

Houston Independent School District
105 Anderson Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

Value Statement

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ralph “Andy” Anderson Elementary School is located in the heart of the Westbury Community. Of the students enrolled, 63% are Hispanic, 23% are African American, 4% are Asian and 9% is White, 70.0% are English Language Learners and 79% are Economically Disadvantaged. The number of faculty and staff is 59, which includes 49 professional staff members. The ethnic breakdown for the teaching staff is Hispanic 38.1%, African American 51.1%, White 5.4%, and Asian 3.6% American Indian 1.8%. Twenty one percent of the teachers have advanced teaching degrees. Anderson Elementary School will remain 100% Title I for the 2020 -2021 school year

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Lack of guided reading system and use of leveled readers to support literacy as evidenced by the number of students failing high frequency words in 1st and 2nd grade **Root Cause:** High mobility rate and economically status (low SES)

Student Learning

Student Learning Summary

During the 2020-2021 school year test data, ADA and sign-in sheets showed a decrease in maintenance of attendance, and an increase in parental involvement. Anderson's 2020-2020 TELPAS Performance of the 188 students tested Composite Domain reflects 20 students at Beginning, 86 students at Intermediate, 67 students at Advanced, and 15 students at Advanced High. On the 2019 -2020 3rd Reading DLA current fourth grade students scored at 56% Approaches, 15% Meets and 5% Masters. On the 2019-2020 4th Reading DLA– Current fifth grade students scored 48% Approaches, 30% Meets and 13% Masters. On the 2019-2020 4th Writing DLA– Current fifth grade students scored 22% Approaches, 7% Meets and 3% Masters. On the 2019 -2020 3rd Math DLA current fourth grade students scored at 46% Approaches, 14% Meets and 2% Masters. On the 2019-2020 4th Math DLA– Current fifth grade students scored 66% Approaches, 34% Meets and 21% Masters. For the 2019-2020 school year, Anderson Elementary School did received an accountability rating due to COVID 19 and the closing of the school.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Limited understanding of the 7 steps to language acquisition and inconsistent usage per TELPAS 2022 data which only showed 38% of our emergent bilinguals growing one composite level **Root Cause:** Lack of resource to support second language acquisition and teacher professional development (lesson delivery)

Perceptions

Perceptions Summary

As the school leadership meets with the Westbury area association and receive feedback from parents, we are learning that the perception of the school is that it is low performing due to the D rating held by the school for many years. Anderson has now moved to an A rating and the community is beginning to share the progress the school has made.

To change the perception of how we receive parents and students on the campus. Anderson has implemented a system of greeters in the morning time. Principal is outside greeting students and ensuring their are other admin members receiving students and supporting the transition from the buses and cars. The visibiltiy and positive greetings have had parents sharing how grateful they are for the positive interactions.

The afternoon dismissal has made a postive impact per parent communication by parent due to that Anderson has made only three exits for students.

Teachers are positive and are willing to support the mission and vision of the school.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Decrease in enrollment by 5% due to prior ratings of the school **Root Cause:** Ratings from previous years created a perception of an underperforming campus

Priority Problems of Practice

Problem of Practice 2: Lack of guided reading system and use of leveled readers to support literacy as evidenced by the number of students failing high frequency words in 1st and 2nd grade

Root Cause 2: High mobility rate and economically status (low SES)

Problem of Practice 2 Areas: Demographics

Problem of Practice 1: Limited understanding of the 7 steps to language acquisition and inconsistent usage per TELPAS 2022 data which only showed 38% of our emergent bilinguals growing one composite level

Root Cause 1: Lack of resource to support second language acquisition and teacher professional development (lesson delivery)

Problem of Practice 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: Reading performance at the meets grade level or above by our 3rd-5th grade students will increase by 5% from 45% at the meets level to 50% .




Strategic Priorities:

Expanding Educational Opportunities, Increasing Organizational Efficiency

Measurable Objective 1: By the end of 2022-2023 school year, 3-5 grade reading scores will have increased by 5% at the meets or above grade level from 45% to 50% as measured by TEA STAAR Accountability system.

Evaluation Data Sources: Campus Snapshots, Weekly assessments, Interim STAAR assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: All reading teachers will plan with assistant principal and district reading coach every week. Strategy's Expected Result/Impact: Curriculum aligned and rigorous as evidenced in lesson plans Staff Responsible for Monitoring: Principal, assistant principal Action Steps: 1. Create planning expectations 2. Align resources for effective lessons Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: Math performance at the meets or above grade level will increase by 5% from 33% to 38%.




Strategic Priorities:

Expanding Educational Opportunities, Increasing Organizational Efficiency

Measurable Objective 1: By the end of the 2022-2023 school year, 3-5 math scores will have increased 5% at the meets and above grade level from 33% to 38% as measured by the TEA STAAR Accountability System.

Evaluation Data Sources: Campus Snapshots, Weekly Assessments, Interim STAAR Assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All math teachers will plan weekly with math teacher specialist and math intervention teacher. Strategy's Expected Result/Impact: Curriculum aligned and rigorous as evidenced by lesson plans Staff Responsible for Monitoring: Principal, Assistant Principal and Math Teacher Specialist Action Steps: 1. Create planning expectations 2. Align resources for effective lessons Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy				
<div> <div>0% No Progress</div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on SIAAK will increase.

Goal 2: By the end of year, math performance for intervention needed will be 10% or less for all 3rd to 5th grade students.

Strategic Priorities:

Expanding Educational Opportunities, Increasing Organizational Efficiency

Measurable Objective 1: By the end the 2022 - 2023 school year, 3-5 intervention needed in math on Ren360 EOY assessment will be less than 10%.

Evaluation Data Sources: Imagine Math progress monitoring report and Ren360 EOY student report

HB3 Board Goal

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: Train and expose 100% of all teachers to AVID strategies that will strengthen writing skills in preparation for post secondary learning.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: Train 100% of staff on AVID strategies during 2022 Pre-Service.

Evaluation Data Sources: AVID training sign-in sheet and agenda

Strategy 1 Details	Reviews			
Strategy 1: Plan training and invite district AVID coordinator/manager to train on AVID strategies. Strategy's Expected Result/Impact: 100% of teachers exposed and trained to AVID strategies that align to post secondary preparedness Staff Responsible for Monitoring: Principal, Assistant Principal and Math Teacher Specialist Action Steps: 1. Plan training date 2. Coordinate with AVID Manager for training Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✕ Discontinue</div> </div>				

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: Increase performance by special education students at the meets and above grade level by 5% on STAAR 3-5.

Strategic Priorities:

Expanding Educational Opportunities, Increasing Organizational Efficiency

Measurable Objective 1: By the end of the 2022-2023 school year, students receiving special education services will increase at the meets or above grade level by 5% in both math and reading as indicated by TEA STAAR accountability system.

Evaluation Data Sources: Campus Snapshots, Weekly Assessments, STAAR interim assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: All teachers servicing special education students will align curriculum and plan to incorporate strategies that support students' specific IEP. Strategy's Expected Result/Impact: Increase student achievement in math and reading, IEP compliance and increase literacy levels Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher Specialist, SPED Coordinator Action Steps: 1. Create planning calendar 2. Align resources for effective lessons Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✕ Discontinue</div> </div>				

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 2: Train and expose 100% of all teachers to effective implementation of instructional strategies that will meet the needs of all learners, especially special education students.




Strategic Priorities:

Expanding Educational Opportunities, Increasing Organizational Efficiency

Measurable Objective 1: By the end of the 2022-2023 school year, 100% of the teachers will effectively implement instructional strategies which support students receiving special education services; thereby, increasing the number of students at the meets or above grade level by 5% in both math and reading as indicated by TEA STAAR accountability system.

Evaluation Data Sources: Ren360; Benchmarks; Campus Snapshots, Weekly Assessments, STAAR interim assessments

Strategy 1 Details	Reviews			
Strategy 1: All teachers servicing special education students will align curriculum and plan to incorporate strategies that support students' specific IEP. Strategy's Expected Result/Impact: Increase student achievement in math and reading, IEP compliance and increase literacy levels Staff Responsible for Monitoring: Principal; Assistant Principal; Special Education Chair Action Steps: 1. Create planning calendar for Professional Development 2. Align resources for effective lessons 3. Teachers participate in "At Bats" Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: All teachers will attend professional development session which addresses effective implementation of instructional strategies for special population students. Strategy's Expected Result/Impact: Increase student achievement in math and reading; IEP compliance. Staff Responsible for Monitoring: Principal; Assistant Principal; Instructional Coach; Special Education Coordinator Action Steps: 1. Schedule Professional Development 2. Teacher model implementation of effective strategies 3. Teacher align resources for effective lessons 4. Monitor data/SPED Binder for documentation/evidence of accommodation Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
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Board Goal 5: N/A - Additional Campus Goals




Goal 1: Increase attendance rate to prevent learning gaps for students.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: By the end of 2022-2023, attendance rate will increase by 1% from 90.48% to 91.48% as indicated by yearly attendance report.





Evaluation Data Sources: Weekly, Monthly reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Counselor announce weekly monthly attendance winners and create a field trip for students who have perfect attendance at the end of the year.</p> <p>Strategy's Expected Result/Impact: Increase in attendance and awareness</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, teacher specialist, counselor, SIR</p> <p>Action Steps: 1. Attendance awareness and impact for students 2. Attendance bulletin showcasing winners and prizes 3. Parental involvement, newsletters, announcements 4. Plan perfect attendance field trip</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p>				
<div><div>0% No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: DISCIPLINE

Measurable Objective 1: 100% of students engaged in CHAMPS behavioral program where students are encouraged to follow positive behavior intervention support

Evaluation Data Sources: Decreased discipline incidents

Strategy 1 Details	Reviews			
Strategy 1: Train all teachers during pre-service on the CHAMPS program and create posters for all classrooms and school-wide common areas. Strategy's Expected Result/Impact: Decrease discipline incidents Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teacher Specialist Action Steps: 1. Train all teachers on Champs during pre-service 2. Create posters for all classrooms and schoolwide 3. Ensure teachers teach Champs to all students- what does it look like, sound like, etc. Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Measurable Objective 1: Create a plan where only three exits for dismissal are available so that 100% of students are safe in their holding areas.

Evaluation Data Sources: All students are tagged and at their holding location- bus, walker or car rider

Goal 4: SPECIAL EDUCATION

Measurable Objective 1: By the end of the 2022-2023 school year, 100% of our ARDS will be in compliance as evidenced by district special education reports.

Evaluation Data Sources: District weekly reports

Strategy 1 Details	Reviews			
Strategy 1: Special education chair will ensure to schedule initial, review and annual ARDS prior to due dates and compliance window. Strategy's Expected Result/Impact: Special education IEPs updated and current Staff Responsible for Monitoring: Principal and Special Education Chair	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✕</div><div>Discontinue</div></div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT-By June 2023, Anderson Elementary School will move from a Gold Family Friendly campus to a Platinum Family Friendly campus

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: By the end of the 2022-2023, Anderson Elementary will have earned a Platinum Rating by the HISD F. A. C. E. Department, from Gold 2022

Evaluation Data Sources: Number of parental involvement events, increased VIPs form submitted

Strategy 1 Details		Reviews			
Strategy 1: Create calendar of events where the community is inviting and able to participate Strategy's Expected Result/Impact: Increased parental involvement and change perception of the school Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal, Math Teacher Specialist Action Steps: 1. Create Parental Involvement Calendar 2. Plan events that involve both education opportunities for parents Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✕</div><div>Discontinue</div></div></div>					

Measurable Objective 2: Each grade level will coordinate a grade level academic night in the fall to inform parents of the grade level curriculum, assignments, assessments, and getting parents involved in their child academics.

Evaluation Data Sources: Sign-in sheets

Goal 7: MANDATED HEALTH SERVICES

Measurable Objective 1: Within the first 30 calendar days of the start of the school year or the hire date, the School Nurse will utilize the electronic health record to generate a report of students with chronic health conditions (i.e. anaphylaxis, diabetes, seizures, etc.) and make sure 100% of students with health conditions are identified

Evaluation Data Sources: Student health record





Strategy 1 Details		Reviews			
Strategy 1: Generate health record report and review health conditions for 100% of students on list Strategy's Expected Result/Impact: Knowledge of all students with health conditions or delinquent vaccinations Staff Responsible for Monitoring: School Nurse Action Steps: 1. Generate health report 2. Review all health conditions 3. Call parents when questions arise regarding student health condition		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Board Goal 5: N/A - Additional Campus Goals**Goal 8:** COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement

Measurable Objective 1: 100% of students will be scheduled to attend physical education class and have a daily recess time.

Evaluation Data Sources: Master Schedule

Strategy 1 Details		Reviews			
Strategy 1: Strategically ensure all students are scheduled in physical education class. Strategy's Expected Result/Impact: All students will be able to be exposed to physical education class and recess during the day. Staff Responsible for Monitoring: Principal, Nurse, Assistant Principal and Teacher Specialist TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished	 Continue/Modify	 Discontinue	

Board Goal 5: N/A - Additional Campus Goals





Goal 9: Increase 5th grade science scores at the approaches level.

Strategic Priorities:

Expanding Educational Opportunities, Increasing Organizational Efficiency

Measurable Objective 1: By the end of 2022-2023 school year, science scores will increase by 22% at the approaches level as indicated by TEA STAAR Accountability System

Evaluation Data Sources: Common Snapshots, Interim Assessments, Weekly Assessments, exit tickets

Strategy 1 Details		Reviews			
Strategy 1: Align STEM lab to science TEKS and backwards plan to prepare for labs, align resources Strategy's Expected Result/Impact: Planned labs that are aligned to STAAR science TEKS, STEM lab is prepared to extend learning from science TEKS Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher Specialist Action Steps: 1. Create planning calendar 2. Science instruction on daily schedule for all PK-5 teachers 3. Labs are planned and materials readily available 4. Align STEM lab to science TEKS for 5th grade Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished	 Continue/Modify	 Discontinue	

State Compensatory

Budget for 105 Anderson Elementary School

Total SCE Funds: \$45,631.87

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

SCE funds will be used to purchase technology to support instruction specifically targeting at-risk students. At this point in time, we have ordered 7 clever touch boards for the math and reading STAAR grades. IReady program will be purchased to support TIER 1 instruction in math and reading.

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

After carefully reviewing TEA Accountability data from 2021-2022, it was discovered that our Domain 1- Achievement was at 64. In Doamin 2A- Growth Anderson did very well scoring a 90%. As we disaggregated data from the previous year, our TELPAS scores were only 2 points above the cut-off score and the meets and masters levels in mathematics were all below the cut-off target in Domain 3- Closing the gap

To target these indicators on the STAAR Accountability Anderson will do the following:

1. Increase guided math time with the teacher providing support in building basic math skills
2. Implement new guided reading system using leveled readers to support student phonological awareness, comprehension and fluency.
3. Implement newly acquired K-12 Summit in the classrooms and elective (technology class? to support emergent bilinguals in second language acquisition
4. Vertically align science TEKS beginning with PreK through 5th grade while simultataneously using STEM lab to compliment science TEKS.
5. Continue uising AVID as a vehicle for higher level thinking and self-questioning while processing new information
6. To support our emergent bilingual more technology in the classroom is needed to provide visuals and demonstrations of processes and procedures- Anderson will continue to purchase new clever touch boards for all classrooms as budget permits

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

After carefully reviewing TEA Accountability data from 2021-2022, it was discovered that our Domain 1- Achievement was at 64. In Doamin 2A- Growth Anderson did very well scoring a 90%. As we disaggregated data from the previous year, our TELPAS scores were only 2 points above the cut-off score and the meets and masters levels in mathematics were all below the cut-off target in Domain 3- Closing the gap

To target these indicators on the STAAR Accountability Anderson will do the following:

1. Increase guided math time with the teacher providing support in building basic math skills
2. Implement new guided reading system using leveled readers to support student phonological awareness, comprehension and fluency.

3. Implement newly acquired K-12 Summit in the classrooms and elective (technology class? to support emergent bilinguals in second language acquisition
4. Vertically align science TEKS beginning with PreK through 5th grade while simultaneously using STEM lab to compliment science TEKS.
5. Continue using AVID as a vehicle for higher level thinking and self-questioning while processing new information
6. To support our emergent bilingual more technology in the classroom is needed to provide visuals and demonstrations of processes and procedures- Anderson will continue to purchase new clever touch boards for all classrooms as budget permits

2.2: Regular monitoring and revision

Regular monitoring and revision will take place as needed. Leadership is in charge of monitoring the instructional program on the campus and providing feedback to teachers on how to improve instruction so that Anderson can meet their yearly goals. It is also the intention of the leadership team to revise our literacy plan as needed after disaggregating data and receiving feedback from stakeholders (i.e. team leaders, admin, etc.).

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

School improvement plan is written using friendly language so that all parents can read and understand the contents outlined in the school improvement plan. Leadership intention is to have an outside agency translate the SIP in it's entirety to ensure all parents are able to read and comprehend the contents in the school improvement plan. In addition, parents will be privy to the SIP priorities to continue moving the campus forward.

2.4: Opportunities for all children to meet State standards

It is the mission and desire of the leadership and staff at Anderson Elementary to afford every single student the opportunities to meet State standards through early literacy intervention and ensuring the most effective TIER 1 instruction is happening in the classrooms. In addition, continuously monitoring of instructional expectations will be key to ensuring all students meet State standards.

2.5: Increased learning time and well-rounded education

Instruction begins promptly at 7:25am and instruction continues throughout the day following the master schedule provided to all teachers. Teachers then create their daily schedules to ensure TIER 1, intervention and work stations are included in their daily schedule. Because science was one of our lowest academic areas science is one of our priorities and must be taught every day and aligned from PK-5 grade.

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

Intervention time in the classroom and outside the classroom has been carved out for TIER 2 and TIER 3 students to support students with the acquisition of basic reading skills. Specific resources are aligned to the intervention so that this time is effective and meaningful to the students. It our intention to grow each student on the campus so that all students can achieve mastery.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Evaluation of the schoolwide plan is evaluated annually to align goals with data outcomes. The data that we will use is the BOY, MOY and EOY Universal screener for math and reading. In addition, we will evaluate our plan by the results of TEA STAAR Accountability at the end of the year. The goal of Anderson is to increase literacy with intentional planning and aligned the resources that will yield these results.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Parent and family engagement compact and policy will be provided by Title 1 coordinator to parents.

4.2: Offer flexible number of parent involvement meetings

Meetings are scheduled in both Spanish and English at different times so that parents are able to make arrangements and attend the meeting that best supports their language and understanding.

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Debra Adams	Dyslexia	SPED	100%
Michelle Darnell	Intervention Teacher-hourly	Reading	100%