school tutoring will be offered to students within 20 points of approaches on assessments, or within 10 points of meets</p> <p>Strategy's Expected Result/Impact: Q1: 25% of all students will reach Meets and 20% of GT students will reach Masters Q2: 35% of all students will reach Meets and 30% of all GT students will reach Masters Q3: 45% of all students will reach Meets and 40 % of all GT students will reach Masters Q4: 50% of all students will reach Meets and 40% of all GT students will reach Masters</p> <p>Staff Responsible for Monitoring: Administration, Student Support Specialist</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - 199 State SCE - State Compensatory Education (PIC - \$9,490)</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 2 Problem Statements:

| Student Learning |
|---|
| <p>Problem Statement 1: 4th grade scores in math were lower than the district average at the Approaches, Meets, and Masters levels. Root Cause: The campus needs to ensure strong Tier 1 instruction is taking place in all classrooms, along with progress monitoring.</p> <p>Problem Statement 2: Our African American student population is scoring below other student groups in math in 4th and 5th grades. (In 3rdgrade, all groups had similar scores.) Root Cause: The campus needs to provide additional training and/or support to ensure appropriate differentiation, 'just in time feedback', and implicit bias awareness training</p> |

School Processes & Programs

Problem Statement 2: 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.

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 3: By June 2024, students enrolled in Grade 5 participating in the 2024 Spring STAAR Science Assessment will increase performance by 3% at the Approaches and Meets performance level.

By June 2024, students enrolled in Grade 5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Science Assessment.





Performance Level 2023 % 2024 %

| | | | |
|------------|-----|----|-----|
| Approaches | 39% | to | 42% |
| Meets | 6% | to | 9% |
| Masters | 0% | to | 3% |

Evaluation Data Sources: District Benchmark tests
District Checkpoint tests

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Check for Understanding - Exit Tickets Fifth grade students will complete and discuss a STAAR formatted exit ticket following every science lab.</p> <p>Strategy's Expected Result/Impact: Q1: 25% of all students will reach Meets and 20% of GT students will reach Meets Q2: 35% of all students will reach Meets and 30% of all GT students will reach Meets Q3: 40% of all students will reach Meets and 40 % of all GT students will reach Meets Q4: 45% of all students will reach Meets and 40% of all GT students will reach Meets</p> <p>Staff Responsible for Monitoring: Science teachers, administration</p> <p>Problem Statements: Student Learning 1</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 2: Add an additional 5th grade teacher to reduce class size in 5th grade, allowing more focus on small group and individual learning needs of students.</p> <p>Strategy's Expected Result/Impact: Q1: 25% of all students will reach Meets and 20% of GT students will reach Meets Q2: 35% of all students will reach Meets and 30% of all GT students will reach Meets Q3: 40% of all students will reach Meets and 40 % of all GT students will reach Meets Q4: 45% of all students will reach Meets and 40% of all GT students will reach Meets</p> <p>Staff Responsible for Monitoring: administration, Campus Academic Specialist, 5th grade team</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

| Student Learning |
|---|
| <p>Problem Statement 1: 4th grade scores in math were lower than the district average at the Approaches, Meets, and Masters levels. Root Cause: The campus needs to ensure strong Tier 1 instruction is taking place in all classrooms, along with progress monitoring.</p> |
| <p>Problem Statement 2: Our African American student population is scoring below other student groups in math in 4th and 5th grades. (In 3rdgrade, all groups had similar scores.) Root Cause: The campus needs to provide additional training and/or support to ensure appropriate differentiation, 'just in time feedback', and implicit bias awareness training</p> |
| School Processes & Programs |
| <p>Problem Statement 2: 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.</p> |

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 4: By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing.

| | 2023 Percentages |
|-----------------------------|------------------|
| Phonological Awareness | 74% |
| Letter-Sound Correspondence | 81% |
| Early Writing | 85% |

Evaluation Data Sources: CIRCLE test or CLI Engage teacher made assessments



| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Daily Word Study/Phonics Instruction - Pre-K students will have a dedicated daily phonics time using FrogStreet, Neuhaus or ZooPhonics.</p> <p>Strategy's Expected Result/Impact: Wave 1 - 50% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing Wave 2 - 70% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing Wave 3 - 90% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing</p> <p>Staff Responsible for Monitoring: Administration, Pre-K teachers</p> <p>Problem Statements: School Processes & Programs 2</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Pre-K teachers will provide small group, targeted instruction to students struggling to learn letters and sounds based on BOY and MOY Circle testing.</p> <p>Strategy's Expected Result/Impact: Wave 1 - 50% of PK students will reach On Target on CLI Engage/CIRCLE in</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |

the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing
 Wave 2 - 70% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing
 Wave 3 - 90% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing

Staff Responsible for Monitoring: Administration, Pre-K teachers

Problem Statements: School Processes & Programs 2

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs

Problem Statement 2: 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.





Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 5: By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the area of Overall Math.

2023 Percentage

Overall Math 83%

Evaluation Data Sources: CIRCLE test or CLI Engage teacher made assessments

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Guided Practice - Calendar Math Pre-K will have a daily calendar routine to focus on number sense skills such as counting (1-30), place value (tens and ones), patterns, addition and subtraction, and graphing.</p> <p>Strategy's Expected Result/Impact: Wave 1 - 50% of PK students will reach On Target on CLI Engage/CIRCLE in the area of Overall Math Wave 2 - 70% of PK students will reach On Target on CLI Engage/CIRCLE in the area of Overall Math Wave 3 - 90% of PK students will reach On Target on CLI Engage/CIRCLE in the area of Overall Math</p> <p>Staff Responsible for Monitoring: Administration, Pre-K teachers</p> <p>Problem Statements: School Processes & Programs 2</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Pre-K teachers will provide small group, targeted instruction to students struggling to recognize numbers and learn one to one correlation, based on BOY and MOY Circle testing.</p> <p>Strategy's Expected Result/Impact: Wave 1 - 50% of PK students will reach On Target on CLI Engage/CIRCLE in the area of Overall Math Wave 2 - 70% of PK students will reach On Target on CLI Engage/CIRCLE in the area of Overall Math Wave 3 - 90% of PK students will reach On Target on CLI Engage/CIRCLE in the area of Overall Math</p> <p>Staff Responsible for Monitoring: Administration, Pre-K teachers</p> <p>Problem Statements: School Processes & Programs 2</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 5 Problem Statements:

School Processes & Programs





Problem Statement 2: 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.

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 6: By June 2024 (EOY), 68% of students enrolled in Grades 3-5 participating in the NWEA MAP Reading assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Reading Met Growth Goal: 43%

Evaluation Data Sources: BOY, MOY, and EOY MAP test

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Daily intervention for Tier 2 and Tier 3 students provided by Reading interventionist.</p> <p>Strategy's Expected Result/Impact: BOY - 50% at or above MOY - 60% at or above EOY - 70% at or above</p> <p>Staff Responsible for Monitoring: Administration, Campus Academic Specialist</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Implement weekly instructional PLCs for learning, planning, practice, and data analysis.</p> <p>Strategy's Expected Result/Impact: BOY - 50% at or above MOY - 60% at or above EOY - 70% at or above</p> <p>Staff Responsible for Monitoring: Administration, Campus Academic Specialist</p> <p>Problem Statements: Student Learning 1</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 6 Problem Statements:

| Student Learning |
|---|
| <p>Problem Statement 1: 4th grade scores in math were lower than the district average at the Approaches, Meets, and Masters levels. Root Cause: The campus needs to ensure strong Tier 1 instruction is taking place in all classrooms, along with progress monitoring.</p> <p>Problem Statement 2: Our African American student population is scoring below other student groups in math in 4th and 5th grades. (In 3rd grade, all groups had similar scores.) Root Cause: The campus needs to provide additional training and/or support to ensure appropriate differentiation, 'just in time feedback', and implicit bias awareness training</p> |

School Processes & Programs





Problem Statement 2: 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.

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 7: By June 2024 (EOY), 74% of students enrolled in Grades K - 5 participating in the NWEA MAP Math assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Math Met Growth Goal: 47%

Evaluation Data Sources: BOY, MOY, and EOY MAP test

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Daily intervention for Tier 2 and Tier 3 students provided by Math interventionist. Strategy's Expected Result/Impact: BOY - 50% at or above MOY - 60% at or above EOY - 70% at or above Staff Responsible for Monitoring: Administration, Campus Academic Specialist Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Implement weekly instructional PLCs for learning, planning, practice, and data analysis. Strategy's Expected Result/Impact: BOY - 50% at or above MOY - 60% at or above EOY - 70% at or above Staff Responsible for Monitoring: Administration, Campus Academic Specialist Problem Statements: School Processes & Programs 2</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 7 Problem Statements:

| Student Learning |
|---|
| <p>Problem Statement 1: 4th grade scores in math were lower than the district average at the Approaches, Meets, and Masters levels. Root Cause: The campus needs to ensure strong Tier 1 instruction is taking place in all classrooms, along with progress monitoring.</p> <p>Problem Statement 2: Our African American student population is scoring below other student groups in math in 4th and 5th grades. (In 3rdgrade, all groups had similar scores.) Root Cause: The campus needs to provide additional training and/or support to ensure appropriate differentiation, 'just in time feedback', and implicit bias awareness training</p> |

School Processes & Programs





Problem Statement 2: 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.

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 8: By June 2024 (EOY), 60% of students enrolled in Grades K-2 will score "On/Above Grade Level" on mCLASS.

2023 % On/Above Grade Level: 54%

Evaluation Data Sources: Monthly progress monitoring
BOY, MOY, EOY mClass test

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Small group intervention focusing on student mClass results. Strategy's Expected Result/Impact: BOY - 30% at or above grade level MOY - 45% at or above grade level EOY - 65% at or above grade level Staff Responsible for Monitoring: administration, reading interventionists, K- 2 teachers Problem Statements: School Processes & Programs 2</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Implement weekly instructional PLCs for learning, planning, practice, and data analysis. Strategy's Expected Result/Impact: Administration, PLC leaders, Team leaders Staff Responsible for Monitoring: BOY - 30% at or above grade level MOY - 45% at or above grade level EOY - 65% at or above grade level Problem Statements: School Processes & Programs 2</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div> | | | | |

Performance Objective 8 Problem Statements:





| School Processes & Programs |
|--|
| <p>Problem Statement 2: 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.</p> |

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 9: By June 2024, the campus attendance rate will maintain a 98% attendance rate.

2023 Attendance Rate: 93.7%

Evaluation Data Sources: monthly ytd attendance data

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Teachers will contact all parents within the first 2 weeks of school to welcome families and talk about the importance of coming to school every day.</p> <p>Strategy's Expected Result/Impact: Q1 - 96%</p> <p>Q2 - 96%</p> <p>Q3 - 96%</p> <p>Q4 - 96%</p> <p>Staff Responsible for Monitoring: administration, team leaders, teachers</p> <p>Problem Statements: Demographics 1 - Perceptions 3</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Families will receive an auto-call each time their child is absent. Teachers will call home each time a child is absent for 2 days in a row or in the same week. Administrators will conference with families of students when they hit 6 absences (first semester) or 9 absences (second semester).</p> <p>Strategy's Expected Result/Impact: Q1 - 96%</p> <p>Q2 - 96%</p> <p>Q3 - 96%</p> <p>Q4 - 96%</p> <p>Staff Responsible for Monitoring: administration, team leaders, teachers</p> <p>Problem Statements: Demographics 1</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 9 Problem Statements:

Demographics

Problem Statement 1: Overall attendance percentage for 2022-2023 was 93%. Our goal each year is 97%. **Root Cause:** Campus attendance systems (daily calls, etc) did not effectively address attendance issues. A few families had very high absences, which negatively impacted our overall percentage. We are still feeling the after effects of the Covid 19 pandemic. Families are fearful of contagious illnesses and tend to keep students at home for minor symptoms more often than prior to 2020.

Perceptions





Problem Statement 3: The parental events and activities with a great academic focus have a lower turnout than activities perceived as "fun". **Root Cause:** The campus needs to incorporate and/or communicate the "fun" aspects of academic events.

Goal 2: EQUITY - Remove unacceptable barriers to student and staff success

Performance Objective 1: By June 2024, the achievement gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of reading.

Evaluation Data Sources: Outcome data disaggregated by student groups (targets set for pops)

- Interim tests
- benchmark tests
- MAP & STAAR data

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: At least once per month, PLC meetings will focus on data analysis, specifically looking at disaggregated data to ensure student groups are achieving at similar rates. Data will be used to plan for remediation and intervention.</p> <p>Strategy's Expected Result/Impact: The rate of students achieving Meets on exams will have less than 10% difference between demographic student groups.</p> <p>Q1 - less than 20% difference Q2 - less than 15% difference Q3 - less than 10% difference Q4 - less than 10% difference</p> <p>Staff Responsible for Monitoring: Administration, PLC leaders, teachers</p> <p>Problem Statements: Student Learning 2</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Purchase staff and student devices to improve access to digital resources</p> <p>Strategy's Expected Result/Impact: The rate of students achieving Meets on exams will have less than 10% difference between demographic student groups.</p> <p>Q1 - less than 20% difference Q2 - less than 15% difference Q3 - less than 10% difference Q4 - less than 10% difference</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Student Learning 2</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Performance Objective 1 Problem Statements:

Student Learning





Problem Statement 2: Our African American student population is scoring below other student groups in math in 4th and 5th grades. (In 3rdgrade, all groups had similar scores.)

Root Cause: The campus needs to provide additional training and/or support to ensure appropriate differentiation, 'just in time feedback', and implicit bias awareness training

Goal 2: EQUITY - Remove unacceptable barriers to student and staff success

Performance Objective 2: By June 2024, the gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of mathematics.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Daily intervention for Tier 2 and Tier 3 students provided by Math interventionists.</p> <p>Strategy's Expected Result/Impact: Q1: 25% of all students will reach Meets and 20% of GT students will reach Masters Q2: 35% of all students will reach Meets and 30% of all GT students will reach Masters Q3: 45% of all students will reach Meets and 40 % of all GT students will reach Masters Q4: 50% of all students will reach Meets and 40% of all GT students will reach Masters</p> <p>Staff Responsible for Monitoring: Administration, Math Interventionists</p> <p>Problem Statements: Student Learning 2</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 2 Problem Statements:

| Student Learning |
|---|
| <p>Problem Statement 2: Our African American student population is scoring below other student groups in math in 4th and 5th grades. (In 3rdgrade, all groups had similar scores.) Root Cause: The campus needs to provide additional training and/or support to ensure appropriate differentiation, 'just in time feedback', and implicit bias awareness training</p> |

Goal 3: ENGAGEMENT - Empower family and student voices in support of positive student outcomes

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage strategies to engage families and communities that meet the needs of the stakeholders with a 50% rate .

Evaluation Data Sources: Attendance sign-in sheets at community events and books study meetings

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: We will have at least one curriculum based family event per semester. Strategy's Expected Result/Impact: Fall semester - at least 25 families will attend each event Spring semester - at least 40 families will attend each event Staff Responsible for Monitoring: All staff, Counselor, Administrators</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Perceptions 3</p> <p>Funding Sources: hot chocolate, cookies, snack plates, spoons - 211 Title I, Part A - \$200</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: We will host at least one "Pastries with Principal" community session per semester to provide an opportunity for parents to get information about assessments, academic support, and study tips. Strategy's Expected Result/Impact: Fall semester - at least 15 families will attend each event Spring semester - at least 20 families will attend each event Staff Responsible for Monitoring: principal , counselor</p> <p>Title I: 4.2</p> <p>Problem Statements: Perceptions 3</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 1 Problem Statements:





| Perceptions |
|--|
| <p>Problem Statement 3: The parental events and activities with a great academic focus have a lower turnout than activities perceived as "fun". Root Cause: The campus needs to incorporate and/or communicate the "fun" aspects of academic events.</p> |

Goal 4: WELL-BEING - Ensure all schools are welcoming, safe environments where social and emotional needs are met

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage social-emotional learning (SEL) strategies that meet the needs of the students, staff, and community. The campus will determine the measure of success for participation and impact.

Evaluation Data Sources: Sign-In Sheets (participants)
 Agendas
 Impact data

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Classroom teachers will complete 4-5 SEL lessons from Quaver weekly during our 15 minute SEL time (first 15 minutes of the day). Strategy's Expected Result/Impact: Students will feel safe, accepted, and learn skills to help with emotional regulation Staff Responsible for Monitoring: Counselor, classroom teachers Problem Statements: Student Learning 2 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |





 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

| Student Learning |
|---|
| <p>Problem Statement 2: Our African American student population is scoring below other student groups in math in 4th and 5th grades. (In 3rdgrade, all groups had similar scores.) Root Cause: The campus needs to provide additional training and/or support to ensure appropriate differentiation, 'just in time feedback', and implicit bias awareness training</p> |

Goal 5: OPPORTUNITIES - Expand academic offerings so students can explore, learn, and excel

Performance Objective 1: To main/increase campus enrollment established at the PEIMS October Snapshot date (10/27/23), the campus will outreach apartment home management, homeowners' associations, construction management, realtors, and other external stakeholders a minimum of two times per semester to increase awareness of campus events. The campus will determine the type of communication, logistics (date, time, and location), and measure of success for participation and impact.

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: The campus will make contact with Cypresswood Court Apartments and the HOA for Greengate subdivision to include them in our newsletter distribution and campus communications.</p> <p>Strategy's Expected Result/Impact: Improved communication with stakeholders</p> <p>Staff Responsible for Monitoring: administration</p> <p>Problem Statements: Demographics 1 - Perceptions 3</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Grade levels will plan field trips that correlate to academic standards, as well as give students opportunities to interact with the community in a real world setting</p> <p>Strategy's Expected Result/Impact: semester 1- field trips for K, 3, 4 semester 2 - field trips for 1, 2, 5</p> <p>Staff Responsible for Monitoring: administration, grade level team leaders</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 3</p> <p>Funding Sources: transportation - 211 Title I, Part A - \$400</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | N/A | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|--|
| <p>Problem Statement 1: Overall attendance percentage for 2022-2023 was 93%. Our goal each year is 97%. Root Cause: Campus attendance systems (daily calls, etc) did not effectively address attendance issues. A few families had very high absences, which negatively impacted our overall percentage. We are still feeling the after effects of the Covid 19 pandemic. Families are fearful of contagious illnesses and tend to keep students at home for minor symptoms more often that prior to 2020.</p> |

School Processes & Programs

Problem Statement 2: 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

Problem Statement 3: The parental events and activities with a great academic focus have a lower turnout than activities perceived as "fun". **Root Cause:** The campus needs to incorporate and/or communicate the "fun" aspects of academic events.

Goal 6: LEADERSHIP - Identify and support all leaders across every level of the organization

Performance Objective 1: By June 2024, 100% of staff assigned to Learning Passports A, B, C, and D will complete professional learning requirements.

- Evaluation Data Sources:** Q1 - 25% of requirements complete
- Q2 - 50% of requirements complete
- Q3 - 75% of requirements complete
- Q4 - 100% of requirements complete

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| Strategy 1: PLC leader for each grade level will monitor passport requirements for each staff member and provide support/reminders as necessary Strategy's Expected Result/Impact: Q1 - 25% of requirements complete Q2 - 50% of requirements complete Q3 - 75% of requirements complete Q4 - 100% of requirements complete Staff Responsible for Monitoring: administration, PLC leaders Problem Statements: Student Learning 2 - School Processes & Programs 2 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Admin will monitor all staff progress toward passport professional development goals Strategy's Expected Result/Impact: Q1 - 25% completion Q2 - 50% completion Q3 - 75% completion Q4 - 100% completion Staff Responsible for Monitoring: Principal, asst. principal Problem Statements: Student Learning 2 - School Processes & Programs 2 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Performance Objective 1 Problem Statements:





| Student Learning |
|--|
| Problem Statement 2: Our African American student population is scoring below other student groups in math in 4th and 5th grades. (In 3rdgrade, all groups had similar scores.) Root Cause: The campus needs to provide additional training and/or support to ensure appropriate differentiation, 'just in time feedback', and implicit bias awareness training |

School Processes & Programs

Problem Statement 2: 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.

Goal 6: LEADERSHIP - Identify and support all leaders across every level of the organization

Performance Objective 2: By June 2024, campus leaders assigned to conduct T-TESS observations will attend 100% of the required training and calibration sessions.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Principal and Assistant Principal will attend all required training sessions for T-TESS. Strategy's Expected Result/Impact: 100% trainings attended Staff Responsible for Monitoring: administration Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 2 Problem Statements:

| Student Learning |
|--|
| <p>Problem Statement 1: 4th grade scores in math were lower than the district average at the Approaches, Meets, and Masters levels. Root Cause: The campus needs to ensure strong Tier 1 instruction is taking place in all classrooms, along with progress monitoring.</p> |
| <p>Problem Statement 2: Our African American student population is scoring below other student groups in math in 4th and 5th grades. (In 3rd grade, all groups had similar scores.) Root Cause: The campus needs to provide additional training and/or support to ensure appropriate differentiation, 'just in time feedback', and implicit bias awareness training</p> |
| School Processes & Programs |
| <p>Problem Statement 2: 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.</p> |

State Compensatory

Budget for Anderson Elementary

Total SCE Funds: \$10,990.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

State Compensation Education funds are primarily used to provide academic support for at risk students in the form of tutoring and enrichment programs.

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment reflects the status of the academic achievement of our scholars in relation to the challenging state academic standards focusing on students who are failing to or are at-risk of failing to meet the rigorous state academic standards and those determined by local policy. The CNA includes a deliberate focus on achievement for special populations, and comparison data between demographic groups.

The CNA was developed by a campus-based committee, who will also meet at least 4 times during the school year to review data and track progress toward CIP goals.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP was developed around a framework set by our school board of directors. Each board goal was then individualized by a committee that includes campus administration, teachers, paraprofessionals, a parent, and a community member. Strategies were discussed and planned for each goal. The person(s) responsible for overseeing each strategy was declared, along with the criteria for measuring effectiveness.

2.2: Regular monitoring and revision

CIP goals will be analyzed at the end of each quarter to assess our progress. The CIP committee looks at the most recent assessment data, along with other campus documents such as budget reports, sign-in sheets, and scheduled events. We discuss and determine the level of progress made toward each goal, and what additional steps are necessary.

2.3: Available to parents and community in an understandable format and language

The CIP is readily available to parents and the community on our campus website. Upon request, an electronic or paper copy will be provided to interested parties. The CIP will be translated into Spanish and both versions are posted on our webpage. The campus and/or district will, to the extent possible, provide translations into other languages. Communication will be provided to families at the beginning of the year and during the fall Open House to address this option.

2.4: Opportunities for all children to meet State standards

The school determines campus-wide reform strategies based upon formative and summative student achievement data. The CIP includes a description of how such strategies will provide opportunities for all children, including each of the student populations to meet the challenging state academic standards.

2.5: Increased learning time and well-rounded education

The campus will use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide and enriched and accelerated curriculum through programs, activities, and courses necessary to provide a well-rounded education.

Within the goals, Performance Objectives and Strategies sections in Plan4Learning, the campus lists and describes methods and instructional strategies that strengthen its academic program, increase the amount and quality of learning time, and provide and enriched and accelerated curriculum necessary to a well-rounded education. The campus identifies at least 1 (one) instructional strategy and as many as necessary to address the identified needs. For validation, the campus will submit 1-5 strategies.

2.6: Address needs of all students, particularly at-risk

The campus will address the needs of all students it serves with a focus on the needs of students identified as "at risk" of unsuccessfully demonstrating mastery of the state academic standards.

Within the goals, Performance Objectives, and Strategies sections in Plan4Learning, the campus identifies how it will address the needs of all students including a particular focus on students deemed "At Risk" of not meeting State standards. The campus identifies at least 1 instructional strategy addressing the needs of all students especially the needs of "At Risk" students.

3.1: Annually evaluate the schoolwide plan

The school annually evaluates the schoolwide plan, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement.

4.1: Develop and distribute Parent and Family Engagement Policy

The school jointly developed a written parent and family engagement policy and a school parent compact with parents and family members of our students. The policy describes the ways Spring ISD fulfills the requirements for partnering with parents and families as we provide a high quality education. Our school believes that this partnership is essential for students to succeed. This partnership includes:

Assisting parents to understand the state standards (TEKS) and curriculum

Understanding state (STAAR/EOC) and local assessment standards

How to work with the school to improve their child's achievement

Providing materials and training to help parents work with their child, such as literacy and technology training

Parent curriculum workshops

The School Parent compact outlines how parents, the entire school staff and students will share the responsibility for improved academic achievement. Spring ISD also embraces family and community engagement as it is clearly outlined in our 5-year strategic plan.

4.2: Offer flexible number of parent involvement meetings

The school provides a flexible number of meetings for parents. At the district level, the parents meet 4 times annually and can serve on a Parent Advisory Council. At the school level, we encourage our parents to participate in all enrichment activities as well as academic focused training and workshops such as Language Acquisition courses, technology training, and many academic and social/emotional focused workshops. We also have a volunteer program in place where parents may donate their time and their talents in the school, such as reading in the classroom, participating in College and Career days as well as serving on the Watch DOGS committee.